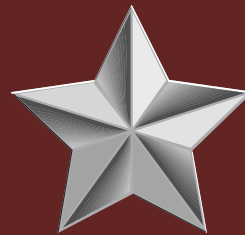


Utah Military Academy

A Utah Public Charter School dedicated to preparing cadets for life through
academic rigor, discipline, and character development



ary

REQUIRED INFORMATION

| I. Charter School Information | | | |
|---|--------------|--|---|
| 1. Name of proposed charter school: Utah Military Academy | | | |
| 2. Name of applicant: | | | |
| 3. Authorized agent: | | | |
| 4. Mailing address: Street, City, State, Zip: | | | |
| 5. Phone number: | | 6. Email address: | |
| 7. District(s) where proposed charter school is located Phase 1: Davis or Weber Phase 2: Alpine or Jordan. Phase 3: Washington County | | | |
| 8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.) Submitted to: Dr. Jeff Stevens (Weber School District) on December 30, 2013 Dr. Bryan Bowles (Davis County School District) on December 30, 2013 Dr. Patrice Johnson (Jordan School District) on December 30, 2013 Dr. Vern Henshaw (Alpine School District) on December 30, 2013 Dr. Larry Bergeson (Washington County School District) on December 30, 2013 | | | |
| 9. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other | | | |
| 10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary) | | | |
| Name | Email | Type of Member (e.g., parent, business) | Position on Board (e.g., chair, secretary) |

| | | | |
|-----------------------|--|--|------------------|
| Darren Beck | | K-12 education, virtual/blended | Chairman |
| Chuck Williams | | Dept of Defense, logistics; military leadership | Vicechair |
| Kit Workman | | Major Air Force, JrROTC Davis County Schools | Secretary |
| Sherrain Reber | | Lt Army Reserve, Public Relations | Treasurer |
| Curt Oda | | State Legislator, community relations | Member |

| | |
|--|---|
| 11. Date school will start: August 2014 | 12. Number of instructional days: 180 |
| 13. Grades served: 7-12 | 14. Hours of instruction: 990 |
| 15. Projected Enrollment (Complete growth model through the appropriate operational years): Operational Year 1: Total: 360 Grade K: _____, Grades 1-6: _____, Grades 7-8: 120 , Grades 9-12: 240 Operational Year 2: Total: 720 Grade K: _____, Grades 1-6: _____, Grades 7-8: 240 , Grades 9-12: 480 Operational Year 3: Total: 1080 Grade K: _____, Grades 1-6: _____, Grades 7-8: 360 , Grades 9-12: 720 Ultimate enrollment: Total: 1080 Grade K: _____, Grades 1-6: _____, Grades 7-8: 360 , Grades 9-12: 720 Does proposed grade configuration match resident district grade configuration? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 16. Target percentage of students with an Individualized Education Plan: 10% | 17. Target percentage of students identified as minority 20% |
| 18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged): 30% | 19. Is this a conversion? <input type="checkbox"/> Yes (include required signatures and proof of local board approval in Section 17) |

| | |
|---|---|
| | X No |
| <p>20. Does the charter school intend to participate in Utah Retirement System?</p> <p><input type="checkbox"/> Yes</p> <p>X No</p> | <p>21. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I).</p> <p>Utah Military Academy is seeking a waiver to open in 2014</p> |
| <p>22. List persons whom you have designated as Founding Members of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child.</p> | |

II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ 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.
- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ 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.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.
- ✓ Secondary charter schools will be fully accredited no later than its second year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.
- ✓ The charter school will maintain accurate student transcripts.
- ✓ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- ✓ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.

- ✓ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- ✓ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- ✓ The charter school applicant certifies 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. The charter school applicant understands 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 Board of Education 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.

The authorized agent 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 of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent: **Darren Beck**

Signature of Authorized Agent:



Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

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SECTION 1: EXECUTIVE SUMMARY

VISION

The Utah Military Academy will prepare cadets as leaders to thrive in any competitive environment upon graduation with a focus on entrance into the military academies, ROTC scholarship programs in colleges and universities or other technically challenging opportunities related to the military culture. All of which result in maximizing their potential throughout life.

OUR PHILOSOPHY

The military culture provides a basis for a structured academic environment within which students can receive a comprehensive program of instruction that will enable them to maximize their absolute potential. Key to the military culture is exceeding all previously known individual expectations in achieving “mission accomplished.” Every student can learn; every student can lead; every student has unlimited potential to excel. We will provide this disciplined, nurturing, engaging, and challenging environment within a military framework of instruction and culture.

MISSION

We will provide a rigorous environment that focuses on aggressive academics, strong work ethic, leadership opportunities, physical engagement and task oriented assignments. We recognize that many cadets will come from challenging backgrounds that would normally lead to a failure to maximize their individual potential. We are dedicated to identifying the individual needs of all students, working to build the support mechanisms within the sphere of influence and ultimately working to change their mindset and expectations of achievement. This is critical to individual success and we insist that a military culture is a key component in that change.

Utah Military Academy recognizes academic excellence is a requirement for admission to a United States Military Academy or to qualify for ROTC scholarships. In order for students to be fully prepared for its rigorous high school curriculum, the school will admit students beginning in seventh grade in order to build and strengthen necessary academic skills.

We will also engage the family and community in supporting this culture both on campus and off. An important part of program implementation is the hiring and development of our professional staff. We recognize that many of the finest teachers may not have a military background, which will first entail a strong exposure and then complete adoption of culture among staff. It is from the demonstrated leadership of our staff that culture will be shared with cadets, family, and community.

Essential to our overall framework is a very intentional, dedicated effort to ensure cadets develop critical thinking skills, which is essential for great leaders and the maximization of potential. We will also develop a strong personal commitment to physical fitness and healthy living. We will also instill in our cadets a strong sense of ethics, morals and other characteristics of empathy that result in great leaders. The totality of a successful student will be on the path of a statesman.

In order to codify our vision into our mission we recognize there are several different paths that ultimately lead to commissioning into the Armed Forces of the United States, which is the ultimate result of the appointment and ROTC process. This includes direct appointments to the Military Academies, Senior Military Colleges, Military Academy Junior Colleges and ROTC scholarships at universities and colleges.

The United States Congress has set by statute the number and methods of appointment to the Service Academies: The United States Military Academy at West Point, the United States Naval Academy, The United States Air Force Academy, The United States Merchant Marine Academy and the United States Coast Guard Academy. While the US Coast Guard Academy does not require an appointment process similar to the other four Service Academies Utah Military Academy will actively seek acceptance with a similar focus as the other academies.

Three of these academies fall under the Department of Defense, the US Military Academy, US Naval Academy and the US Air Force Academy. The primary route for appointment is through Congressional action. Each Senator will nominate five candidates to each military service academy for a total of thirty nominations between Senators Hatch and Lee. A further five nominations per academy is provided by each member of Congress. During Utah Military Academy's first year of operation this would reasonable constitute a total of fifteen nominations from Representative Rob Bishop in the First Congressional District. It is conceivable that a cadet may travel from southern Davis County, which would place them in the Second Congressional District represented by Congressman Chris Stewart.

The 2015/2016 school year will see Utah Military Academy expand into the Camp Williams area. Whether located in Salt Lake County, The Canyons School District or Utah County and Alpine School District the primary Congressional District Utah Military Academy anticipates primary enrollment from is represented by Congressman Jim Matheson of the Fourth District. It is very conceivable that many cadets will be drawn from the Third Congressional District, with boundaries that divide both school districts Utah Military Academy will serve. This second year of expansion would see a potential pool of another thirty Congressional appointments to seek.

The 2016/2017 school year will be the final expansion of Utah Military Academy with the opening of the Washington County campus. This campus will reside entirely in the Second Congressional District represented by Chris Stewart. With the completion of expansion Utah Military Academy will reside in three of the four Congressional Districts, making a total of seventy-five direct appointments, with a potential of fifteen more for any cadets that live within the Third Congressional District.

It should be noted that these appointments are rotated through graduation. This means that a member of Congress is not allotted fifteen appointments each year. Instead, the appointment slot is made, and upon graduation from one of the service academies that slot becomes open for the

next appointment. This means that typically a Congressional appointment is made each four years, so on average a member of Congress makes one appointment to each academy, each year, for a total of three. Thus, with a total of six members of Congress there are typically eighteen to twenty four appointments made per year.

If for any reason an appointed candidate to the Service Academies does not finish their commitment the member of Congress may appoint a replace to fill that position anew. This represents a new appointment position that Utah Military Academy will close track and participate within.

In addition to Congressional appointments there are other routes of appointment that the Utah Military Academy will actively pursue for our cadets. This includes the President of the United States (100 appointments for the children of veterans with at least eight years of service, or children of disabled or missing veterans, or children of recipients of the Medal of Honor); the Vice President of the United States (5 at-large appointments).

Secretary of each service (Army, Navy and Air Force) provide a substantial number of appointments to their own Service Academy. This includes eighty-five members of active duty service; eighty-five members of the reserve component of their respective service, twenty graduates from “Honor Schools” as designated by any military branch, and from members of the ROTC programs. Service Secretaries will also appoint one-hundred-fifty ranked candidates, recommended by members of Congress yet not selected. Finally, the Superintendent of each Service Academy can appoint fifty at-large cadets.

These numbers create a challenging pathway for Utah Military Academy graduating cadets, and to our faculty to assist in placement. There is a large opportunity to maximize appointments:

- Between 18 and 24 appointments a year from Utah Congressional Representatives
- 100 appointments by the President of the United States
- 5 appointments from the Vice President of the United States
- 85 each (255 total) from Active Duty ranks from each Service Secretary
- 85 each (255 total) from reserve component ranks from each Service Secretary
- 20 graduates from “honor Schools”
- 150 each (450 total) from ranked list of wait-listed recommendations made by members of Congress
- 50 each (150 total) directly by each Service Academy Superintendent

In addition to these five United States Military Academies, we recognize there are several, very narrowly defined university level military training opportunities for our cadets, which go beyond the traditional ROTC experience at a university or college, called Senior Military Colleges. Utah Military Academy will focus energy to build professional conduits and pipelines that will enable these Senior Military Colleges to serve as additional viable options for our cadets. These

institutions provide a very strong professional military and academic culture that seeks to replicate much of the Service Academy experience. These institutions: Virginia Military Institute (VMI), The Citadel, Texas Agriculture and Military University (Texas A&M), Virginia Polytechnic Institute and State University, North Georgia College & State University, and Norwich University.

This provides a very competitive yet eligible pool for Utah Military Academy to compete within. This means that in addition to our rigorous academic, and demanding military environment we will need to extend our activities beyond the normal application process. Utah Military Academy will become a member of the Association of Military Colleges and Schools of the United States. We will work closely with the Service Secretaries to be designated an “Honor School” for direct selection; we will develop strong relationships with the Service Secretaries for direct appointments; and, we will develop strong relationships with the Service Academy Superintendents for direct appointments.

In addition to the Service Academies, the Senior Military Colleges, we will work aggressively to place our cadets into regional and national colleges and universities with a full-time ROTC scholarship. The full ROTC scholarship is meant to be a supplement to the college financial package. It is standard that the scholarship is available for the final two years of the cadet’s college enrollment and pays for a portion of tuition and monthly stipend. With enrollment in a Service Academy or, in most cases the Senior Military College, tuition and costs are paid for with a service obligation upon graduation of between eight and fifteen years, depending on duty assignment. ROTC scholarships have a similar service obligation though the cadet will be required to obtain financing for the balance of the college costs. We will work to ensure our cadets have every opportunity for other scholarships and financial aid, and in addition will ensure the cadets are aware of the reserve and National Guard financial aid options to supplement their ROTC scholarships.

Finally, Utah Military Academy will assist in providing application and enrollment for interested graduating cadets into the five Military Academy Junior Colleges: Wentworth Military Academy and College, Valley Forge Military Academy and College, New Mexico Military Institute, Marion Military Institute, and Georgia Military College. These colleges have a special arrangement that enables graduates to be directly commissioned as a Second Lieutenant in the United States Army after only two years of college. It would require alternate paths to complete a bachelors degree though with a primary goal of commission into the Active Duty United States Army this is a very viable path we will support for Utah Military Academy graduates that seek direct commissions into the United States Army.

We will develop a very determined set of activities to ensure that all of these options are viable for our cadets. It is not enough to produce an academically gifted cadet of strong moral fiber. We must develop relationships and pipelines to key constituents to foster relationships that will

ultimately recognize and value our cadets beyond the mere paper application before them. This includes building working relationships with our Congressional delegation to secure appointments of our cadets. In addition, we will ask of our Congressional delegation introductions to Service Secretaries and build relationships with Service Superintendents. We will take these relationships very serious to include annual exchange trips. We will also work extensively to build relationships with key Utahans who can help foster these relationships. Examples include Brigadier General Jake Garn, or former National Security Advisor Brent Scowcroft. These and many other, very significant residents of Utah will help us form the connections necessary to facilitate the maximization of our cadets and goals of the Utah Military Academy.

Upon commencement of operations Utah Military Academy will join thirty-five private and twenty-one public education institutions providing high school level, full-time military training. We will be the sixth such institution in the western United States and will seek to rapidly become one of the premier military academies nationwide, again, working towards receiving the designation of “Honor School.”

EXECUTIVE SUMMARY

Utah Military Academy exists to serve the interest of students who desire a military environment. We will create this environment with a base of a strong, experienced board of directors, dedicated school leadership, and committed parents and community, who will support the work of changing students into cadets. We will demand a great deal of the cadets, and will support them at every turn in a task oriented process that ensures growth towards goals. “Failure is not an option.”

We will develop a strong set of Core Commitments for the cadets that will include:

- **Respect** for themselves, their fellow cadets, faculty and staff, community and country
- **Integrity** in every aspect of their life
- **Work ethic** as a backbone of all accomplishment of the mind and body
- **Expectation of excellence** as a key component of improvement
- **Gratitude** for the opportunities provided them within Utah Military Academy, the community and our nation, with a focus on patriotism with determined and known purpose
- **Mind set** of achievement in the face of daunting obstacles, challenges and odds

We will provide a strong military culture:

- **A facility** consistent with the theme, function and environment consistent with the military
- **Culture** that includes proper military etiquette, rank, drill and ceremony, rigorous attention to detail, and the demands of leadership
- **Exposure** to engagements with military leaders, equipment and training opportunities, safely guided and appropriate for our students

- **Challenging** assignments that will truly push our cadets beyond their own expectations

We will provide a ‘no excuses’ academic environment of excellence:

- **Data driven instruction** techniques will drive the course instruction, creating an environment for attention to individual academic achievement
- **Technology** engagement that will facilitate the most recent blended learning opportunities, which share in the individual learning and data driven instruction
- **Professional staff** selected for their background with the primary focus on academic achievement, and military experience being secondary and something we are dedicated to inculcating within staff
- **Academic opportunities** beyond the classroom to include support in applying to military academies, colleges and universities
- **Extracurricular opportunities** that will provide opportunities for cadets to practice leadership and personal growth
- **Rigor** in academic delivery by the cadets with the expectation of cadets learning to demonstrate commitment to academic excellence, with our professional staff providing guidance and support at every turn
- **Dedication** of staff to mission, which is ultimately measured in the individual achievement of our cadets

We will work with the family and community:

- **Parental and family engagement** in meaningful ways that support all aspects of the cadets
- **Public engagement opportunities** such as presentation and retirement of colors, drill and ceremony, public speaking and presentations of honor
- **Exposure to leadership** as examples of excellence, opportunity and goal setting
- **Service opportunities** which will build Core Commitments leading to entrenchment of the building blocks of leadership

These areas encompass all aspects of the Utah Military Academy and will provide the framework within which our cadets will maximize their individual abilities.

MILITARY CULTURE

Utah Military Academy recognizes that at our core we will utilize the highly motivating and disciplined military culture as a tool to educate, inspire and prepare. Throughout every aspect of our charter school a highly organized, rigorous and structure military culture will be fostered and adhered to. This is manifest in extracurricular activities and JROTC courses though will almost be manifest at all times, and in all subjects¹.

- Students will be referred to as Cadets, and will earn JROTC military ranks

¹ <http://www.tradoc.army.mil/Training.asp>

- All teachers and instructors will wear a JROTC fashioned uniform at all times
- Cadets are expected to wear appropriate military styled uniforms on a daily basis, variations of which will be defined in the Academy, Faculty and Cadet Handbook.
- Communication will always include standard military salutation and courtesy to include ‘Yes Sir, No Ma’am.
- Instructors will always be addressed as the senior officers in a the proper military chain of command that they are
- Cadets will address each other in proper military protocol, reflecting the rank of each cadet
- Guests to Utah Military Academy will strictly adhere to the protocol that will be explained and demonstrated to them
- Cadets will physically conduct themselves in an appropriate manner to include ‘Standing at Attention’ or marching in an orderly manner
- Cadets will be properly instructed and will be expected to learn the professional conduct of a soldier, sailor, airman or marine, which will include proper military jargon appropriate for Utah Military Academy such as ‘make a hole!’ and other military forms of conduct and communication.
- Specific activities, such as weekly lessons and lectures on significant military battles²; book³ and periodical⁴ reading lists specific to the inculcation of military knowledge and culture⁵; weekly or bi-weekly dine-in’s with leadership; and, extracurricular activities that on a daily basis challenge our cadets both mentally and physically will be a daily norm of the cadet life at the Utah Military Academy.

Utah Military Academy is defined as a professional, military academy and will conduct itself as such at all times, without exception.

Our academic model will be rigorous, standards based including strong elements of blended learning. Blended learning will enable Utah Military Academy to engage the latest research based practices in the utilization of analytical software. All programs will be researched based and fit within the mission of Utah Military Academy. We will have dedicated and determined professional development in all aspects of operation. This will include the blending of analytical, technology based learning; bridging to classroom instruction; bridging to extracurricular modules. All of which will develop the total blend of our academic model. We recognize that

² <http://www.carlisle.army.mil/usawc/mfp/battlebook/pdf/Chapter%2010.pdf>

³ http://www.apd.army.mil/pdffiles/r670_1.pdf

⁴ http://www.udel.edu/armyrotc/current_cadets/cadet_resources/manuals_regulations_files/FM%2022-5%20-%20Drill%20&%20Ceremonies.pdf

⁵ <http://www.strategypage.com/militaryhistory.asp>

blending modules through bridging activities will result in maximized performance of the academic model. Professional development, staff team building and data driven time is essential.

Utah Military Academy will offer all cadets the opportunity to pursue one of four academic specialty tracks to help prepare them specifically for collegiate, military, and related workplace success. The STEM and Liberal Arts Endorsements both require students to take Advanced Placement courses, and are rigorous, college preparatory tracks. The Aerospace Technology and Computer Technology Endorsements are CTE based and prepare students to enter the military or workforce with employable skills upon graduation.

At Utah Military Academy we will work aggressively to place our cadets with the military academies and scholarship ROTC programs at colleges and universities. This will require exposure to these campuses, familiarity and support in the application process and individual application support. We will work with cadets to ensure strong extracurricular activities support their academic success in being highly competitive for these honors.

The Board of Directors for the Utah Military Academy consists of experienced charter school leaders, JROTC instructors, and military personnel. The group came together through mutual ties within the charter community; and is a merger of two groups that were each considering submitting a charter for a military charter school. The Board is highly skilled in all areas needed to successfully create, open, and run a charter school, as demonstrated in Appendix B: Governing Board Background Sheets. Darren Beck, a long-time leader in Utah Charter Schools chairs the Board. He is joined by Major Kit Workman (Retired) who is a JROTC instructor at Clearfield High School, Chuck Williams, former Assistant Deputy Under Secretary of Defense for Installations, First Lieutenant Sherrain Reber, and Utah State Legislature Representative Curt Oda. Together, they represent a great group of people dedicated to bringing a quality military school to Utah. Additional information is located in Section Eight.

MISSION SPECIFIC GOALS

| <i>Indicator – Upholding mission and purpose</i> | | |
|--|---|-------------------------------------|
| Measure | Metric | Board Goal |
| Students are qualified for and accepted into a military academy of their choice | Number of students admitted to the military academy of choice (WestPoint Military Academy, Air Force Academy, Naval Academy, Coast Guard or Merchant Marine). | Year 1-3 Year 3-8 Year 5-15 |
| Students are eligible and prepared to participate in a collegiate ROTC scholarship program | Number of students receiving collegiate ROTC scholarships | Year 1-10 Year 3-20 Year 5-25 |

| | | |
|--|--|--|
| Students not pursuing a college degree will be prepared for and choose to enlist in the military | Number of students enlisting in the military | Year 1-10 Year 3-20 Year 5-25 |
| Students not pursuing military career or college will complete the aerospace technology program and find work in the industry after graduation | Number of students completing the aerospace program and finding employment in the industry | Year 1-N/A as students will not have had time to complete all required classes Year 3-15 Year 5-20 |

PURPOSE

Utah Code 53A-1a-501.9 states “(2) (a) The State Charter School Board shall request individuals, groups of individuals, or not-for-profit legal entities to submit an application to the State Charter School Board to establish a charter school that employs new and creative methods to meet the unique learning styles and needs of students, such as: (i) **a military charter school.**”

Currently there is not a military school (public or private) located in the state; thus the model presented by the Utah Military Academy is new to Utah. There are currently four Air Force Junior Reserve Officer Training Corps (JROTC) programs, five Army JROTC programs, and one Navy JROTC program in Utah.

Utah Military Academy has assembled a diverse and experienced Board and is in the process of developing a partnership with Hill Air Force Base where students from Utah Military Academy will participate in internships and mentoring with base personnel to prepare for college and possible future military service.

SECTION 2: STUDENT POPULATION

TARGET POPULATION

Utah Military Academy is being established to support students throughout the state who desire an education which prepares them for success in a military career. The school combines military culture with a rigorous academic program, enabling students to be top contenders for highly competitive appointments to military academies and ROTC scholarships. The United States Armed Forces are known for having officers who are disciplined, self-directed driven leaders with strong work ethics. Nationally, military preparatory schools (public and private) have educated students for decades in a rigorous and highly disciplined environment. For some students, this environment allows them to thrive and provides a highly structured environment not generally found in the regular public high schools of Utah. Students in Utah who desire to enroll in an official United States military academy following high school have few preparatory options, as there are only ten Junior Reserve Officer Training Corps (JROTC) programs in the state and no dedicated military preparatory school. Utah Military Academy gives students a new option in preparing for future military education and service.

The blended learning model of Utah Military Academy will allow students to take all of the military education classes (specifically JROTC, once a program is officially established) as well as the other academic classes that will best prepare them for future military service. In 2012, 64.6% of students enrolled in JROTC programs nationally were also enrolled in AP and honors level coursework, and 82.5% of JROTC students have a “B” or better grade point average,⁶ demonstrating the need students have for the academic rigor provided by Utah Military Academy. While the majority of classes will be taught by instructors on campus, students will have the opportunity to enroll in classes online that they otherwise would not have the opportunity of taking in a small high school setting.

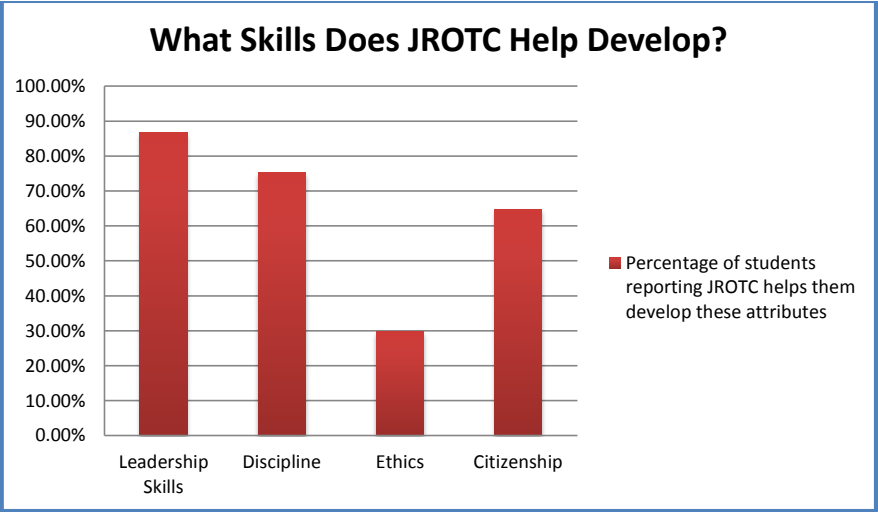
Utah currently ranks at the bottom of the list in number of recruits per thousand youths ages 18-24 at 1.53, while the national average is 2.28⁷. Utah Military Academy believes that Utah should at least meet the national average, and believes having a military-based school will help to increase these numbers. While there is no data available to prove the connection, Utah Military Academy believes that the lack of military schools and very limited JROTC programs contribute to this low rate of recruits from Utah.

The military curriculum and culture of the school help to build skills which are not traditionally taught in schools. A leadership class at a local high school is for the select few who are elected

⁶ College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

⁷ <http://nationalpriorities.org/analysis/2011/military-recruitment-2010/>

as student body officers, not for any student who wants to develop leadership skills. At Utah Military Academy, all students are taught leadership in the classroom as well as outside of it. A high percentage of students enrolled in JROTC programs report that their military education has helped them develop leadership skills, discipline, ethics, and citizenship; which are necessary life skills; as illustrated in Figure 1⁸. Each of these skills are necessary for success in life, not just the military.



SPECIAL POPULATIONS

Utah Military Academy will serve special populations as described below:

Gifted and Talented: The rigorous curriculum at Utah Military Academy engages and challenges gifted students. The blended learning model allows them the opportunity to progress at a faster rate if they desire. The military culture helps build discipline and leadership skills necessary for later success in college and careers. With the specialty academic tracks offered, students have the opportunity to take advanced and specialized classes, including Advanced Placement and/or Concurrent Enrollment.

English Language Learners: The blended curriculum offered at Utah Military Academy allows students the opportunity to work at their own pace and develop necessary language and

⁸ College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

comprehension skills. Utah Military Academy will provide all ELL services required by law through a teacher with an ESL endorsement.

504 Eligible Students: All necessary accommodations for students requiring 504 services will be made by Utah Military Academy

Economically Disadvantaged: Utah Military Academy will support students who are economically disadvantaged by assisting students with college admission paperwork, job placement and/or military enlistment support upon graduation. The school will also participate in the Federal Nutrition Program, offer fee waivers for those eligible, and once the ROTC program is established, uniforms will be provided.

| <i>Indicator - Student attendance and reenrollment</i> | | |
|--|--|--|
| Measure | Metric | Board Goal |
| Average membership | Percent membership throughout the year $((ADM \div \text{Fall enrollment}) \div 180)$ | Year One: 80% Year Two: 85% Year Three: 95% |
| Enrollment capacity | Percent enrolled on October 1 $(\text{Fall enrollment} \div \text{Authorized enrollment})$ | Year One: 85% Year Two: 90% Year Three: 100% |
| Transfer rate | Percentage of students continuously enrolled throughout the year | Year One: 75% Year Two: 85% Year Three: 95% |
| Retention rate | Percentage of students re-enrolled from one year to the next | Year One: 75% Year Two: 85% Year Three: 95% |
| Continuous enrollment rate | Percentage of students continuously enrolled for all available years | Year One: 75% Year Two: 80% Year Three: 85% |

SECTION 3: CALENDAR AND BELL SCHEDULE

Utah Military Academy will utilize an eight period block schedule, as outlined below, and has an academic calendar that satisfies the legal requirements of 180 days of school and 990 instructional hours (Utah Military Academy's schedule provides students with 1,008 instructional hours).

UTAH MILITARY ACADEMY 2014-2015 ACADEMIC CALENDAR

| | | | | | | |
|-------------|----|----|----|----|----|----|
| August 2014 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| | | | | | | |
|---------------|----|----|----|----|----|----|
| December 2014 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| | | | | | | |
|------------|----|----|----|----|----|----|
| April 2015 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| | | | | | | |
|----------------|----|----|----|----|----|----|
| September 2014 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| | | | | | | |
|--------------|----|----|----|----|----|----|
| January 2015 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| | | | | | | |
|----------|----|----|----|----|----|----|
| May 2015 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| | | | | | | |
|--------------|----|----|----|----|----|----|
| October 2014 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| | | | | | | |
|---------------|----|----|----|----|----|----|
| February 2015 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

| | | | | | | |
|-----------|----|----|----|----|----|----|
| June 2015 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| | | | | | | |
|---------------|----|----|----|----|----|----|
| November 2014 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
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| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

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|------------|----|----|----|----|----|----|
| March 2015 | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| | | | | | | |
|-------|--------------------------|--|--|--|--|--|
| Notes | | | | | | |
| ■ | First/Last Day of School | | | | | |
| ■ | No School | | | | | |
| ■ | End of Term | | | | | |
| ■ | SEP Conferences | | | | | |
| | | | | | | |
| | | | | | | |

School BeginsMonday, August 25, 2014

School EndsFriday, June 5, 2015

School Calendar Summary

Total School Days180 Days

Holidays and Other Days Schools Closed for Student Attendance

| | |
|--|--|
| Labor Day | Monday, September 1, 2014 |
| Compensatory Day for SEP Conferences (see schedule below) | Friday, September 26, 2014 |
| Fall Recess | Thursday & Friday, October 16 & 17, 2014 |
| End of Term (No Classes Held) | Friday, October 31, 2014 |
| Thanksgiving Recess | Wednesday, Thursday & Friday, November 26, 27 & 28, 2014 |
| Winter Recess | Monday, December 22, 2014, through Friday, January 2, 2015 |
| End of Term (student recess day)..... | Friday, January 16, 2015 |
| Dr. Martin Luther King, Jr. Day..... | Monday, January 19, 2015 |
| Compensatory Day for SEP Conferences (see schedule below)..... | Friday, February 13, 2015 |
| Washington & Lincoln Day | Monday, February 16, 2015 |
| End of Term (student recess day)..... | Friday, March 20, 2015 |
| Emergency Closure Make-up Day (student recess day unless needed) ... | Thursday, April 2, 2015 |
| Spring Recess | Friday, April 3, 2015 & Monday, April 6, 2015 |
| Memorial Day | Monday, May 25, 2015 |

SEP Schedule

| | |
|-------------------------|---|
| Fall Conference | Wednesday & Thursday, September 24 & 25, 2014 |
| Spring Conference | Wednesday & Thursday, February 11 & 12, 2015 |

Beginning and Ending of Terms

| | |
|---|---------|
| 1st Term: Monday, August 25, 2014, through Thursday, October 30, 2014..... | 46 Days |
| 2nd Term: Monday, November 3, 2014, through Thursday, January 15, 2015..... | 41 Days |
| 3rd Term: Tuesday, January 20, 2015, through Thursday, March 19, 2015..... | 42 Days |
| 4th Term: Monday, March 23, 2015, through Friday, June 5, 2015..... | 51 Days |

BELL SCHEDULE

8-Period Block (4 86-minute classes daily, rotating on an A-Day, B-Day basis)

Warning Bell.....7:55
1A or 1 B8:00 – 9:26
2A or 2 B9:31 - 11:03
1st Lunch.....11:03 - 11:38
3A or 3B11:43 - 1:09
4A or 4B1:14 - 2:40
Extra Curricular.....2:50– 4:00

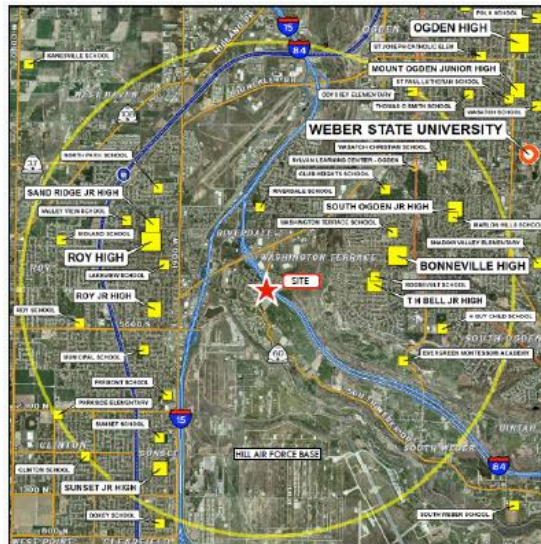
Warning Bell..... 7:55
1A or 1B.....8:00 - 9:26
2A or 2B.....9:31 - 11:03
3A or 3B.....11:08 - 12:38
2nd Lunch.....12:38 - 1:09
4A or 4B.....1:14 - 2:40
Extra Curricular.....2:50- 4:00

SECTION 4: MARKET ANALYSIS

LOCATION

Currently, there are approximately 1,000 students enrolled in JROTC programs in the Ogden City and Davis County school districts who are receiving some military education training and experience. Weber County School District does not offer any JROTC programs at this time. These statistics, combined with the location of Hill Air Force Base (HAFB) in Layton, Utah, makes the northern Davis County area (Layton or Clearfield) or southern Weber County (Riverdale area) an ideal place for Utah Military Academy to locate. With so many students already interested and involved in a limited military educational experience, Utah Military Academy believes it can fill 360 seats in this market. A number of properties have been identified that would be conducive to this type of school in the Layton/Clearfield area, and vacant land near HAFB is available. Contact has been made with the developers of Falcon Hill, a joint venture between the United States Air Force and private developers on land just outside of the West Gate of Hill Air Force Base owned by the federal government. Work on securing a site at this location is ongoing. Of particular interest is the Christian Heritage School located in Riverdale. The former private secondary school is not fully leased at this time, and is available for the 2014-2015 school year, making it possible for the school to open on an accelerated schedule. Utah Military Academy has negotiated a lease, subject to charter approval, which is valid for one year, with possible extensions of three years and an option to purchase the building. The building is fully equipped with a full science lab, classrooms, gymnasium (particularly important for drill practice), a cafetorium, office space, ample parking, and has fixtures (desks, chairs, office furniture, science lab equipment) included in the lease, making the cost to the school minimal.





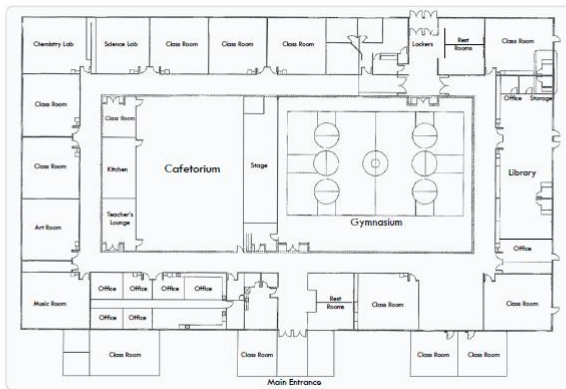
Chemistry Lab



Cafetorium



Hallways with Lockers



Gymnasium



Library



Expansion Space

Utah Military Academy plans to open a second campus in the Camp Williams area of the Salt Lake Valley (Bluffdale/Lehi/Saratoga Springs area) in the 2015-2016 school year. This location was selected due to the proximity of the Army installation, and the fact that Utah County only has one JROTC program, which is located at the alternative high school (Independence High) in the Provo City School District. Utah Military Academy will apply for an Army JROTC program

at this location, and has secured a letter of support from Major General Jefferson Burton, Adjutant General of the Utah National Guard, who has provided a letter of support for the location of Utah Military Academy to be located in close proximity to Camp Williams, as included below.

A third campus will open in 2016-2017 in Washington County in order to serve students in the southern Utah area, where there is a large population of retired military personnel who are supportive of Utah Military Academy, including board member John Williams, who is spearheading the efforts in Southern Utah. According to the Utah Veteran Information System, there are currently 9,354 military veterans living in Washington County and 2,427 residing in Iron County. These numbers reflect self-reported members, and it is estimated that the actual numbers are higher⁹. The school will seek either an Army or Air Force ROTC flag for this location.

All three campuses will be overseen by the Executive Director and will have a site specific Commandant of Cadets and Academic Director (see Section Seven: Organizational Structure for additional information).

MARKET CONTEXT, TRENDS AND STRATEGIES FOR SUCCESS

Utah currently ranks forty first in the country for military recruits, with 1.53 recruits per thousand youth ages 18-24, while the national average is 2.28¹⁰. Utah Military Academy intends to increase this rate to at least the national average, and would like to see every appointment made by a senator or congressional representative from Utah be accepted at their first military academy of choice.

The United States Congress has set by statute the number and methods of appointment to the Service Academies (FAS): The United States Military Academy at West Point, the United States Naval Academy, The United States Air Force Academy, The United States Merchant Marine Academy and the United States Coast Guard Academy. While the US Coast Guard Academy does not require an appointment process similar to the other four Service Academies Utah Military Academy will actively seek acceptance with a similar focus as the other academies.

Three of these academies fall under the Department of Defense, the US Military Academy, US Naval Academy and the US Air Force Academy. The primary route for appointment is through Congressional action. Each Senator will nominate five candidates to each military service academy for a total of thirty nominations between Senators Hatch and Lee. A further five nominations per academy is provided by each member of Congress. During Utah Military

⁹ Utah Veteran Information System, Utah Department of Veteran and Military Affairs, electronic communication December, 2013

¹⁰ <http://nationalpriorities.org/analysis/2011/military-recruitment-2010/>

Academy's first year of operation this would reasonable constitute a total of fifteen nominations from Representative Rob Bishop in the First Congressional District. It is conceivable that a cadet may travel from southern Davis County, which would place them in the Second Congressional District represented by Congressman Chris Stewart.

The 2015/2016 school year will see Utah Military Academy expand into the Camp Williams area. Whether located in Salt Lake County, The Canyons School District or Utah County and Alpine School District the primary Congressional District Utah Military Academy anticipates primary enrollment from is represented by Congressman Jim Matheson of the Fourth District. It is very conceivable that many cadets will be drawn from the Third Congressional District, with boundaries that divide both school districts Utah Military Academy will serve. This second year of expansion would see a potential pool of another thirty Congressional appointments to seek.

The 2016/2017 school year will be the final expansion of Utah Military Academy with the opening of the Washington County campus. This campus will reside entirely in the Second Congressional District represented by Chris Stewart. With the completion of expansion Utah Military Academy will reside in three of the four Congressional Districts, making a total of seventy-five direct appointments, with a potential of fifteen more for any cadets that live within the Third Congressional District.

It should be noted that these appointments are rotated through graduation. This means that a member of Congress is not allotted fifteen appointments each year. Instead, the appointment slot is made, and upon graduation from one of the service academies that slot becomes open for the next appointment. This means that typically a Congressional appointment is made each four years, so on average a member of Congress makes one appointment to each academy, each year, for a total of three. Thus, with a total of six members of Congress there are typically eighteen to twenty four appointments made per year.

If for any reason an appointed candidate to the Service Academies does not finish their commitment the member of Congress may appoint a replace to fill that position anew. This represents a new appointment position that Utah Military Academy will close track and participate within.

In addition to Congressional appointments there are other routes of appointment that the Utah Military Academy will actively pursue for our cadets. This includes the President of the United States (100 appointments for the children of veterans with at least eight years of service, or children of disabled or missing veterans, or children of recipients of the Medal of Honor); the Vice President of the United States (5 at-large appointments).

Secretary of each service (Army, Navy and Air Force) provide a substantial number of appointments to their own Service Academy. This includes eighty-five members of active duty service; eighty-five members of the reserve component of their respective service, twenty

graduates from “Honor Schools” as designated by any military branch, and from members of the ROTC programs. Service Secretaries will also appoint one-hundred-fifty ranked candidates, recommended by members of Congress yet not selected. Finally, the Superintendent of each Service Academy can appoint fifty at-large cadets.

These numbers create a challenging pathway for Utah Military Academy graduating cadets, and to our faculty to assist in placement. There is a large opportunity to maximize appointments:

- Between 18 and 24 appointments a year from Utah Congressional Representatives
- 100 appointments by the President of the United States
- 5 appointments from the Vice President of the United States
- 85 each (255 total) from Active Duty ranks from each Service Secretary
- 85 each (255 total) from reserve component ranks from each Service Secretary
- 20 graduates from “honor Schools”
- 150 each (450 total) from ranked list of wait-listed recommendations made by members of Congress
- 50 each (150 total) directly by each Service Academy Superintendent

In addition to these five United States Military Academies, we recognize there are several, very narrowly defined university level military training opportunities for our cadets, which go beyond the traditional ROTC experience at a university or college, called Senior Military Colleges. Utah Military Academy will focus energy to build professional conduits and pipelines that will enable these Senior Military Colleges to serve as additional viable options for our cadets. These institutions provide a very strong professional military and academic culture that seeks to replicate much of the Service Academy experience. These institutions: Virginia Military Institute (VMI), The Citadel, Texas Agriculture and Military University (Texas A&M), Virginia Polytechnic Institute and State University, North Georgia College & State University, and Norwich University.

This provides a very competitive yet eligible pool for Utah Military Academy to compete within. This means that in addition to our rigorous academic, and demanding military environment we will need to extend our activities beyond the normal application process. Utah Military Academy will become a member of the Association of Military Colleges and Schools of the United States. We will work closely with the Service Secretaries to be designated an “Honor School” for direct selection; we will develop strong relationships with the Service Secretaries for direct appointments; and, we will develop strong relationships with the Service Academy Superintendents for direct appointments.

In addition to the Service Academies, the Senior Military Colleges, we will work aggressively to place our cadets into regional and national colleges and universities with a full-time ROTC scholarship. The full ROTC scholarship is meant to be a supplement to the college financial package. It is standard that the scholarship is available for the final two years of the cadet’s

college enrollment and pays for a portion of tuition and monthly stipend. With enrollment in a Service Academy or, in most cases the Senior Military College, tuition and costs are paid for with a service obligation upon graduation of between eight and fifteen years, depending on duty assignment. ROTC scholarships have a similar service obligation though the cadet will be required to obtain financing for the balance of the college costs. We will work to ensure our cadets have every opportunity for other scholarships and financial aid, and in addition will ensure the cadets are aware of the reserve and National Guard financial aid options to supplement their ROTC scholarships.

We will develop a very determined set of activities to ensure that all of these options are viable for our cadets. It is not enough to produce an academically gifted cadet of strong moral fiber. We must develop relationships and pipelines to key constituents to foster relationships that will ultimately recognize and value our cadets beyond the mere paper application before them. This includes building working relationships with our Congressional delegation to secure appointments of our cadets. In addition, we will ask of our Congressional delegation introductions to Service Secretaries and build relationships with Service Superintendents. We will take these relationships very serious to include annual exchange trips. We will also work extensively to build relationships with key Utahans who can help foster these relationships. Examples include Brigadier General Jake Garn, or former National Security Advisor Brent Scowcroft. These and many other, very significant residents of Utah will help us form the connections necessary to facilitate the maximization of our cadets and goals of the Utah Military Academy.

Upon commencement of operations Utah Military Academy will join thirty-five private and twenty-one public education institutions providing high school level, full-time military training. We will be the sixth such institution in the western United States and will seek to rapidly become one of the premier military academies nationwide, again, working towards receiving the designation of “Honor School.”

Utah Military Academy will work to get an Air Force JROTC program housed at the school, as it is located in the close vicinity of Hill Air Force Base and a partnership is being developed with base leadership. Currently, the Air Force has four programs in Utah, but says Utah is undersubscribed, and should have eight given the population size of the state¹¹. Utah Military Academy is optimistic that a JROTC program can be approved in a timely manner, and has made initial contact with program administrators.

¹¹ AFJROTC—2013 Year in Review, May 2013.

COMPETITIVE ADVANTAGE

Utah Military Academy will be the first school in Utah dedicated to preparing students for future military careers, making it appealing to those who want to be well prepared to enter a military academy, an ROTC program at a private or public institution of higher learning, or enlist immediately after graduating from high school in one of the branches of the armed forces.

A 2013 survey found that 23.3% of students enrolled in JROTC programs nationally who eventually dropped out of the program before graduation did so because JROTC conflicted with other courses they needed to take¹². There will not be course conflicts for students at Utah Military Academy, making it appealing to students who have had to choose between military education and other courses in their traditional high school setting.

The survey also found that of those who drop out 31.1% say it has to do with friends not participating in JROTC¹³. The emphasis on teamwork at Utah Military Academy will help each student build a network of friends who all participate in the military education components of the school, including wearing a uniform, which has been cited as a deterrent by some dropouts as well.

Of students participating in JROTC, 35.3% said they participate in JROTC extracurricular activities more than any other, and an additional 36.8% said they participate in JROTC extracurricular activities as much as other activities¹⁴. With nearly 75% of students preferring military types of extracurricular activities, the planned extracurricular activities provided by Utah Military Academy will exceed those offered by local schools.

Students who participate in a JROTC program may receive special consideration for ROTC scholarships, which will pay for up to four years of tuition, books, and fees at colleges and universities across the country. For cadets who complete two years of JROTC, one term of ROTC is waived if they enroll in college. For those who complete three or more years, an entire year of ROTC credit is granted. Additionally, those who enter the military immediately after graduating from high school are eligible to enlist in the armed services at one to two pay grades higher than other enlistees. For AFJROTC cadets who complete three or more years and enlist in the Air Force after high school, they are paid at two full grades higher and are automatically enrolled in the Community College of the Air Force¹⁵.

¹² College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013. www.collegeoptionsfoundation.net

¹³ College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013. www.collegeoptionsfoundation.net

¹⁴ College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013. www.collegeoptionsfoundation.net

¹⁵ Air Force Junior Reserve Officer Training Corps Fact Sheet. www.au.af.mil/au/holmcenter.

OUTREACH

Utah Military Academy will use a variety of active and passive means to market the school. Approval to advertise on HAFB has already been approved, and the Board of Utah Military Academy will work with the local school districts and JROTC personnel to recruit students who are already interested in military education. School information will be made available to guidance counselors in local school districts for students who express an interest in joining the military following high school. Contact will be made with all local military recruiters, who will be provided with information and flyers about the school. Open houses will also be held in a variety of locations at various times.

Other means of marketing the school include:

- Outreach through social media such as Facebook, Google ads, and a website
- Distribution of promotional materials on Hill Air Force Base, in public libraries, community centers, grocery stores, farmers markets, and community gathering events
- Public Service announcements on local radio and TV
- Information about the school provided to guidance counselors of local junior high and high schools to give to students who express a desire to serve in the military
- Recruiting events with the Civil Air Patrol, local armed forces reserve units (for students of parents currently serving), and military recruiters
- Press releases
- Advertising in local publications

SECTION 5: CAPITAL FACILITY PLAN

BUILDING

Utah Military Academy will construct or lease a facility in each of the three locations that will facilitate the academic program as well as support the development of military culture. The basic components of each campus include the following:

- Approximately 35,000 square feet of interior space
- Office space
- A gymnasium, which will also be used as drill space during inclement weather
- 12 general purpose classrooms
- 1 or 2 science labs
- Cafeteria area
- Exterior grounds for military drilling exercises
- Computer labs will be mobile; school may decide to have one desk-top lab

The initial campus in Northern Utah will be at the former Christian Heritage School in Riverdale, and already has a class E occupancy permit. There will be no up-front costs to the school to occupy the building.

A permanent facility in all three locations may include a traditional brick and mortar structure or a smaller main facility that would house offices, cafeteria, gymnasium, and possibly the science and computer labs. The classrooms in the latter possibility would be constructed of Quonset huts, structures frequently used in the military. While building costs to permanently install the huts are not substantially less, they may be a viable option if the campus is located on government land the school cannot purchase (see Section Four: Location for additional information on land).

CONTINGENCY

Utah Military Academy will open in Fall 2014 in the Christian Heritage School building. If a permanent building is not under construction by January 1, 2015 for the following fall, the school has the ability to extend the lease for Christian Heritage School. Utah Military Academy will begin actively and aggressively pursuing a facility for the Camp Williams Campus upon charter approval. If the Camp Williams campus is not under construction by January 1, 2015, the school will utilize portables or Quonset huts or lease office space, if available in the vicinity. The same options would be utilized for the Southern Utah campus in 2016, although it is not anticipated to be a problem with this campus given the length of time from approval to opening.

FINANCING

Utah Military Academy does not need any initial funding on approval for facilities, as the Christian Heritage School building does not require any renovations, is fully furnished, and payment is not due until the school receives its initial funding. A developer may be selected to construct a permanent facility and additional campuses. Utah Military Academy will pursue a start-up loan and through the revolving loan fund and a start-up grant (if available). If the campuses are constructed on ground owned by the federal government that cannot be purchased, the school will lease the facility long-term with no intent to purchase. If buildings are constructed on private property, Utah Military Academy will seek to purchase the facilities through tax-exempt bonds and/or USDA loans, dependent upon qualifications and availability.

SECTION 6: DETAILED BUSINESS PLAN AND BUDGET

Utah Military Academy's board will ensure that the school's operations are operated efficiently, according to applicable laws, within the board-adopted budget, and in a way that achieves the outcomes and mission established in this charter application. The school's budget, short of this charter, is the clearest and most relevant statement about the board's priorities. The board will ensure that the budget and all operations reflect the school's priorities and fulfill its mission.

PLANNING YEAR

Under 53A-1a-501.9, Utah Military Academy understands that, if approved, the school will face a tremendously accelerated opening schedule. As such, revenue will come from non-traditional sources, and expenses will be lower because of the shortened timeframe. The school understands that it has the same amount of work to do and will have to do it in less time, but the school's team of education and operational experts and partners will complete all the necessary work for an August 2014 school opening.

Revenue

Utah Military Academy will obtain a startup bridge loan from Charter Asset Management, a source of national charter school financiers who specialize in providing startup and "receivable anticipation" funding for schools. Interest rates on this source of funding are between 5 and 6%. Utah Military Academy will use this as a source of immediate cash to fund operations upon approval of its charter and prior to receipt of state startup loan or startup grant and regular school funding. The school anticipates receiving the private loan in March 2014 and repaying the loan with proceeds from the state revolving loan in July 2014, or earlier if additional state funds are available.

Planning Year Salaries

Utah Military Academy will employ (or otherwise compensate through an employee leasing or service arrangement) the following employees during the planning year from approval of the charter to the beginning of the first operational year:

- A full-time director, responsible to establish the academic and military program, and to seek official JROTC recognition
- A full-time school secretary and student records manager
- In addition to these employees, the school will also use the following in a purchased services arrangement:
 - Business management services on a delayed payment plan
 - A building officer responsible to oversee construction and facility compliance

Other Planning Year Expenses

The largest expense during the planning year will be marketing—expenses the school will incur to promote and publicize the Academy and build enrollment. The budget for these expenses is \$10,000. Additional purchases will be for Insurance, communication, and basic supplies and equipment so the small administrative team can complete its work.

These expenses in total will be about \$86,000 over the three months from approval to the beginning of the first operational fiscal year.

OPERATIONAL YEARS

Enrollment

Utah Military Academy under this application will have capacity for 360 students, generating revenue of just over \$2.5 million in state funding, which includes funding under the Child Nutrition Program and other federal programs.

Revenue

In addition to funding from state and federal sources above, the school will also receive some funding from students and parents in the form of fees, donations, and activity participation fees. The numbers presented here are very conservative for a high school in Utah, when compared to other charter high schools.

Utah Military Academy will also have a source of income available to no other charter school in Utah because of its JROTC flag. In official JROTC programs, the military serves as a joint employer for JROTC personnel, including JROTC teachers and the school's commandant. That revenue is reflected in this budget by reducing expenses. Since the Air Force will be paying half of the compensation of some of the school's teachers, the FTE teachers that are school employees are reduced. (If class sizes appear slightly high in the budget, this is the reason why.)

Other local revenue assumptions:

- Student activities will generate average annual revenue of \$45 per student in admissions to activities and events
- The school's parent organization will be able to raise an average of \$100 per student per year in its fundraising activities, donations (including box tops, direct cash, etc.) and sales of school products for total revenue of \$24,000
- Enrollment will double in year two as the school opens its second campus, with state, local, and federal funding (except for one-time startup funding) increasing commensurate with enrollment

Payroll, Benefits, and Purchased Services

Teachers: The board may, prior to opening, adopt a salary range schedule. While teachers will be hired at various salaries depending on education and experience, this budget anticipates an average teacher salary of \$38,000, which is consistent with the average salary of startup schools with similar grade configurations in Utah. The school will employ 14 FTE teachers directly in its first year, with an additional four teachers being compensated part-time by JROTC for a total of 16 teachers. These numbers increase in the second year, commensurate with enrollment.

Paraprofessionals: In the first year, the school will hire one part-time paraprofessional per teacher to assist teachers, serve as on-call substitutes, and provide special education services to students. Numbers increase in the second year commensurate with enrollment.

Support Services: Utah Military Academy will have a full-time counselor for its student body at a salary of \$45,000. The school's budget calls for a half-time librarian paid on the same salary schedule as teachers. The school will also invest in student support services, including outsourced special education services for speech and occupational therapy. The school will also employ an Academic Director, whose responsibility will be to develop and refine the school's academic program and ensure that it meets the requirements of a JROTC program as well as the core curriculum requirements that apply to all charter schools. Counselor, librarian, and special education compensation increase commensurate with enrollment in year two.

Administration: The above-mentioned Academic Director will be one third of the Utah Military Academy administrative team, along with one Commandant of Cadets at a salary of about \$75,000, plus a part-time Executive Director with compensation of \$60,000. Additionally, the school will have two 1.5 secretaries/receptionists with an average salary of \$32,000. The school may either contract out for business services or hire a business administrator. For purposes of this budget, the assumption is that an on-site business manager will be retained through a service provider, at a cost of \$60,000, which will replace the cost of a business office staff at the school, including benefits. Information Technology services are included at \$25,000, again, outsourced to an ESP.

In year two, it is anticipated that administrative functions will increase below enrollment, as the school sees the benefits of increasing economies-of-scale. There will be increases in hours and workload for all administrative functions, but they will not double.

Operations and maintenance: Utah Military Academy will hire a building maintenance manager at a salary of about \$32,000 per year with additional support of part-time custodial staff who will work part time at a rate of about \$9 per hour. In year two as the school's capacity and facilities double, staffing among operations and maintenance staff increase commensurate with enrollment and facility size.

Food Service: The school will likely not have kitchen facilities on-site and anticipates contracting with the school district or third party providers (as several charters in the area do) for food services at a cost consistent with sales and state and federal support.

Benefits: Full-time employees will be eligible to participate in the school's medical, dental, vision, and other benefit plans. The cost to the school of these plans is budgeted at an average of 10% of salaries per year in year one, rising to 11% in year two. Utah Military Academy does not anticipate participating in the State Retirement System, but will have a robust retirement program, which is anticipated to cost 4% of total salaries.

Non-Payroll or Service Expenses

Technology: The budget includes \$200 to purchase internet connected computers for every pair of students at the school. This large investment will also require an investment in the school's infrastructure of \$10,000 for wireless arrays, filtering, servers, and other network equipment. An additional \$5,000 is budgeted for administrative computers and \$10,000 for faculty computers.

Furnishings and Fixtures: The budget includes expenses of \$100 per student for desks, chairs, filing cabinets, storage, and other classroom equipment. JROTC equipment is provided by JROTC and does not reflect an immediate expense to the school.

In year two, the startup costs FF&E reduce, but continue at a replacement rate and to provide funding to newly enrolled students. Technology costs repeat in year two as a use for startup funds and to build out the school's technology profile according to this charter.

Occupancy of facilities: The school's facility will be inexpensive compared to schools of similar size, but the budget calls for 19% of state revenue for the costs of occupancy, including utilities. The school will spend \$30 per student on janitorial supplies.

Curriculum and classroom materials: The budget includes \$250 per student for textbooks and curriculum supplies. Basic instructional supplies of markers, paper, pencils, and other basic classroom needs are budgeted at \$40 per student for the year. Future classroom supplies continue at that pace, while curriculum materials are anticipated to require replacement every two years, which amount is included in year two of the attached budget.

The school also anticipates spending an average of \$15 per student to start a library collection of in the first school year. The school also anticipates purchases of \$5,000 for basic facility maintenance equipment, including vacuums and other cleaning tools.

AUDIT AND CONTROLS

Utah Military Academy's Board is responsible to ensure that the school complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors present

when dealing with public money. As required by law, Utah Military Academy will contract with an independent auditing firm to conduct an annual independent audit at the end of each fiscal year. The budget includes no expenses for this and related services in the first year, as the school is not currently scheduled to receive any public funding in its planning year. Audit expenses are part of administrative purchased services at \$11,000 in year 2. The audit report will be delivered to both the USOE and the Utah State Auditors' Office each year in compliance with state requirements.

The board will adopt a budget each year by June 30 and monitor the school's financial performance related to that budget at its regular board meetings. The board may adopt a revised budget at any time during the year (again, before June 30) if actual expenses vary from the budget by more than five percent.

The board will ensure that all finance policies are adopted consistent with state law, including regular board and administrative oversight along with sufficient segregation of duties to limit the potential for fraud. Board finance reporting will include board review of all reports submitted to the state. The school will follow purchasing policies, and school finance policies will be reviewed each year to ensure that they comply with any legislative changes that may occur from time to time. The school will follow procurement code related to education service providers, building development and land acquisition, and all other purchases falling within the scope of state procurement code.

Contingency Budget

In case enrollment is below the board's budgeted expectation, this application includes a contingency budget that assumes only 75 percent of enrollment capacity is filled. Changes from the full enrollment are detailed below:

- Revenue falls consistent with enrollment, including a higher-than-likely drop in state funding. Local and federal sources that had been calculated on a per-student basis fall consistent with enrollment.
- The number of teachers falls from 14 to 11 (again, with additional teachers not on payroll but compensated by the military as part of the JROTC program). Because teacher staffing levels cannot follow enrollment changes on a purely consistent basis, the larger staff reductions come in paraprofessionals, which drop from eight to five, with further reduced hours. Staffing levels for the special education services will not be affected, so general education paraprofessional support will be cut to very low levels. Paraprofessional support will cease except for special education support.
- The school will reduce its counselor and librarian hours, still complying with state standards, with the librarian position filled by an hourly clerk rather than an on-site certified librarian.

- Administrative salaries and hours will be reduced, notably the Academic Director will be reduced to part-time, while still fulfilling the school's mission. Administrative services for business and technology support will be reduced also.
- Maintenance staff will be slightly lower at a slightly lower rate of pay and fewer hours.
- Retirement program will be delayed by six months.
- More employees will be part-time, reducing the cost of medical benefits.
- Professional development will be handled more by existing staff and administration, leading to lower travel and purchased service expenses.
- Technology and curriculum purchases are reduced consistent with enrollment half
- Benefit increases will be passed on to employees in year two
- Minor other budget and equipment lines are reduces commensurate with enrollment

The contingency takes into account things that are unlikely to change with enrollment (occupancy, professional development), protects as possible things that are core to the mission (supplemental services, technology) and maintains adequate reserves to continue operations and build financial security).

| <i>Indicator – Financial performance and sustainability</i> | | |
|---|---|--|
| Measure | Metric | Board Goal |
| Current ratio | $\frac{\text{Current Assets}}{\text{Current Liabilities}}$ | Year 1 > 1 Year 2 > 1.1 Year 3 > 1.25 |
| Debt ratio | $\frac{\text{Total Liabilities}}{\text{Total Assets}}$ | Year 1 > 1 Year 2 > .9 Year 3 > .9 |
| Occupancy costs | $\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$ | Year 1 > 15% Year 2 > 17% Year 3 > 17% |
| Maintain applicable bond covenants | No Default Certification, Audited Financial Statements | Upon completion of any facility acquisition bond, Utah Military Academy will maintain all applicable bond covenants. |

| | | |
|---|--|---|
| Current assets to total annual operating expenses | $\frac{\text{Current Assets}}{(\text{Total Annual Operating Expenses} \div 365)}$ | Year 1 > 30 days Year 2 > 40 days Year 3 > 45 days |
| Adherence to Budget | $\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$ | Utah Military Academy will adhere to its official budget within five percent of revenue and expenses. |

SECTION 7: FISCAL PROCEDURES

Utah Military Academy will incorporate the following fiscal procedures to ensure that the School's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures and internal control policies.

Financial Reporting Procedures: Utah Military Academy will follow and employ Generally Accepted Accounting Procedures as they apply to charter schools. The school will use a calendar for financial reporting, budgeting, and appropriations consistent with the statutes and administrative rules that apply to public school finances. All budget proposals and amendments will be prepared by the business office and school administration and presented for board consideration in open and public board meetings. Please see the finance calendar below.

As a non-profit corporation operating under a charter granted by the State Charter School Board and consistent with statute, only Utah Military Academy has any responsibility to meet its financial obligations and commitments. Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

The school has adopted purchasing policies that comply with State of Utah procurement policies outlined in Utah Code [63G-6](#) and Administrative Rule [R33](#), or more stringent standards developed by the school's board from time to time. These policies will include following all state standards for facility planning and construction and other high value purchases and expenditures, including any service agreements related to school operation or education. All contracts for facilities or financing will be submitted to the State Charter School Board for review and advice prior to Athenian entering into any such contract or agreement.

Complete Finance Policies are included in this application as Attachment C.

CALENDAR

- Draft budget for upcoming fiscal year prepared in April by the Executive Director using current funding formulas from the recent legislative session.
- Draft budget reviewed and amended by the board in May.
- Final budget approved by the board in June.
- Budget reviewed and amended, if necessary, in November after the official student count and updated revenue estimates.
- Budget reviewed and amended, if necessary, in February after the mid-year summary updates from USOE's finance office.
- Budget amended, if necessary, in June and submitted to the state as required consistent with actual expenses and revenue.

- Board will review monthly financial statements including Profit and Loss, Balance Sheet, and Bank Reconciliations.

INTERNAL CONTROL POLICIES

Utah Military Academy will adopt internal controls designed to ensure that the School's assets are used for approved purposes. The primary internal control is the segregation of duties for the following: authorizing transactions, making cash disbursements, record keeping, reconciliation, and maintaining custody of assets. See detailed financial policies for more information.

FINANCE TRAINING

Under direction of the Executive Director the school's business manager will attend USOE Finance and Statistics trainings regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school, and on a continuing basis thereafter. The board treasurer or designee will also attend, whether or not the business manager is an employee of the school or is part of a contract with a school business services provider. This training will give the school's board and business office the latest information on requirements and obligations of the school regarding finances, and provide the board with information necessary to hold the business office accountable for compliance with all finance regulations.

BUSINESS MANAGER JOB DESCRIPTION

Primary Roles and Purpose:

The business manager is responsible for the non-instructional operations of the school. In this role, the business manager ensures that all school administration and instructional staff have the financial and physical resources to accomplish the school's mission.

Responsibilities and Duties:

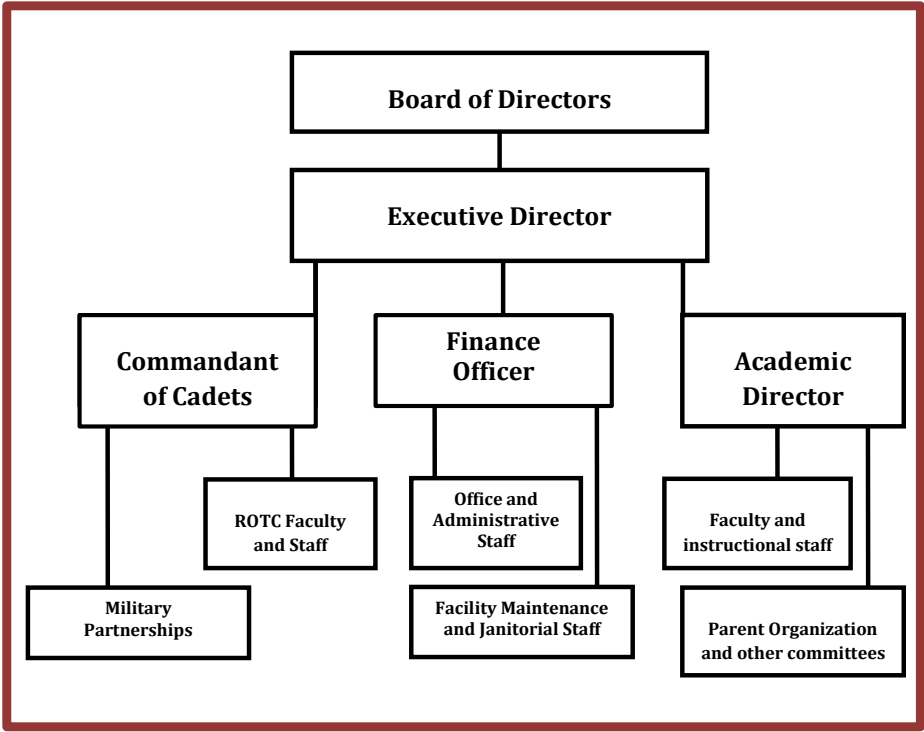
Financial Management

- Report directly to the executive director and be accountable in all aspects to the same
- Establish, maintain, and analyze and evaluate accounting practices, systems, and controls
- Coordinate required state audits and reports with appropriate accounting firm and state agencies
- Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy
- Reconcile and manage all school accounts, including bank and purchase card accounts
- Attend board meetings;
- Be the custodian of all school funds after deposit in the school's account by action of the board Treasurer;
- Be responsible and accountable for all money received and disbursed;

- Keep accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;
- Prepare and submit to the executive director each month a written report of the charter school's receipts and expenditures, balance sheet, and statement of cash flows, budget report, who in turn shall provide this report to the board of directors;
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the Utah State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Utah Budgetary Procedures Act, and consistent with generally accepted standards of fiscal management to be used by the school;
- Prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- Assist the executive director in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- Ensure that adequate internal controls are in place to safeguard the charter school's funds; and
- Perform other duties as the board or principal may require.
- Monitor the overall school budget and see that programs are cost effective and funds are managed effectively
- Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies

SECTION 8: ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

UTAH MILITARY ACADEMY



BOARD OF DIRECTORS

The Board of Directors governs Utah Military Academy. The Board will have no fewer than three but not more than nine members. The founding board, consisting of the members listed in this application will govern the school according to the Bylaws until the school opens. Within the first school year, the board will include one member elected by the parents at the school. Should this board structure be incompatible with any future statute or rule governing Utah Charter Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes.

The Board will follow a Policy Governance model. Operational and management decisions and strategies will be left largely to the Administrative Leadership Team, which includes the Executive Director, the Commandant of Cadets, and the Academic Director. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints

alleging violations of policy, or when reviewing the school director's performance through surveys and verbal comment. Otherwise, communication from the school to all stakeholders will be through the school director.

Responsibilities of the Board of Directors may include but are not limited to:

- Protect the legal interests of Utah Military Academy
- Determine the vision/mission and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents, and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions, and hold parties accountable to board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school's interests, minimize risk, and to comply with requirements in rule or statute

Responsibilities of Board Chair

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice Chair

- Performs duties of Chair if the Chair is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer

- Oversight of money received / disbursed
- Countersign disbursements w/ Chair or School Director
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

MEETING FREQUENCY

The Board of Directors meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from board members and school administrators, b) consider and adopt

policies, c) provide oversight of the school performance, and d) consider requests and concerns from parents, students, and teachers. A simple majority vote of the total board membership constitutes action by the Board of Directors, except as noted in the Bylaws. The Board of Directors may not act unless a quorum of board members is present.

SUB COMMITTEES

The Board of Directors may, at its discretion, appoint and delegate special task forces or committees, or the School Director to investigate and research specific items related to school policy, procedure, programs, and curriculum and make recommendations to the board for potential action.

PARENT ORGANIZATIONS

The Parent Organization is comprised of parents/guardians whose students attend the school. The Parent Organization offer parents a means to support the school through volunteer opportunities, fundraising, community relations, and school promotional activities.

The responsibilities of this organization include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the board.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, carpooling and transportation of students, public relations, traffic control and other volunteer activities.
- Organizing and maintaining additional programs as directed by the Board.
- Raising funds for supplementary materials and activities.
- Assist the board in other areas such as serving on sub-committees, etc.

BACKGROUND INFORMATION SHEETS

Name Darren Beck

Role with school Founding Board member (Chair)

Expertise 15+ years in public education (10 in charters) as a teacher, administrator, and consultant

Statement of Intent:

Being able to bring 15+ years of education experience to a military school concept is rare enough nationally, but this is the first such effort for a charter school in Utah. I have worked in a variety of circumstances as a classroom teacher, as a county office of education program manager, as a site administrator, and as a state-level association Board member and staff member with the emphasis being to support innovative, quality schools. For a couple of years, I also traveled to other states and worked state leaders and others with the hope of developing innovative, quality schools.

The expertise I bring to the board is essentially from the school level as well as having observed numerous good and bad charter school boards over the time I have spent in education. Given my educational background, the others have determined that I would give initial leadership as the board chair. That is daunting given the wonderful leadership of our other board members. Due to their desire to get a truly innovative program going, they make it easy to feel a high degree of passion for this particular school.

Those that know me are always surprised by my willingness to engage in this sort of school. It is far removed from my background as I have no military experience whatsoever. However, I see this effort as taking my personal philosophy on another angle. Many students are not seeing college on their horizon, but this military academy not only expands the possibilities for all students who enroll in terms of post-secondary study, it increase the viability of truly committed and prepared armed forces. So many possibilities exist with this proposed school. I genuinely feel a high level of enthusiasm and passion for this effort. Working with the board and others, this can be a great benefit to the state as well as students throughout the country as it provides a model worth replicating.

Not-for-Profit History:

I worked for a number of years in survey research as a middle manager prior to gravitating to education. I worked as a classroom teacher at the elementary, middle school, high school, and adult education levels prior to spending 6 ½ years as a site administrator for two charter schools. Having observed the various levels of dysfunction on charter school boards in Utah, I also saw from successes on those and other boards that I know are able to be replicated sooner and for longer term success.

Four years of site leadership experience at the elementary level and 2 ½ years (and counting) at the secondary level with about 4 years of experience at a non-profit state association is the background I bring to this not-for-profit. I am a big believer, especially as I get older, that I win

no prizes for pretending to have it all figured out. I win greater victories, respect, and support when I speak up about not knowing it all. Being teachable, with a fair amount of confident humility, gives me greater mobility and support to get the crucial work done of meeting students where they are and providing an individualized education, to the extent anyone can do so.

Employment History:

Substitute teaching, Alpine School District and Provo School District, 1991-1992 & 1993-1994
Provided experience in how traditional school classrooms operate.

Telephone Center Manager, The Wirthlin Group, 1991-1995
Survey research, personnel management, and budget management.

Facility Manager, Venture Data, 1996-1997
Survey research, personnel management, and budget development \$50,000; Start up office.

Property Manager, Glenwood Intermountain Properties, 1997-1998
Managed apartments, managed remodel project, and budget development \$1.5 million.

Classroom teacher, Alisal Union School District, 1998-2000
5th/6th combination teacher with English only as well as Newcomer students.

Classroom teacher, Marysville Joint Unified School District, 2000-2001
5th grade teacher in a district with low performance and highly dysfunctional neighborhoods.
Classroom teacher, Sutter Union High School District, 2001-2002
Taught Spanish, advised the International Club, and coached Men's Tennis.

School Readiness Program Manager, Colusa County Office of Education/Pierce Joint Union School District, 2002-2003, Developed the birth-to-5 effort for primarily migrant worker families in a rural county included budget management and obtaining in-kind or monetary donations.

Classroom teacher, American Preparatory Academy, 2003-2004
Taught Middle School History and Spanish.

Director, The Ranches Academy Public Charter School, 2004-2008
Helped start up this K-8 school and was responsible for working with the board on budget development and management.

Board Chair and member, Utah Association of Public Charter Schools, 2006-2009
Highlight of this effort was working with the National Alliance on a strategic plan for the UAPCS.

Director, Rockwell Charter High School, 2008-2009
Helped start this 7-12 school and was responsible for budget management.

Director of Grassroots Support, Utah Association of Public Charter School, 2010-2011
Staff member of the association brought on to support the strategic plan of the association.

Grant Program Manager, East Hollywood High Dissemination Grant Project, 2010-2011
Oversaw work on this grant project that developed an online and other efforts for those desiring to start a Utah charter. This included budget management, resource allocation, and research.

Director of Strategic Development, Harmony Educational Services, 2011-2013
Worked with state level and other education leaders in Indiana, Tennessee, Hawaii, New Mexico, Nevada, Idaho, and California to develop new possibilities in educational delivery.

Co-founder, Utah Charter Network, 2011
Participated in developing this resources and services organization as a support to Utah charters with the idea of working with UAPCS.

Director of Utah Operation, Foundation for Educational Success, 2011
Worked with Ted Fujimoto's Right To Succeed to develop an educational gala in Clark County, Nevada.

Executive Director, Rockwell Charter High School, 2013
Returned to initiate significant turnaround effort at RCHS with Harmony and then hired on by the board for the 2013-14 school year.

Participant in the National Alliance for Public Charter School's Master Class program, 2007-2012. Attended 3-4 of these each year in various locations plus online offerings on various aspects of chartering. Have also attended all national conferences since the Sacramento 2006 conference. Helped organize and presented at Utah's state charter conference, 2007-2010 and participated again in 2013. Have attended various symposia offered by the Utah Charter Network, 2011-2013.

Education History:

I do not generally believe my educational background has much to do with charter schools at all, to be honest. I also believe very few people who are my age or even younger have any particular edge in this area. I believe chartering requires hands on experience and a great deal of self-initiated learning. As far as that goes, I believe it takes a great deal more than a college program to ever be ready for the curves that are thrown those who engage in chartering. And from having played and coached baseball, I would say that game offers the best learning environment for successful charter school leadership.

My BA is in History with a minor in Spanish from California State University, Chico or Chico State in 1997. I have taken various graduate courses since then as well as participated in literally hundreds of hours of conferences and trainings all over the country and online. I have read voraciously on education reform for most of the past 15 or so years.

AA, Yuba College, Fall 1982-Winter 1983 and again in Spring 1986-Spring 1987

BA, Chico State, Fall 1987-Spring 1991 (Course work from the University of Oregon, 1997, allowed me to finish my BA.)

Have attended classes at the University of Utah (1995), the University of Oregon (1997), and the University of Phoenix (2003-4) with an overall GPA of 3.5 and 17 units of graduate level work.

Earned a certificate that verifies attendance at the National Alliance for Public Charter Schools' Master Class program which certifies significant "coursework" in charter school leadership, 2007-2012. In addition to all of this, have attended hundreds of hours of trainings and meetings for charters and for public education leaders and teachers between 2003 and the present.

Name John Charles Williams

Role with school Member, Board of Directors / Governors

Expertise Military, Public Administration, HRM, Logistics, and Education

Statement of Intent:

My commitment to this proposal is to support the vision and mission of the academy to educate and develop future military leaders, and to work with other board members, staff, and student to do the same. Our job is to work with the State of Utah, establish the school, get it up and running, develop the curriculum and procedures to keep it going, recruit staff and students, and do the best job possible to make this endeavor a success. The expertise I bring is varied including: military, public administration, HRM, logistics, and education: geography, geology, history, and, political science. I also have a great deal of background in planning, developing, organizing, and executing special projects.

Not-for-Profit History:

*In 2010, I helped organize the **Support Our Soldiers Foundation**, a non-profit foundation dedicated to raising money to assist US soldiers from the Iraq and Afghanistan Wars, re-integrate into society as they recover from the wounds and traumas the Utah Military Academy suffered during their deployments. I currently serve as a member of the Board of Directors to SOSF. (www.sosf1.org)*

Employment History:

*August 2005 – January 2009: **Assistant Deputy Under Secretary of Defense for Installations (ADUSD-I), Office of the Secretary of Defense (OSD) / Member of the Senior Executive Service.** Office responsible for all US military installations world-wide: 571,000 buildings & structures, over \$710 billion in plant replacement value, \$55 billion annual budget, and 46,000 square miles of real estate. Responsibilities included: implementing the 2005 Base Realignment and Closure Act (BRAC); Installations Resource Management; Public / Private Partnerships & Enhanced Use Leasing; the DOD Business Enterprise Architecture; serving as the senior Geospatial lead on Installations & Environment policy; and as a senior DOD Energy official for Installations. Clearance: Top Secret / SCI – current until 2019*

*June 2004 – November 2004: **IRAQ: Regional Programs Coordinator, NE, for DOD's Projects & Contracting Office (PCO),** following Iraq's Transition to Sovereignty in June 2004. Volunteered to go to Tikrit and set up the model organization used by our teams in the rest of Iraq. Responsible for over two billion dollars in reconstruction projects in four of Iraq's eighteen governorates. Returned to PCO-Pentagon mid-November 2004.*

*October 2003 – June 2004: **IRAQ: Director of Personnel for the Coalition Provisional Authority (CPA) in Baghdad.** Sent to fill the SES billet there to solve the personnel problem in Baghdad and between Baghdad and the Pentagon operation. Consolidated all DOD (Civilian & Military), State Dept., and Federal personnel activities into one shop within CPA to include recruiting, deployment, redeployment, and pay & benefit services.*

1992 to Present: I have operated **Stone-Williams Associates** (formerly Williams Associates), a logistics-consulting firm specializing in Logistics Systems, Special Projects, and Political Consulting, originally in San Bernardino County, California, and now Washington County, Utah.

February 1989 - February 1992: **GM-15, Special Assistant to the Director, National Park Service (NPS)**, Department of the Interior, Washington, D.C. and San Francisco, CA.

Chief Project Consultant - to the **Presidio Planning and Transition Office**, tasked with transferring management of the Presidio from the US Army to the National Park Service.

Project Manager - Developed and started "first of its kind" system-wide recycling partnership with the NPS, Huntsman Chemical Co. & Dow Chemical Co. The plans were implemented in Grand Canyon, Yosemite & Yellowstone National Parks.

Program Coordinator - Planned and implemented volunteer programs throughout the National Park System. Solicited physical and monetary support for volunteerism in the Parks from private, civic, business, and academic organizations.

Managed the NPS **"Take Pride in America"** public lands stewardship awareness program.

Legislative Liaison - represented the NPS legislative efforts to the US Congress in Washington, D.C.

December 1967 – May 1988: **Officer in the United States Air Force.** Retired as a **Lt. Colonel** with over 20 years on active duty.

Education History:

BA, Geography - California State University at Chico, 1967

Who's Who in American Colleges and Universities - California State University at Chico, 1967

USAF Squadron Officers School – USAF Air University, Maxwell AFB, MS 1973

MPA, Public Administration - (Summa Cum Laude) - University of Northern Colorado, 1975

Air Command and Staff College 1975

MA, Human Resources Management - (Cum Laude) - Pepperdine University, CA, 1979

National Security Management (ICAF) - National Defense University (NDU) (MS Equivalent) 1983

San Bernardino County Sheriff's Academy - San Bernardino, CA, 1994

Name Kit K Workman, Major, USAF (ret)

Role with school Board member, Commandant of Cadets

Expertise Senior Aerospace Instructor, AFJROTC, Clearfield HS
AFJROTC

Statement of Intent:

I will be working on the board to provide the military Junior ROTC expertise in the development of the school.

Not-for-Profit History:

I have served 18 years as the Senior Aerospace Instructor for the JROTC program at Clearfield HS. I am responsible for managing \$150,000 in uniforms, and other military equipment items. I am responsible for managing funds from the US Air Force and well as organizing fundraising events to support or various activities. We use more than \$40,000 per year to run our program of 160-180 cadets.

Additionally, I am serving with the Utah Air Force Association (AFA). I have served as the State Vice President, the State President, and the President of the association's Aerospace Education Foundation (AEF). The Utah AFA and AEF is a 501(c)3 organization. The Air Force Association promotes, advocates, and educates on the role of air power in the United States. The AEF is the education arm of the AFA. We raise money to support aerospace and STEM education in the state. I manage a budget of about \$60,000

Employment History:

Officer, United States Air Force, 1979-1995. Helicopter Pilot, Combat Camera Officer. While in the Air Force I served in a number of positions from Mobility Officer responsible for the rapid worldwide mobilization of troops and equipment; I served as Public Affairs Officer, responsible for writing press releases, dealing with media, and providing public unit briefings; I served as Flight Examiner and Chief of Training for the Air Force's 1st Helicopter Sqn., responsible for managing training for the Air Force's elite flying squadron in Washington DC; I also served as Operations Officer for the largest combat camera squadron in the Air Force, where I managed the day to day operations and deployments of military assets; I was the Officer in Charge of the Joint Combat Camera Center, Pentagon, responsible for directing worldwide assets to document all military operations and provide those images to military and government agencies; My last assignment was Chief of Visual Information for HQ Air National Guard. I was responsible for HQ directives and field support for more than 50 Visual Information Centers throughout the United States.

Senior Aerospace Officer, Air Force Junior ROTC, 1995-Present. I am responsible for the day to day activities of the JROTC program at my high school. Coordinate all events, funding, academics, and oversee a cadet staff in these efforts. Coach or manage various teams tied to the JROTC.

Education History:

BA- Communications, Brigham Young University, 1975-1979

Central Michigan University-1987 (Started Master Program in Public Admin had to quit because of military transfer)

MS- Human Resources Management, Chapman College, 1988-89

31 Graduate Credits- History, Weber State University, 2004-Present

Name Sherrain M. Reber

Role with school Board Member

Expertise Public Affairs, Office Organization, Management,

Statement of Intent:

As an officer in the United States Army Reserve Command, I am passionate about military benefits, discipline and the highest levels of professionalism. I have extensive training in leadership and have experience in public relations, planning and executing communication strategies, and media facilitation.

Not-for-Profit History:

My experience with not-for-profits is mainly volunteering my expertise in marketing and grass roots management.

Over ten years of my work experience is building businesses from the ground up. I have established SOPs for accounts payable, accounts receivable, inventory, supply, human resources, pay roll and customer service, etc. Not having had essential systems in place, has taught me to find the answers, which is more empowering than being shown a process.

As a public affairs officer, my work is thorough with vetted research to ensure accurate reporting. We are trained in ethics because it's the background of journalistic integrity and gives us legitimacy as a source of information.

As commander of a mobilizing detachment, group organization is key. Every soldier within the unit understands the chain of command from the Commander in Chief to their own position. In order to accomplish the amount of work required from reservists, it is imperative to delegate responsibility and ensure proper training. Clear guidance is given to them about their responsibilities as a Soldier and as a professional in public affairs. Quarterly counseling's are conducted so that they receive useful feedback and can analyze their strengths and weaknesses.

For the period of 22 months, my position was as the 96th Special Troops Battalion's Human Resources Officer, my current position requires that I counsel the Brigade Commander as needed, and I have been a part of the executive level of business planning since 1995.

For these reasons, my experiences in any organization, but particularly a newly established entity would be highly valuable.

Employment History:

As a First Lieutenant (Adjutant General/Public Affairs Officer) and Commander (358th Public Affairs Detachment) in the United States Army Reserve I embody the Army Values of respect, loyalty, selfless service, personal courage, honor, integrity, and duty.

I am responsible for ensuring my Soldiers are ready to go to war when called upon to do so. This is a heavy position of responsibility that requires honest self-assessment of the team and our training. This is something that I will take with me into a charter school environment, understanding that educating our future leaders and citizens bears an equal level of dedication.

I am accustomed to changing environments and problem solving. It is not enough to merely train students on a system within a given set of parameters; but teaching them to think critically, see the big picture, and find solutions is imperative to having success in life. Ensuring proper training is conducted to the Army standard is also a top priority. After every training exercise we conduct reviews of our performance. Having a base line standard and self awareness are the tools for improved skills and constant progress.

My background in Government Relation and Regulatory Affairs at OmniLytics, Inc from 2006-2008 allowed me to break new ground as the first company to seek U.S./Canadian regulatory approval, management, and compliance for all products through NAFTA. According to the trade agreement, the approval process saved the company nearly 8 months in product registration time – taking it to the market faster. Knowing regulation and taking the time for research is imperative when making companies profitable.

I also maintained a trusted and professional relationship with Utah’s Congressional Representatives and staff as well as other critical government Agency employees.

I worked for Congressman Rob Bishop from 2002 to 2006 as a Grass Roots Manager/Staff Assistant/Constituent Relations Specialist. I assisted the Congressman, Chief of Staff, and legislative aides as needed, conducted research, acted as a congressional liaison, attended briefings, distributed press releases, wrote speeches, etc.

I was the main point of contact for managing thousands of constituent requests and concerns annually.

During his first congressional race, I was responsible for developing precinct support and organization as well as distribution of campaign materials. I assisted and supported staff members during conventions, Town Hall Meetings, and other special events.

At LIMITED INC., from 2001 to 2002, I was an assistant manager. We maintained over one million dollars in monthly inventory and trained and supervised over 20 employees.

While working at SCREAMDESIGN.COM, 1999 to 2001, as a Marketing Manager, I established and maintained professional relationships with media vendors, news representatives and various public and private organizations. I also drafted, edited, and published newsletters and press releases and oversaw marketing campaigns.

While employed at VYZYNS as the Office Manager, June 1995 to 1998, I established accounts payable, receivable and integrated the invoice system. I also developed the supply and inventory

system. All of these operating procedures were built from the ground up due to the fact that this was a brand new business.

My entire work history qualifies me to operate a charter school as related to the development of academic programs, operations of a small business, and background in financial management because I have conducted overseen training and education of soldiers, interns, and subordinate employees and understand the necessity of assessment to improve motivation, communication, and student comprehension.

I have been an integral member of the executive team in many small businesses and am accustomed to identifying problems and solving them. Regardless of my position, I have been sought out for special tasks and acted as an advisor to key leaders. I am accustomed to developing standard operating procedures and am skilled in both internal and external relationship building. Personnel and processes are two of the most important pieces to organizational success. And after working in large government agencies, I also know when to implement a common sense approach to problem solving.

My experience in financial management is less extensive than in other areas. The businesses in which I played an integral role in the accounting process were successful and sold at a profitable margin.

Education History:

Intercultural Peacebuilding (Conflict Resolution/Mediation) – Brigham Young University – 2009
Comprehensive Crisis Management Course – Asia Pacific Center for Strategic Studies, 2008
Bachelor of Arts in International Relations – Brigham Young University, 1995

Military Education:

Family Readiness Group, Chain of Command - 2013
Company Team Leader Course - 2013
Anti-Terrorism Officer Basic Course - 2013
Combat Lifesaver Course - 2013
DVIDS Leader Course - 2013
DVIDS Operator Course - 2013
Public Affairs Qualification Course - 2012
HR Supervisor Course - 2012
Pre Command Course - 2012
ITRS - 2011
Combat Lifesaver Course - 2011
Adjutant General Basic Officer Leadership Course - 2010

ARTICLES OF INCORPORATION

Date: 12/20/2013
Receipt Number: 6453100
Amount Paid: \$30.00



RECEIVED
DEC 20 2013
Utah Div. Of Corp. & Comm. Code

ARTICLES OF INCORPORATION OF Utah Military Academy

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for Utah Military Academy:

Article I

The name of the corporation is Utah Military Academy.

Article II DURATION

The period of duration of Utah Military Academy is perpetual.

Article III PURPOSE

(a) To provide educational services to students in the Weber, Davis, Salt Lake, Utah and Washington Counties as a public charter school.

(b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

(c) To solicit and receive contributions, borrow money, purchase, own and sell real and personal property, to make contracts, and to engage in any activity "in furtherance of, incidental to, or connected with the furtherance of the corporation's goals, namely the creation and operation of a public charter school."

(i) This organization is organized exclusively for charitable purpose within the meaning of section 501(c)(3) of the Internal Revenue Code.

(ii) Notwithstanding any other provision of these Articles, the organization shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code).

(iii) Upon the dissolution and winding up of this organization, after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated

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exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has established its tax-exempt status under that section.

Article IV MEMBERS

The corporation shall not have any members.

Article V BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

Article VI DIRECTORS

The number of directors of Utah Military Academy, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the By-Laws of Utah Military Academy. Each Director shall hold office until such time as the Director resigns, is replaced by the remaining Directors or by election, has reached such term limitations as may be imposed by the By-laws or is removed by the Utah State Charter Schools Board ("USCSB") with or without cause. Vacancies on the Board of Directors shall be filled by a vote of a majority of the remaining Directors.

[blank]

Article VII INCORPORATORS

The names and addresses of the incorporators are:

INSERT NAMES AND ADDRESS OF INCORPORATORS HERE.

Darren Beck
7892 Geronimo Drive
Eagle Mountain, Utah 84005

John Charles Williams
589 South West Field Road
Toquerville, Utah 84774

Article VIII REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be:

**7892 Geronimo Drive
Eagle Mountain, Utah 84005**

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

The corporations initial registered agent at such address shall be:

Darren Beck

I hereby acknowledge and accept appointment as corporate registered agent.

Article IX

PRINCIPAL PLACE OF BUSINESS

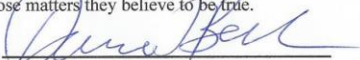
The principal place of business of Utah Military Academy shall be
7892 Geronimo Drive; Eagle Mountain, Utah 84005.

**ARTICLE X
AMENDMENT**

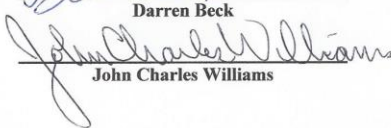
These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the Directors; provided that no amendment that diminishes the rights of USCSB shall be adopted without the approval of USCSB. Any such amendments shall be consistent with the corporation's status as a tax exempt organization under Internal Revenue Code Section 501(c)(3).

In Witness Whereof, We, have executed these Articles of Incorporation in duplicate this twenty-fourth day of January, 2012, and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.



Darren Beck



John Charles Williams

BYLAWS OF UTAH MILITARY ACADEMY, INC.

ARTICLE 1: CORPORATION AND OFFICES

Section 1.01 Business Offices. The principal office of the Corporation in Utah shall be located at 7892 Geronimo Drive; Eagle Mountain, Utah 84005. The Corporation may have such other offices, either within or outside Utah, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

Section 1.02 Registered Office. If a registered office of the Corporation is required to be maintained in Utah, it may be, but need not be, the same as the principal office in such state and the address of the registered office may be changed from time to time by the Board of Directors.

Section 1.03 The name of the Corporation shall be Utah Military Academy, Inc. The Corporation shall not have a seal but may design a logo. The Corporation may at its pleasure by a vote of the Board of Directors change its name with a 2/3rds vote.

ARTICLE 2: MEMBERS

Section 2.01 No Members. The Corporation shall have no members.

ARTICLE 3: BOARD OF DIRECTORS

Section 3.01 General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors, except as otherwise provided in the Utah Revised Nonprofit Corporation Act, the Articles of Incorporation or these Bylaws.

Section 3.02 Number, Election, Tenure and Qualifications. The number of Directors of the Corporation shall be no less than three (3) and no more than nine (9). The Board of Directors shall be made up of the Incorporators at the time the Corporation is legally incorporated and shall serve a term of four years or until such Trustee has no child[ren] attending Utah Military Academy. Additional Directors shall be elected as follows:

Directors shall be elected to the Board by the existing Directors, for a term set by the Board, but not longer than four years. Member terms shall be established such that term ending dates stagger so a majority of Directors' terms do not expire within one year of each other.

Beginning in September of the year when the Corporation begins its first operational school year, one Trustee shall be elected popularly by the parents of students at the school in a manner determined by the Board, whose term shall be one year.

No Trustee shall serve more than three consecutive terms.

Section 3.03 Vacancies. Any Trustee may resign at any time by giving written notice to the chair or to the secretary of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be

necessary to make it effective. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors though less than a quorum. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. Any Directorship to be filled by reason of an increase in the number of Directors shall be filled by the affirmative vote of a majority of the Directors then in office, and a Trustee so chosen shall hold office until the next election of Directors and thereafter until his or her successor shall have been elected and qualified, or until his or her earlier death, resignation or removal.

Section 3.04 Regular Meetings. Regular meetings of the Board of Directors will occur at least quarterly at the Corporation's primary location. Other regular meetings may be called by the Directors as needs or propriety may determine at any time. The first meeting that takes place after the beginning of the school year shall be considered the Corporation's Annual Meeting.

Section 3.06 Quorum and Voting. A majority of the Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, and the vote of a majority of the Directors present in person at a meeting at which a quorum is present shall be the act of the Board of Directors. If less than a quorum is present at a meeting, a majority of the Directors 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.

Section 3.09 Compensation. Directors shall not receive compensation for their services as such, although the reasonable expenses of Directors of attendance at Board meetings may be paid or reimbursed by the Corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity.

Section 3.10 Executive and Other Committees. By one or more resolutions, the Board of Directors may designate from among its members an executive committee and one or more other committees, each of which, to the extent provided in the resolution establishing such committee. The delegation of authority to any committee shall not operate to relieve the Board of Directors or any member of the Board from any responsibility imposed by law. Rules governing procedures for meetings of any committee of the Board shall be as established by the Board of Directors, or in the absence thereof, by the committee itself.

Section 3.11 Officers. The Board of Directors may elect from its own number a Chairman of the Board, who shall preside at all meetings of the Board of Directors, and shall perform such other duties as may be prescribed from time to time by the Board of Directors.

Section 3.12 Meetings by Telephone. Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or committee by means of conference telephone or similar communications equipment by which all persons participating in the

meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

ARTICLE 4: OFFICERS AND AGENTS

Section 4.01 Number and Qualifications. The officers of the Corporation shall be a chair of the board, a vice chair, a secretary and a treasurer. The Board of Directors may also elect or appoint such other officers, assistant officers and agents, including an executive Trustee, a controller, assistant secretaries and assistant treasurers as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary.

Section 4.02 Election and Term of Office. The elected officers of the Corporation shall be elected by the Board of Directors at each regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified, or until his or her earlier death, resignation or removal.

Section 4.04 Removal. Any officer or agent may be removed by Action of the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 4.05 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the chair or to the Board of Directors. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the Board of Directors for the unexpired portion of the term.

Section 4.06 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the Board of Directors or these bylaws, except that in any event such officer shall exercise such powers and perform such duties as may be required by law.

(a) The Chair of the Board of Trustees shall preside at all meetings. The Chair shall prepare the agenda, assign members to committees, act as the Chief Administrative Officer and Official Agent of the Organization, act as primary contact between the Organization and its authorizer, and fulfill other duties common to chairs of non-profit organization boards.

(b) Vice Chair. The vice chair shall assist the chair and shall perform such duties as may be assigned to him or her by the chair or by the Board of Directors. The vice chair, at the request of

the chair, or in the chair's absence or inability or refusal to act, shall perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.

(c) Secretary. The secretary shall: (1) keep the minutes of the proceedings of the Board of Directors and any committees of the Board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the Corporation; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the chair or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

(d) Treasurer. The treasurer shall: (1) be the principal financial officer of the Corporation and have 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 Directors; (2) receive and give receipts for moneys paid in on account of the Corporation, and pay out of the funds on hand all bills, payrolls and other just debts of the Corporation of whatever nature upon maturity; (3) unless there is a controller, be the principal accounting officer of the Corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the Board of Directors statements of account showing the financial position of the Corporation and the results of its operations; (4) upon request of the Board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the chair or the Board of Directors. Assistant treasurers, if any, shall have the same powers and duties, subject to supervision by the treasurer.

4.07 Surety Bonds. The Board of Directors may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as shall be satisfactory to the Board, conditioned upon the faithful performance of his or her duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to the Corporation.

ARTICLE 5: INDEMNIFICATION

Section 5.01 Indemnification of Directors. Officers and Others. The Corporation hereby declares that any person who serves at its request as a Trustee, officer, employee, chairman or member of any committee, or on behalf of the Corporation as a trustee, Trustee or officer of another Corporation, whether for profit or not for profit, shall be deemed the Corporation's agent for the purposes of this Article 5 and shall be indemnified by the Corporation against expenses

(including attorneys' fees), judgments, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of such service, provided such person acted in good faith and in a manner he or she reasonably believed to be in the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. Except as provided in Section 5.3, termination of any such action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he or she reasonably believed to be in the best interests of the Corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his or her conduct was unlawful.

Section 5.02 Indemnification Against Liability to Corporation. No indemnification shall be made in respect of any claim, issue or matter as to which a person covered by Section 5.01 shall have been adjudged to be liable for negligence or misconduct in the performance of his or she duty to the Corporation unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 5.03 Indemnification in Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 5.01 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 5.04 Other Indemnification. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under the Articles of Incorporation, any agreement, any other provision of these bylaws, vote of the disinterested Directors or otherwise, and any procedure provided for by any of the foregoing, both as to action in his or her official capacity and as to action in another capacity while holding such office.

Section 5.05 Period of Indemnification. Any indemnification pursuant to this Article shall (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Trustee, officer, employee or agent of the Corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these bylaws which would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or

amendment, eliminate, restrict or otherwise affect the right or power of the Corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 5.06 Insurance. By action of the Board of Directors, notwithstanding any interest of the Directors in such action, the Corporation may, subject to Section 5.08, purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him or her and incurred by him or her in his or her capacity of or arising out of his or her status as an agent of the Corporation, whether or not the Corporation would have the power to indemnify him or her against such liability under applicable provisions of law. The Corporation may also purchase and maintain insurance, in such amounts as the Board may deem appropriate, to insure the Corporation against any liability, including without limitation, any liability for the indemnifications provided in this Article.

Section 5.07 Right to Impose Conditions to Indemnification. The Corporation shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as the Board of Directors may deem appropriate in each specific case, including but not limited to anyone or more of the following: (a) that any counsel representing the person to be indemnified in connection with the defense or settlement of any action shall be counsel that is mutually agreeable to the person to be indemnified and to the Corporation; (b) that the Corporation shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the person to be indemnified; and (c) that the Corporation shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified person's right of recovery, and that the person to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to the Corporation.

Section 5.08 Limitation on Indemnification. Notwithstanding any other provision of these bylaws, the Corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the Corporation as an Corporation described in Section 501(c)(3) of the Internal Revenue Code or would result in liability under Section 4941 of the Internal Revenue Code.

ARTICLE 6: MISCELLANEOUS

Section 6.01 Account Books, Minutes and Records. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees. All books and records of the Corporation may be inspected by any Trustee or his or her accredited agent or attorney, for any proper purpose at any reasonable time.

Section 6.02 Fiscal Year. The fiscal year of the Corporation shall be from July 1 to June 30.

Section 6.03 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

Section 6.04 Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax-exempt purposes.

Section 6.05 Conflicts of Interest. If any person who is a Trustee or officer of the Corporation is aware that the Corporation is about to enter into any business transaction directly or indirectly with himself or herself, any member of his or her family, or any entity in which he or she has any legal, equitable or fiduciary interest or position, including without limitation as a Trustee, officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of the Corporation of his or her interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his or her knowledge that bear on the advisability of such transaction from the standpoint of the Corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Section 6.06 Loans to Directors and Officers Prohibited. No loans shall be made by the Corporation to any of its Directors or officers.

Section 6.07 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

Section 6.08 Amendments. The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the Board of Directors as described herein.

Section 6.09 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 6.10 Headings. The descriptive headings herein have been inserted for convenience only and shall not be deemed to limit or otherwise affect the construction of any provision herein.

MEETING MINUTES

UMA Board meeting December 20, 2013 5:30PM

1. Call to Order
 2. Review of documents
 3. Approve:
 - a. Articles of Incorporation
 - b. By-laws
 - c. Employment of Relatives
 - d. Fiscal procedures
 - e. Opt-out of State Retirement
 4. Other items of discussion
 5. Adjourn
-

Minutes

Dec 20, 5:30PM

Attendance: Chuck Williams, Darren Beck, Sherrain Reber

Not present: Kit Workman, Curt Oda

1. Darren Beck calls the meeting to order at 5:43
2. Review and discussion of documents
3. Approval of documents:
 - a. Articles of Incorporation: Chuck moves, Sherrain seconds. Unanimous
 - b. By-laws: Chuck moves, Sherrain seconds. Unanimous
 - c. Employment of Relatives: Sherrain moves, Chuck seconds. Unanimous
 - d. Fiscal Procedures: Chuck moves, Sherrain seconds. Unanimous
 - e. Opt-out of State Retirement: Sherrain moves, Chuck seconds. Unanimous
4. Other items of discussion
 - a. Update on next steps and timeline: Final rough draft was sent by consultant during meeting. Will be reviewed to ensure basic structure, Darren will review Section 9, Comprehensive Plan of Instruction. Once soundness determined will be sent to board for review. Final formatting and assembly of application over weekend, submitted either Monday December 23 or Friday December 27. Chris Bleak has indicated strong consideration for funding these "unique" charter schools, which includes UMA. Great indications
 - b. Update on the facility at Riverdale. Consultants have been negotiating space and price, both of which are workable for UMA. It comes in under budget and there is enough room for the basic needs to include a cafeteria, and full-size gym. Wired with great access to the freeway, and UMA will get the majority of the parking lot. The building will be shared with a "homeschool charter group" managed by Harmony Education, though this arrangement should work. The negotiations include a 1-year option, 2-year option, 3-year option and purchase. This gives UMA plenty of time to make a final determination for permanent facilities.
 - c. A follow-up meeting was not set, though it was noted members should watch their email in-box for documents to read. Also, Sherrain and consultant are working on developing a marketing plan for Teacher and Student/Cadet recruitment.
 - d. Kit Workman noted that he has reached out to a lunch/working group made up of industries that provide services to the Air Force. Kit and consultant will possibly attend the February luncheon where a presentation on UMA and opportunities for funding and technical partnerships will be explored.

- e. It is noted that Major General Jeff Burton, Utah Army and Air National Guard Adjutant General signed a strongly worded letter of support for UMA, addressed to Darren Beck. In as much as the Utah National Guard can support opportunities with UMA they will. Very excited for the opportunity. This includes UMA faculty, staff and board members attending a pre-Basic Training (Marines call it Boot Camp, other services call it Basic Training) weekend with Drill Sergeants to provide military exposure to UMA staff; a Freedom Academy, in which the National Guard will bring in speakers to UMA cadets to discuss leadership, freedom, government, etc, and in turn take UMA cadets to various leadership opportunities throughout the state. UMA leadership will work closely with the Utah National Guard through the Agreement, and explore/exhaust all other avenues to develop unique, military leadership opportunities for UMA cadets.
5. Chuck moves to adjourn at 5:54PM, Sherrain seconds.

*Note: Kit Workman joined the board meeting at adjournment though was not able to attend during the votes.

| <i>Indicator – Board performance & stewardship</i> | | |
|--|---|-------------------|
| Measure | Metric | Board Goal |
| Board member development | Percentage of board passing all available board training modules on the State Charter School Board website | 100% |
| Regulatory and reporting compliance | Percentage of all required reports that are submitted to state agency complete, accurate, and on time | 100% |
| Regulatory and reporting compliance | Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity | 100% |

SECTION 9: COMPREHENSIVE PROGRAM OF INSTRUCTION

EDUCATIONAL PROGRAM

Utah Military Academy provides a rigorous academic program combined with the Air Force and Army Junior Reserve Officer Training Corps (JROTC) curriculum. All courses are taught on campus, with some Advanced Placement courses offered online while at school so that students have the greatest selection of courses available. Students enter Utah Military Academy in the seventh grade, and spend the next two years developing character, skills, background knowledge, and achieving grade level performance in all subjects in order to be prepared for the high school curriculum.

The benefits of teaching the JROTC curriculum are numerous¹⁶, and well documented, from the 1970s to present, as summarized below:

- Students participating in JROTC programs compared with those who are not have been found to have statistically significant high scores in the areas of leadership, citizenship, and self-reliance.¹⁷ Leadership and self-reliance skills are particularly beneficial and necessary for success in school, careers, and life.
- Lower dropout rates¹⁸
- Lower suspension rates¹⁹
- Higher grade point average²⁰
- Higher ACT scores²¹

¹⁶ Flora Brooks Boyd, Department of Juvenile Justice, South Carolina, letter to Major General Stewart Wallace, Commanding General, U.S. Army Cadet Command, October 16, 1997.
U.S. Army Cadet Command, "Army Junior ROTC (JROTC) Fact Sheet" (ATCC-HS/4306), May 19, 1998.

U.S. Naval Training Systems Center, Benefits Analysis of the Naval Junior Reserve Officers' Training Corps (Technical Report 92-015), June 1992

Seiverling, Richard F., "A Study to Measure the Effectiveness of Junior Reserve Officers' Training Corps (JROTC) Programs in Pennsylvania's Public Secondary Schools." Ed.D. diss., Pennsylvania State University, 1973.

Bogden, Christopher, "The Perceived Value of JROTC." (Analytical paper presented to the Faculty of the Graduate School of Education, Harvard University, 1984).

Harrile, James Bryant, "Attitudes Held by Host Principals Toward Army JROTC in the Third Region." Ph.D. diss., University of Northern Colorado, 1984.

Sanchez-Davis, Pristina, "A Review of High School ROTC Programs in the Albuquerque Public Schools" (Albuquerque Public Schools, April 1985).

Carruthers-Day, Janet, Middleton, J. and Wolfley, P. "A Study of JROTC: A Comparison of JROTC Cadets with High School Seniors." Master's thesis, Webster University, 1990.

¹⁷ William E. Roberts, "Leadership, Citizenship and Self-Reliance: A Comparison of Army JROTC High School Senior Cadets and Non-JROTC High School Seniors." Ph.D. diss., University of San Francisco, December 1991.

¹⁸ Taylor, William J., "Junior Reserve Officer Training Corps: Contributing to America's Communities." Center for Strategic and International Studies, Washington D.C., 1999.

¹⁹ Ibid

²⁰ Ibid

²¹ Taylor, William J., "Junior Reserve Officer Training Corps: Contributing to America's Communities." Center for Strategic and International Studies, Washington D.C., 1999.

- Higher likelihood of attending college²²

The benefits of using an academically rigorous curriculum, including Advanced Placement, are also well documented, providing students the following benefits:

- Students participating in an academically rigorous curriculum are more likely to graduate from high school and attend college²³
- Students participating in rigorous curriculum have higher standardized test scores²⁴
- When combined with relevance, students develop higher level cognitive skills and retain more information²⁵
- Students are well-prepared for college and can enter with a significant amount of college credit²⁶

Utah Military Academy provides requires all students to obtain an endorsement in one of four areas to graduate. Each of these programs are to prepare students for military service immediately upon graduation or to be competitive to receive appointments to a military academy or an ROTC scholarship and being highly successful in college. The endorsements are described as follows, and the specific requirements for each are located in the graduation requirements of this section.

- Science, Technology, Engineering and Math (STEM): Students who pursue this emphasis will be well-prepared for pursuing these rigorous programs in college and be strong competitors for military appointments and ROTC scholarships.
- Liberal Arts: Students in this emphasis will also be well-prepared for college in any field of study they wish to pursue.
- Aerospace Technologies: Students who achieve this CTE focused endorsement will be well prepared to enter the military or other aerospace technological field immediately from high school.
- Computer Networking: This endorsement, also CTE focused, prepares students to enter the workforce or military prepared with critical computer understanding and networking abilities.

SUPPLEMENTAL CURRICULUM

Utah Military Academy has not selected any supplemental curriculum beyond the traditional coursework offered and the JROTC curriculum that is part of the overall educational program.

METHODS OF INSTRUCTION

²² Ibid

²³ Daggett, Willard R. Ed.D., “Achieving Academic Excellence through Rigor and Relevance” International Center for Leadership in Education, 2005.

²⁴ Ibid

²⁵ Ibid

²⁶ Kuerlander, M., Howell, J., “Academic Preparation for College: Evidence on the Importance of Academic Rigor in High School” College Board, Washington D.C., 2012.

Utah Military Academy offers a very robust academic environment, primarily utilizing a traditional approach of education, combining lectures with written assignments, projects, and some group work in a military culture. Additionally, students are able to take classes online while on the campus, allowing the school to offer all thirty-four Advanced Placement classes within a smaller school environment and specialty classes like Mandarin Chinese and Arabic that uniquely prepare students for specialized military careers. Utah Military Academy may also offer concurrent enrollment opportunities, as need may warrant. The curriculum options available allow high achieving students to excel, while also allowing average students a challenge and provides opportunities for those with special needs to receive necessary services. The JROTC classes and Aerospace Technology Endorsement are especially appealing to the target population of students who desire to pursue military service. Elective courses offered provide students with solid backgrounds in CTE fields particularly suited for enlisted military service positions or high academic rigor preparing students to be competitive and successful in the military academies or collegiate ROTC programs.

GRADUATION REQUIREMENTS

Basic graduation requirements at Utah Military Academy are the same as those required by the Utah State Office of Education, as listed below:

- English/Language Arts: 4 credits
- Math: 3 credits
- Science: 3 credits
- Social Studies: 3 credits
- Fine Arts: 1.5 credits
- CTE: 1 credit
- Computer Technology: .5 credit
- Physical Education/Health: 2 credits
- Electives: 6 credits

For students to graduate with the STEM Endorsement (college preparatory), they must have taken and passed the following courses, with a minimum of four Advanced Placement classes:

- Biology
- Chemistry
- Physics
- Mathematics III
- Calculus
- Statistics
- Introduction to Engineering
- 2 Credits of Technology courses

For students to graduate with the Liberal Arts Endorsement, they must have taken and passed the following courses, with a minimum of four Advanced Placement classes:

- 3 Credits of Foreign Language
- 3 Credits of Humanities Classes (Primarily online offerings)
- 2 Credits of Fine Arts Classes

For students to graduate with the Aerospace Technology Endorsement (CTE emphasis), they must have taken and passed the following courses:

- Aerospace Science 1
- Aircraft Sheet Metal Repair
- Structural Repair
- Airframe Composites
- Introduction to Powerplant
- Powerplant Systems
- Optional: Commercial Pilot Ground School

For students to graduate with the Computer Technology Endorsement (CTE emphasis), they must have taken and passed the following courses:

- Computer Literacy
- Introduction to Programming
- Problem Solving with the Internet
- Problem Solving with the computer
- Programming methodology
- Apps for Smart Phones
- Network Security Course I
- Network Security Course II – “CyberPatriot” Team
- Cap Stone Seminar

COURSE CATALOG (GRADES7-8)

Language Arts 7: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core.

Language Arts 7 Honors: This course is designed for students who have been identified as requiring more advanced instruction in reading comprehension, writing, and methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 8: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core.

Language Arts 8 Honors: This course is designed for students who have been identified as requiring more advanced instruction in reading comprehension, writing, and methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms.

Math 7: Students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Math 7 Honors: Students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. The Honors course includes extra depth and additional topics.

Math 8: Students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concepts of a function and using functions to describe quantitative relationships; and analyzing two- and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

Math 8 Honors: Students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concepts of a function and using functions to describe quantitative relationships; and analyzing two- and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem. The Honors course includes extra depth and additional topics.

Integrated Science 7: Life, physical, and earth science contents are integrated in a core curriculum. The standards to be taught relate to matter, structure of earth's crust and interior, structure of cells and organisms, reproduction and heredity of organisms, and classification schemes.

Integrated Science 8: Physical, earth, and life science contents are integrated in a core curriculum. The standards to be taught relate to observations of chemical and physical change, changes in biological energy, forces, energy and motion, constructing machines, and changes in the Earth's crust and climate.

Utah Studies: This course is designed to help students understand Utah's early history and particularly emphasizes the periods of time in Utah from statehood to the present.

World History: This course covers the Core Knowledge social studies content for seventh grade, which includes World War I, the Russian Revolution, World War II, and basic United States geography.

United States History: The course emphasizes historic events from the Age of Exploration to post-Civil War Reconstruction and the Westward movement. Emphasis will be placed on using primary source documents in the learning and understanding of history.

Health: This course develops the skills needed to improve the quality of life by helping students to cope with and solve problems, develop positive self-image, and make better decisions. The students will explore positive life styles, disease prevention, emergency procedures, media literacy, and alcohol and drug abuse prevention.

Fitness 7: This physical education course emphasizes basic skill development, basic knowledge and participation in a variety of games, sports and fitness conditioning.

Fitness 8: This is a physical education course with emphasis on skills, knowledge and participation in a variety of team sports, conditioning and recreational activities.

Spanish I: This course is designed to teach elementary skills in listening, speaking, reading, and spelling. Students will develop an appreciation for the culture of the countries where the language is spoken.

Spanish II: This course is designed to teach intermediate skills in listening, speaking, reading, and writing. Students will continue to develop an appreciation for the culture of the countries where the language is spoken.

Choir I: This is a vocal music course. Two, three, and four-part music is performed at various concerts. Primary consideration is given to part-singing, good vocal production, and rudiments of music. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

Concert Choir: An advanced vocal music group designed for advanced choral literature and techniques of singing. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

Band 1: This is a course in beginning band offered for students who have had little or no previous experience in playing an instrument. Practice outside of class time and instrument is required.

Concert Band: This is an intermediate level band course that encourages increased technical and expressive musical proficiency through performance and study of music. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade. Practice outside of class time and instrument required.

Art Foundations I: This course provides an overview of visual arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art related technology skills, art criticism, art history, and aesthetics.

Art Foundations II: This course provides an overview and introduction to visual arts through studying a variety of art tools and materials. This course builds on Foundations I with a more in-depth experience with fewer art forms. This course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics, with an emphasis on studio production.

Specific Arts Medium I: This course will be in-depth instruction in one artistic medium, to be determined by the instructor and administration.

CTE Introductions: This is the introductory career and technology education class. The purpose of this program is to allow students to be involved in activity-centered lessons, which utilize technology, develop beginning skills, and explore careers.

Computer Technology: This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. Creation of a project for another school subject will be incorporated as part of the assigned coursework.

COURSE CATALOG (GRADES 9-12)

JROTC Courses

Aerospace Science I: This course provides an introduction to the scientific principles and human requirements of flight weather, aerodynamics, navigation, and aviation careers. (This class is a prerequisite for the Private Pilot Ground School.) Students will also participate in leadership and life skills training. Topics include drill ceremonies, individual and group behavior, communication, fitness and self-improvement. (This will be a JROTC class required for all students. It is the prerequisite for the both the Maintenance and Operations Track)

Aerospace Science II/ U. S. History with Military Emphasis: This course takes a broad look at the geographic, economic, social, political, and historic development of the United States. Emphasis is placed on the military perspective and the role of aviation. Additionally, drill and ceremonies and military leadership are covered. (Required)

Aerospace Science III: This course offers an introduction to space environment, space programs, space technologies and manned space flight. Students will participate in a number of group projects and presentations. The culmination of the year will be participation by students in space flight simulations. Additionally, students will be instructed on different topics pertaining to leadership, management, and life after high school, (careers, college, etc.). (Required)

Aerospace Drill: This course is designed for the training and development of specialized Drill Teams and Color Guards for the purpose of competition. Total focus is on developing drill skills. (Required)

Aircraft Sheetmetal Repair: Principles and procedures for fuselage, wing, and empennage sheetmetal repair. Includes safety, hand tools, layout methods, materials, fasteners, repair techniques, parts fabrication, and corrosion prevention and control. Structural repair of fuselage, wings and empennage groups. Includes safety, hand and machine cutting, and measuring tools. Also includes layout methods and structural repair processes. Recommendation: Completion of mathematics assessment at above Algebra 1 before enrolling in this course.

Structural Repair (Continuation of Airplane Sheet Metal Repair): Includes safety, bend allowance, layout, fasteners, machine usage, patching techniques and structural repair techniques. Theory and application of aircraft blueprint reading. Includes types of aircraft drawings, measuring tools, drawing and lay-out equipment, types of views, projections, reference lines, drawing format, title block, manufacturing codes, symbology for fasteners, hardware, and materials. Also includes production of aircraft drawing, sketches, usage of aircraft schematics, graphs, charts, detail, assembly and exploded diagrams. Prerequisite(s): Airplane Sheet Metal Repair.

Airframe Composites: Theory and application of composite materials utilized in aircraft construction. Includes material types, handling and storage, manufacturing techniques, design criteria, safety, tool and equipment usage, damage and repair assessment, repair techniques, fastening systems, and documentation. Also includes a heavy emphasis on repair performance utilizing the Structural Repair Manuals for composite monolithic and sandwich core structures. Prerequisite: Aircraft Sheet Metal Repair and Structural Repair

Introduction to Powerplant: Engine Principles, Monitoring and Inspection Principles, monitoring, and inspection of engines. Includes theory and construction of powerplants, requirements, types of engines, reciprocating engine design and construction, radial engine design and construction, reciprocating engine operating principles, engine power and efficiencies, turbine engine construction, turbine engine sub-assemblies, turbo prop engines, turbine engine operation principles, engine instrumentation, instrument principles of operation, maintenance of instruments and systems, and engine inspection requirements.

Powerplant Systems: Theory and application of support systems for gas turbine engines. Includes fire protection, fire detection systems, fire extinguishing agents, fire protection systems, fire detection system maintenance, turbine engine pneumatic systems, pneumatic starting systems, thrust reversers, auxiliary power units, turbine engine removal, turbine engine installation, and engine storage and transport. Prerequisite: Introduction to Powerplant

Private Pilot Ground School: This course provides certified ground school requirements to earn a private pilot license. The course covers the principles of flight, flight environments, aircraft systems and performance, interpreting weather, basic navigation, radio navigation systems, aviation physiology, and aeronautical decision-making. The class limit is 15 students per year and is for junior or senior students.

Private Pilot Flight Lab: Prerequisite is AS1 and Commercial Pilot. This class will provide students with the opportunity to earn the pilot's license. Students will fly in simulators and/or fly with certified flight instructors as required. Students will be complete the FAA required minimum of 40 flight hours. **(This class will be done in coordination with the Civil Air Patrol).**

Computer Technology Endorsement Courses

Computer Literacy: Microcomputers are used widely in all areas of modern life. For this reason it is important for all students to understand how computers work and how computers can be used as a problem-solving tool. The focus of this course is on computer applications. The course stresses the ways in which computers can help you solve problems efficiently and effectively. The course provides a broad introduction to hardware, software, and mathematical aspects of computers.

Introduction to Programming: The Internet has transformed computers from machines that calculate to machines that communicate. This introduction to computer programming with Python emphasizes multimedia (graphics and sound) applications that are relevant for Web designers, graphic artists, and anyone who just wants to have more fun with their computer. Students will explore basic concepts in computer science and computer programming by manipulating digital images and sound files.

Problem Solving with the Internet: The Internet is a goldmine of information and software resources for those who know how to plug in and navigate it. Originally designed by computer scientists for computer scientists, the net is now a driving force behind life in the information age and a new global economy. This course will provide students with timely skills needed to tap the net as well as an introduction to basic networking, client-side web programming in HTML, CSS, and Javascript.

Problem Solving with the Computer: The course introduces and develops methods for designing and implementing abstract data types using the Java programming language. The main focus is on how to build and encapsulate data objects and their associated operations. Specific topics include linked structures, recursive structures and algorithms, binary trees, balanced trees, and hash tables. These topics are fundamental to programming and are essential to other courses in computer science.

Programming Methodology: Development of individual skills necessary for designing, implementing, testing and modifying larger programs, including: use of integrated design environments, design strategies and patterns, testing, working with large code bases and libraries, code refactoring, and use of debuggers and tools for version control.

Apps for Smart Phones: This course introduces the app development process, from setting up the integrated development environment (IDE) to programming a game all to running it on a mobile Android device. Important aspects of the larger development process are also covered, including an understanding of key technical terminology, how various component of the project code fit together, and how to implement modifications and updates.

Network Security Course I: “CyberPatriot” is a national cyber defense competition for high school students that is sponsored by the Air Force Association. It is intended to inspire high school students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation’s future. This course will introduce the subject to students and assist them in developing the skills necessary to be highly competitive. Basic skills and teamwork will be established in this course.

Network Security Course II – “CyberPatriot” Team: Successful completion of Network Security Course I is a prerequisite for Course II, and faculty recommendation. Cadets will receive advanced support, exposure and time dedicated to peak performance. Utah Military Academy “CyberPatriot” teams will be developed from Course II participants.

Capstone Seminar: Cadets will be required to develop a Cap Stone project for successful completion of the Computer Technology Endorsement Track. Cadets will develop the project with Instructor approval with evaluation of project defended before a panel of appropriate experts from within the Utah Military Academy community.

Advanced Placement Courses:

AP Art History: This course is designed to broaden students’ knowledge of architecture, sculpture, painting, and other art forms within various historical and cultural contexts. In AP Art History, students identify and classify artworks from prehistory through the 20th century, formally analyze artworks by placing them in the historical context within which they were created, consider the visual traditions of the cultures that created artworks, and understand interdisciplinary and cultural influences on works of art. In addition to visual analysis, the course considers issues such as patronage, gender, and the functions and effects of artworks. This course uses a textbook. Prior art training is not necessary for enrollment.

AP Biology: This course guides students to a deeper understanding of biological concepts including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, as

well as interactions of biological systems. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on and virtual laboratory experiments, and practice assessments. These activities are designed to help students gain an understanding of the science process and critical-thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

AP Calculus AB: AP Calculus AB is a college-level course that introduces limits, differentiation, and integration of functions. Students find and evaluate finite and infinite limits graphically, numerically, and analytically. They find derivatives using a variety of methods, including the chain rule and implicit differentiation. They use the first derivative test and the second derivative test to analyze and sketch functions. Each unit of this course includes exam-preparation content for the Advanced Placement Calculus AB examination. Students enrolling in the AP Calculus AB course must have knowledge of algebra, geometry, trigonometry, analytic geometry, and elementary functions. AP Calculus AB uses a textbook, and a graphing calculator is required.

AP Chemistry: This two-semester course is equivalent to a full-year introductory college course in general chemistry. Topics presented in AP Chemistry include components of matter, stoichiometry of formulas and equations, chemical reactions, kinetic-molecular theory, thermochemistry, electron configuration, chemical bonding, intermolecular forces, properties of mixtures, periodic patterns, organic compounds, equilibrium, and thermodynamics. Students learn fundamental analytical skills to logically assess and solve chemical problems. They develop the skills necessary to arrive at conclusions based on informed judgment, using mathematical formulation principles, chemical calculation, and laboratory experiments. Students learn to present evidence in clear and persuasive essays and prepare for the Advanced Placement Chemistry exam. The course uses a textbook, and a chemistry lab kit is required.

AP Computer Science A: AP Computer Science A is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra II level as well as some previous programming experience, a basic understanding of networks, and knowledge of the responsible use of computer systems (including system reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). To take this course, students need regular access to a computer system with recent technology.

AP English Language: This course prepares students for the Advanced Placement exam in English Language and Composition. The literary component of the course covers a range of genres, including nonfiction, fiction, drama, and poetry. While analyzing these works, students

consider style (a language-based approach to exploring meaning in a piece of writing through tone, diction, and syntax) and rhetoric (the examination of the argument and structure of a piece of writing by considering aspects of the author's credibility, irony, and use of logic). Writing assignments cover both expository and argumentative aspects of writing. Prior coursework in English through the high school sophomore level is required for enrollment in AP English Language.

AP English Literature: AP English Literature prepares students for the Advanced Placement exam in English Literature and Composition. In this course, students acquire the reading and critical thinking skills necessary to understand challenging material, analyze that material to deduce meaning, and apply what they learn. They also acquire the composition skills needed to communicate their understanding effectively to a variety of audiences. Students read and analyze classic works of literature that contain literary qualities that merit study and provoke deep thought. Students also read modern and contemporary works as they examine a variety of literary genres, including plays, short stories, poetry, essays, and novels. Prior coursework in English through the high school junior level is required for enrollment in this course.

AP Environmental Science: Students examine the natural world's interrelationships in AP Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observation, write hypotheses, design and complete field studies and experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prerequisites for enrollment include two years of prior coursework in laboratory sciences (Biology, Chemistry, Earth Science, or Physics).

AP European History: This course surveys the social, economic, cultural, intellectual, political, and diplomatic history of modern Europe and its place in the history of the world—from the fall of Constantinople to the fall of the Berlin Wall and collapse of the Soviet Union. The course is equivalent to a college freshman or sophomore modern European history course. Students develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450 to the present. They also develop the ability to analyze historical evidence and express their understanding and analysis in writing. This course prepares students for the Advanced Placement European History exam.

AP French Language and Culture: The AP French Language and Culture course is an advanced language course in which students are directly prepared for the AP French Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in French. The course is based on the

six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic French-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using French, gain knowledge and understanding of the cultures of the Francophone world, use French to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the French language and its culture, and use French to participate in communities at home and around the world. The AP® French Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third- year college course.

AP Macroeconomics: Macroeconomics is the study of how economic systems work as a whole. In this one-semester course, students learn how the economy is measured by indicators such as gross domestic product (GDP), among others. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Students engage in decision making to create an environment in which high employment rates and higher living standards can be achieved by using fiscal and monetary policy. Topics presented in the course include measuring economic performance; aggregate demand and aggregate supply; money, monetary policy and economic stability; monetary and fiscal policy; and international economics. This course prepares students for the AP Macroeconomics exam.

AP Microeconomics: Microeconomics is the study of economics on the level of individual areas of activity and how individuals make choices with limited resources. In AP Microeconomics, students examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the effect of government on individual decision making. Students study the stock market as an investment option and trace various stocks throughout the semester, using the Wall Street Journal and the Internet as resources. Topics presented include the nature and functions of product markets, theory of the firm, factor markets, and role of government. This course prepares students for the AP Microeconomics exam.

AP Physics B: AP Physics B surveys the algebra-based major areas of physics—mechanics, fluids, waves, optics, electricity, magnetism, and modern physics (atomic and nuclear). Students learn to think like scientists: they make predictions based on observation, write hypotheses, design and complete experiments, and reach conclusions based on the analysis of resulting data. They apply the concepts of physics to their everyday experiences, current events, and issues in science and engineering. AP Physics B provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. This course prepares students for the

Advanced Placement Physics B exam. Prerequisites include Algebra II and Trigonometry; one year of Physics is highly recommended.

AP Psychology: This one-semester course surveys the major topics in the field of psychology as well as terminology, methodology, and the historical and current understanding of human behavior and thought processes. Concepts, terminology, and research findings are presented at the level of an introductory college psychology course. Students learn how psychologists analyze human experiences and apply what they have learned. Organized in seven units, the course presents the following topics: introduction to psychology, the biological basis of behavior, human development and awareness, human cognition, human motivation and emotion, human interaction, and course review. The course prepares students to take the Advanced Placement Psychology exam. Prior coursework in Biology is suggested. This course uses a textbook.

AP Spanish Language: The AP Spanish Language course is an advanced language course in which students are directly prepared for the AP Spanish Language test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of the Spanish-speaking world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

AP Statistics: Statistics concerns the collection, organization, and interpretation of data. In AP Statistics, students interpret the output generated by statistical software programs. This two-semester course presents the following topics, among others: organizing data, examining relationships, producing data, probability, random variables, binomial and geometric distributions, sampling distributions, and inference. This course prepares students to take the Advanced Placement Statistics exam. Students who enroll in AP Statistics must have access to a computer equipped with software capable of doing data analysis. In addition, one of the following Texas Instruments calculators is required: TI-83, TI- 83+, TI-84, TI-84+, or TI-89. Prerequisites for AP Statistics include Algebra I and Algebra II.

AP U.S. Government: This course presents an analytic perspective on American politics, covering the ideals, institutions, and processes that direct the daily operations of government and shape public policy. In AP U.S. Government, students examine the constitutional structure of government, participatory politics, the formal institutions of power, and the extra-constitutional influences on government institutions. They interpret and analyze the political landscape to

develop an understanding of the strengths and weaknesses of the U.S. system of government. This one-semester course addresses the following topics, among others: American political culture, the Constitution, federalism, civil liberties, civil rights, public opinion, media, political parties, campaigns and elections, interest groups, Congress, the presidency, the federal bureaucracy, and the federal courts.

AP U.S. History: AP U.S. History focuses on the development of analytical skills to enable students to critically interpret the nation's history. In this course, students assess historical primary and secondary sources, weighing the evidence presented, to arrive at informed conclusions. They learn to think like historians as they evaluate sources and interpretations, develop thesis statements, support interpretations with evidence, and communicate their conclusions. In the process, they gain an appreciation for how historic events have shaped modern political, social, cultural, and economic life. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prior coursework in Social Studies or History is a prerequisite for enrollment in this course.

AP World History: AP World History covers the history of the world from 600 CE to the present and includes an introduction unit on the period from 8,000 BCE to 600 CE. The course emphasizes patterns of change and the connections between the various world cultures throughout the time period studied in the course. Students gain an understanding of the global experiences of humanity and can apply that knowledge to their growth and development as world citizens. This two-semester course prepares students to take the AP World History exam. It also provides them with an understanding of why the world developed the way it did. This course uses a textbook.

Basic Courses

Language Arts 9: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 9 Honors: This course is designed for students who have been identified as requiring more advanced instruction in reading comprehension, writing, and methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 10: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 10 Honors: This course is designed for students who have been identified as requiring more advanced instruction in reading comprehension, writing, and methods of inquiry

as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms.

Language Arts 11: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on American literary texts.

Language Arts 11 Honors: This course is designed for students who qualify for more advanced instruction in reading comprehension, writing, and methods of inquiry as found in the core. This course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on American literary texts. The course also prepares students for college entrance exams (e.g. ACT, SAT).

Language Arts 12: This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on British literary texts.

Language Arts 12 Honors: This course is designed for students who plan to attend college. The course stresses reading, vocabulary, writing, and analytical skills necessary for college success. The course content includes an introduction to British literature and experience in research.

Secondary Mathematics 1: Students in Secondary Mathematics 1 will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems situations.

Secondary Mathematics 2: Students in Secondary Mathematics 2 will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

Secondary Mathematics 3: Students in Secondary Mathematics 3 will pull together and apply the accumulation of learning they have from previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of

trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems.

Geography: This course introduces students to cultural and physical geography. The framework of this course is the five themes of geography—location; place; human interaction with the physical environment; the impact of movements of people, ideas, and things; and similarities and differences within and between regions. In addition, the course emphasizes critical, causal, interpretive and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.

World Civilizations: The study of world civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, Middle East, Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical and religious, scientific and technological, and artistic.

United States History: Understanding United States history is essential for the continuation of our republic. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-present), but should include a review of the earlier period.

U.S. Government and Citizenship: The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course, the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting and draft age.

General Financial Literacy: This course will prepare students for the choices and challenges of today's financial markets. A better understanding of personal finance will help students move into adulthood making more informed monetary decisions, realizing a greater potential for personal wealth, and fostering a stronger state and national economy. The class will focus on income, money management, spending and credit, saving and investing, consumer protection, and risk management.

Biology: The biology core curriculum is based on a set of life science learning standards that all students are expected to know and be able to demonstrate upon completion of this course. The course is designed to emphasize problem solving and scientific reasoning. Students will learn the

scientific processes related to life science. Learning activities are varied with an emphasis on student investigations in the field, laboratory, and in technical research.

Chemistry: This course is organized around major concepts of matter, structure, energy, and change. The concepts, principles and laws that describe the conservation of matter, changes in the structure of matter, and changes in energy will provide focus for this course. Chemistry students should design and perform experiments, and value inquiry as the fundamental scientific process.

Physics: The three major concepts included in the Physics Core are: (1) motion of objects, (2) forces acting on objects, and (3) energy. Physics students should design and perform experiments, and value inquiry as the fundamental scientific process.

Art Foundations 1: This class is designed to provide an overview of visual arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Art Foundations 2: This class is designed to provide an overview and introduction to visual arts through studying a variety of art tools and materials. This course builds on Art Foundations 1 providing a more in-depth experience with fewer art forms. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

Medium Specific Art: A variety of specific medium art classes may be offered based on teacher expertise and experience, and may change from year to year.

Choir 1: This vocal music course covers three and four-part music and singing fundamentals.

Advanced Choir: This vocal music group course is concerned with advanced choral literature and techniques of singing.

Health: This course emphasizes the physical, social, and mental dimensions of people and offers students an opportunity to evaluate health practices, products, and services.

Fitness for Life: This course is designed for continued improvement of physical fitness not includes an understanding of the components of fitness, i.e., heart-lung fitness, strength, flexibility, muscle endurance, weight control/nutrition, and stress management.

Individual Lifetime Activities: A variety of sport specific classes will be offered based on teacher experience and student interest. Examples offered may include basketball, aerobics, yoga, weight lifting

Participation Skills: Designed to develop competency in up to five different activities. Individual, dual, and team sports activities are included with an emphasis on activities offering lifelong participation opportunities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines.

Computer Technology: This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills gained will be demonstrated by creating a project for a different content area.

Mandarin Chinese 1: This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The course content includes vocabulary for classroom and school subjects, foods, clothing, telling time, reading the calendar, weather, seasons, modes of transportation, and common locations. Students will develop an appreciation for the culture of the countries where the language is spoken.

Mandarin Chinese 2: This course is designed to teach intermediate skills in listening, speaking, reading, and writing. The course content includes further development of vocabulary of dining, traveling, shopping, and personal feelings. Students will develop an appreciation for the culture of the countries where the language is spoken.

Mandarin Chinese 3: This course is designed to teach advanced skills in listening, speaking, reading, and writing. The course content includes the development of more abstract vocabulary, simple literature, extemporaneous speaking and conversation, and guided composition. Students will develop an appreciation for the arts and culture of countries where the language is spoken.

Arabic 1: This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The course content includes vocabulary for classroom and school subjects, foods, clothing, telling time, reading the calendar, weather, seasons, modes of transportation, and common locations. Students will develop an appreciation for the culture of the countries where the language is spoken.

Arabic 2: This course is designed to teach intermediate skills in listening, speaking, reading, and writing. The course content includes further development of vocabulary of dining, traveling, shopping, and personal feelings. Students will develop an appreciation for the culture of the countries where the language is spoken.

Arabic 3: This course is designed to teach advanced skills in listening, speaking, reading, and writing. The course content includes the development of more abstract vocabulary, simple literature, extemporaneous speaking and conversation, and guided composition. Students will develop an appreciation for the arts and culture of countries where the language is spoken.

Spanish 1: This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The course content includes vocabulary for classroom and school subjects, foods, clothing, telling time, reading the calendar, weather, seasons, modes of transportation, and common locations. Students will develop an appreciation for the culture of the countries where the language is spoken.

Spanish 2: This course is designed to teach intermediate skills in listening, speaking, reading, and writing. The course content includes further development of vocabulary of dining, traveling, shopping, and personal feelings. Students will develop an appreciation for the culture of the countries where the language is spoken.

Spanish 3: This course is designed to teach advanced skills in listening, speaking, reading, and writing. The course content includes the development of more abstract vocabulary, simple literature, extemporaneous speaking and conversation, and guided composition. Students will develop an appreciation for the arts and culture of countries where the language is spoken.

Spanish 4: This course is designed for the continuation of the speaking, reading, and writing skills covered in Spanish.

SUPPORT FOR STANDARDS AND USE OF DATA

All courses at Utah Military Academy will align with the Common Core Standards. The Academic Director will serve as the assessment director as part of his/her duties, including scheduling of ongoing assessments (at least monthly), monitoring and disaggregating data and leading a monthly meeting to discuss where the school needs to improve for all students and discuss individual students needing additional support, as well as how this support is to be provided. He or she will be responsible for monitoring support and helping instructors adjust as necessary.

Due to purchasing and procurement rules, Utah Military Academy will not determine a particular provider or software package at this time. However, school founders have done research, and are impressed with the Northwest Evaluation Association's product. It allows for data to be collected and disaggregated quickly and is aligned with the Common Core Standards. Utah Military Academy will select a program that includes the following components:

- Computer-Based Adaptive Assessment: The program will adjust questions (increasing or decreasing difficulty) as the student is taking an assessment to provide an accurate picture of which standards the student has mastered.
- Data Reporting: The program will allow the assessment director and teachers to disaggregate data by student and standard to identify global school needs as well as individual student needs. It will also allow a comparison of students.
- Tracking Growth: The program will allow teachers to track the growth of a student over the year, and compare this growth from year to year.
- Resources: The program will provide teachers with information about implementing and improving strategies to improve standards mastery.

| <i>Indicator - Student achievement level</i> | | |
|--|--|---|
| Measure | Metric | Board Goal |
| Growth points on UCAS | Growth points on UCAS, by school type | Year 1: 120 Year 2: 135 Year 3: 150 |
| Achievement on UCAS | Achievement points on UCAS, by school type | Year 1: 175 Year 2: 200 Year 3: 250 |

| | | |
|--|---|--|
| Readiness on UCAS | Readiness score on UCAS (high schools only) | Year 1: 150 Year 2: 165 Year 3: 185 |
| High school graduation rate | Percentage of students graduating high school calculated using Utah's graduation rate formula | Year 1: 90% Year 2: 95% Year 3: 100% |
| College entrance exam composite and subtest measures | Percentage of students reaching score predictive of college success on each subtest (English – 18; Math – 22; Reading – 21; Science – 24), disaggregated by subgroup | Year 1: 80% Year 2: 85% Year 3: 95% |

SECTION 10: SCHOOL CLOSURE PLAN

The board will review its compliance with and progress toward state-defined minimum standards and board-determined targets in the school's charter. The school's executive director is responsible to review all metrics and report to the Board annually, as the measure for each target becomes available. The director will also propose an action plan to address any targets that the school has not met or has regressed in performance.

The school board will notify its authorizer of its action plans if progress under those plans is not adequate after each year of its implementation. In any case, the board will inform the authorizer of progress toward all metrics after three years of operation, or upon earlier request or according to authorizer policy. All action plans and the director's report on progress and compliance with targets will be available to all stakeholders as part of the public board meeting records for each meeting where such reports are given.

In the event of closure, whether by the revocation of the school's charter or a planned cessation of operations, Utah Military Academy will ensure that adequate HR, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Over the first five years, the school will set aside in a separate account \$10,000 per year to be used in the event of school closure to engage a charter school or business transition firm to perform closure operations over a period of 90 days. Services will include asset disposal, student transfers, family support, debt negotiation, employment termination, and working with state agencies on protecting taxpayer assets, including equipment and property.

Once the closure process is initiated, the school's interests will shift from providing education and protecting the school's interests to protecting the state's and chartering entity's interests, as well as the obvious interests of students and families.

The closure plan and procedures will include the following:

STUDENT TRANSFER

- Appoint a registrar to complete all aspects of student records related to closure.
- Coordinate with surrounding school districts and charter schools, and private schools if necessary, to accept transfer students.
- Coordinate with students and families on finding the school that will best meet each student's needs for future education.
- Ensure that all student records, including special education records, are sent to all schools accepting transfer students.

- Counsel with students and families to reduce the anxiety that may be part of the closure and move to a new school.

ASSET DISPOSAL

- Work with the State Charter School Board on identifying a potential new or expanding applicant who can assume ownership of school assets and liabilities, including the school's facility and existing lease or bond payments.
- Sell school equipment or assets at market value, with proceeds either paying down existing debt, compensating for additional school closure services, or going back to the state as outlined in statute. All asset disposal or sales will be consistent with existing agreements and obligations.
- Ensure that building security is maintained throughout the closure process to protect assets and the facility.
- Transfer all other assets to the state, the owner under law of all school assets in the event of closure.

Liabilities

- Seek to find other schools or organizations that can assume the ownership of current and long-term agreements. Work with state charter school board on identifying a new or expanding charter school that can benefit from existing facility, equipment, and agreements.
- Pay down any liabilities first with proceeds from any asset sale or cash on hand.
- Initiate bankruptcy proceedings, if appropriate.
- Inform bondholders and State Treasurer's office, if applicable, of closure as required in bond covenants or in state law.

Employees

- Assist current employees with job placement services
- Ensure that benefits programs continue consistent with COBRA
- Assist employees with transfer of retirement assets into personal accounts or rollover into other retirement programs
- Provide letters of recommendation for employees, as appropriate

SECTION 11: DISMISSAL PROCEDURES AND SUSPENSION/EXPULSION

Utah Military Academy believes all students have a right to learn in a safe and respectful environment, and student discipline is essential to maintaining a healthy educational environment. To that end, school behavioral expectations are explained and enforced from the first day of school. It is expected that teachers maintain order in the classroom and in other areas of the school where they supervise students. Other faculty and staff support the culture of respect in the school. In the event of a student violating behavioral expectations, disciplinary action may be taken by school administration in compliance with school policy and applicable state and federal laws and regulations.

The Board authorizes the administration to take appropriate action to preserve order among students and staff and to protect school property. The Board of Directors will not, as a general rule, review student suspensions.

Acts of violence, use or possession of a weapon or facsimile, criminal behaviour toward persons or school property or activities shall be dealt with in accordance with state law (Utah Code §53-A-11-901) as it explains suspension/expulsion of students from public schools and in accordance with [Utah Special Education Rules](#) and IDEA 2004.

DUE PROCESS PROCEDURE AND DISCIPLINARY ACTION

Due process is the administrative procedure followed when a students' attendance at Utah Military Academy is in question due to violation of the disciplinary code. Fairness and reasonableness are to be used when deciding on disciplinary actions. Utah Military Academy administration investigates and handles disciplinary matters in compliance with the school's suspension/expulsion policy (Attachment D) and all applicable state and federal laws, including IDEA.

SECTION 12: COMPLAINTS

Utah Military Academy values the input of stakeholders and acknowledges the importance of good communication and mutual respect in working out differences. For students, conflict management and resolution abilities are necessary skills for future success, which are addressed in the complaint policy. Utah Military Academy encourages all members of the school community (students, parents, faculty, and staff) to try to work out issues in a cooperative manner with the involved parties in an informal way if possible, first working directly with the individual(s) directly involved in the situation, and working through the procedures of the official complaint policy, as outlined in Attachment E. All complaints, formal and informal, should be acknowledged and resolved in a timely manner, as described in the complaint policy.

SECTION 13: PARENTAL INVOLVEMENT

Utah Military Academy believes that working in partnership with parents and guardians is critical to providing an education that meets the needs of the whole student and it is a significant component of Root's vision. Utah Military Academy has one elected parent position on the Governing Board.

Opportunities for volunteers in and out of the classroom include, but are not limited to:

- Providing teacher support during class time, in class, on the farm or at home with special projects, enrichment activities, clerical duties and other opportunities that arise in individual classrooms
- Supporting various Leadership, character building and extracurricular coursework developed specifically to address military training and exposure opportunities.
- Contribute as a special guest with information that enriches the curriculum being studied
- Volunteer in the library and computer lab
- Support fundraising projects
- Strategic planning teams
- Leadership in the Parent/Teacher/Student Organization to give input to the Governing Board and organize school events at Utah Military Academy

Opportunities for parental involvement will be advertised on the school website, through e-mail requests, and/or through direct notice from teachers. Utah Military Academy will also have opportunities for parents to learn more about volunteer activities and sign up to participate at back to school events, SEP conferences, and other school events.

Utah Military Academy encourages parents to contribute in whatever way they deem as personally meaningful, and does not require a specific amount of time be donated to the school.

SECTION 14: EMPLOYEES

EMPLOYEES

Utah Military Academy's board will ensure that properly licensed, endorsed, and highly qualified teachers and paraprofessionals will be hired and developed at the school. Priority will be given to employees who demonstrate an understanding of and dedication to Utah Military Academy's unique mission, with a priority on experience in military culture. This section will outline the school's hiring process, internal HR record keeping standards, essential responsibilities for each key position, and procedures for evaluating and terminating employees.

At-Will Employment

Utah Military Academy is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's executive director. All human resource policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter, including any description of possible procedures relating to any human resource transaction shall be construed to limit the at-will nature of employment at Utah Military Academy.

Hiring

Utah Military Academy will use a process similar to this outline when hiring for all positions:

- Board will adopt policy, and administration will adopt procedure, to ensure that all state and federal employment and tax laws are followed, including R277-524 regarding criminal background checks for all employees and volunteers that have significant unsupervised access to students.
- Identify specific needs to be addressed.
- Identify the essential functions for the created positions, craft job descriptions, identify prevailing market wages for similar positions in similar schools and ensure that any new hire is acceptable given budget constraints.
- Post the position widely using any and all available resources, with a priority given to lower-cost resources that return quality applicants.
- Review submitted resumes for compatibility and experience with essential job functions. Contact selected candidates for interviews and verify their licensure and endorsement for the position, if applicable.
- View either videos of current teachers in action, or, when available, Utah Military Academy hiring staff will travel to do an actual observation.
- Review actual growth data of students of teaching applicants with classroom experience.
- Interview candidates with at least two school representatives who each score the applicant's suitability for the position independently.

- If necessary, bring the top candidates for a follow-up interview.
- Check references of candidates considered for eventual hire.
- Select and notify the best-suited candidate(s) and congratulate the new employee(s) on their new future with Utah Military Academy.

HR Procedures and Records

Once an employee is selected for employment, the process for completing new-hire paperwork and documentation, including any required background checks, will be handled by the school's business office. The procedures will be similar to those outlined below:

- Employee will complete necessary tax and work-status forms, internal forms for employee records and emergency contact information, and provide copies of relevant licenses or other certifications.
- Employee will sign an Agreement or other document regarding compensation, if applicable for the position.
- School will provide to employee, and document the receipt of, employee handbook, relevant school policies, required disclosures regarding state liability coverage for teachers, and all paperwork necessary to enroll in school's benefit programs.
- Employee will receive means of access to the school's facility and all tools and technology required for the position.
- Business Office will set up the employee in school's payroll system, submit any benefits paperwork to the providers of such benefits, and ensure that all relevant taxes are paid.
- Each employee will have up to three files. (All work-status forms will be kept separately in a work-status folder for all employees.)
- An "Employee Records File" that contains tax forms, internal forms for emergency contact information, background check records, and written agreements regarding compensation.
- An "Employee Benefits File" that contains benefit and health information.
- An "Employee Performance File" that contains internal records of evaluations, licenses and certificates, and records of employee performance.

Evaluations

All employees will be evaluated regularly to ensure that performance is measured, results are shared, and incentives are in place for continued development and improvement for all employees. All employees will be evaluated using outcome-based measurements based on the essential job functions in each job description. Concept evaluation procedures of key employees are described below:

Teachers

- Teacher evaluation tools and processes will be developed that adopt national best practice standards.
- Director and other administrators will observe all teachers at least quarterly and provide written feedback after each observation.
- Teachers will have one annual development conference and one annual year-end evaluation with the school director.
- Evaluations will include consideration of student outcomes, parent surveys, and the results of direct observations.
- Compensation will be based largely on the result of these evaluations and the outcomes of students.

Administrators

The executive director will evaluate all school administrators annually. Evaluations of administrators will be based largely on the performance of the employees they supervise, the results of teacher and parent surveys, and the director's own observations.

Executive Director

The Executive Director will be evaluated annually by the school board. Evaluation will be based exclusively on the outcomes of the school according to the goals in this charter, other goals adopted and communicated to the director in advance. The evaluation will be completed by the entire board based on data, and submitted to the executive director in writing, along with an update of goals for the coming year.

Employment of relatives

Utah Military Academy will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Utah Military Academy will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

Terms of Employment

Utah Military Academy is an at-will employer. Employers may choose to terminate employment at any time for any reason or for no reason, and so may Utah Military Academy as an employer.

Utah Military Academy recognizes that the best way to impact children's learning is to attract and retain quality teachers.

Utah Military Academy intends to have a workplace culture that is enjoyable and empowering for the school's faculty and staff. High turnover will not be conducive to such a culture. While the school reserves the right to make all employment terminations at its discretion, the school has no intent to be inconsistent or reactionary in making employment decisions. Employment actions, including discipline, probation, or termination of employment will be made when the school has evidence that such an action is in the best interests of the school and its students.

The school will ensure that all employee rights are protected in all employment matters and procedures.

JOB DESCRIPTIONS

Executive Director

Position Overview

The Executive Director is the head of all aspects of school operation, and is primarily responsible for achieving the school's mission of helping students become motivated learners with the skills to succeed in life. The Executive Director oversees the entire academic program, trains and motivates all staff, manages the school's public relations efforts with students, parents, and the broader community, and ensures legal compliance with public education laws and regulations.

- Academic Program Management
- Collaborate with board committees and other school administrators on planning, operation, supervision and evaluation of the program's and student success
- Hire all other employees as specified and required for the full and complete operation of the charter school.
- Recognize, review, and apply data to encourage school improvement
- Collaborate with staff for united school improvement plan.
- Document operations of charter programs to develop accurate budget
- Work with Business Manager to maintain fiscal control; Report accurate fiscal information
- Ensure school facilities are managed effectively. Oversee facilities to ensure maintenance provides a clean and safe school
- Collaborate with staff to implement a student discipline plan that encourages a positive learning environment and enhances student's behavior
- Provide for uniform enforcement of school standards and oversee appropriate and reasonable student discipline as issued in accordance with school policy
- Hold parent/teacher/student conferences in regards to student and school issues
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials, and facilities
- Staff Training and Motivation
- Interview, select, and orient new employees
- Provide training, tools, and all necessary information for each staff member to be able to perform his job functions
- Instruct staff about performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Hold employee evaluation conferences based on records of performance observations
- Oversee and assess the performance of school employees, including but not limited to Assistant Director, Instructional Coach, Special Education Director, Counselor, teachers, instructors, and clerical support staff

- Promote the school's ideology and standards for students and staff
- Manage conflicts between other school employees
- Legal Compliance
- Abide by all state and federal law that apply to charter schools, and charter policy
- Gather, manage, and file all hardcopy and computerized reports, records and other documents required including accurate and timely reports as required
- Attend all required state meetings, including the monthly Charter Directors' meeting
- Attend other meetings and training that provide legal guidance
- Public Relations
- Establish rapport with parents, students, school staff, and board members
- Create and maintain a professional relationship with colleagues, students, parents, and community
- Coordinate with the school's parent organization to increase parental involvement and activity within the school
- Maintain communication with parents, staff, and other educational professionals to circulate professional research, ideas and information
- Convey the charter's mission to students, parents, staff, and the overall community and encourage support in accomplishing the mission
- Illustrate understanding of charter and community needs and begin activities to meet those needs
- Professionalism
- Enrich job skills through professional development activities
- Research current and proposed instructional programs, materials, and methods
- Model professional, ethical and responsible behavior
- Work from school as scheduled and arrive on time

Academic Director

Educational and Program Management

- Supervise instructional and curriculum services to address student achievement
- Devise, implement and evaluate instructional development programs
- Engage and make primary recommendations on the hiring, retention and possible termination of all instruction and teaching staff
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure
- Oversee initial assessments for new students
- Implement effective educational process through the collection and interpretation of student data
- Work with the Executive Director, Business Manager and other administration on the purchase, distribution, and evaluation of curriculum materials and financial reporting

- Work with the Executive Director and other administration (including members of the Board of Directors) to develop required plans for state and federally funded programs
- Manage the instructional professional development program

Classroom Management and Organization

- Train teachers in methods of classroom preparation to enhance instruction as prescribed by charter's curriculum and methods
- Train teachers and instructors on how to manage student behavior in agreement with the school's code of conduct and related policies and programs
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.
- Assist students with disabilities to encourage their access to full participation in the school's regular programs

Special Education

- Coordinate with the Special Education Director on student Individual Education Plans to ensure all modifications are met
- Ensure that Special Education Director attends regular LEA meetings provided by the State and follow up on content of trainings
- Keep abreast of changing laws and regulation that apply to Special Education
- Ensure General Education teachers are trained on Special Education needs of students and the school's vision of inclusion
- Ensure annual and periodic special education data uploads and reporting meets appropriate state and federal requirements

Supervisory Responsibilities

- Assist the Director to oversee and assess teachers, instructors, aides, support personnel, special education and other staff
- Evaluate the effectiveness of outside service providers

Evaluation and Reporting

- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Commandant of Cadets

Educational and Program Management

- Ensure a sound military theme and culture is inculcated throughout all Utah Military Academy faculty, staff, cadets, parents, and school operations
- Devise, implement and evaluate instructional development programs
- Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure
- Work with other administration on the purchase, distribution, and evaluation of curriculum materials and financial reporting
- Work with other administration to develop required plans for state and federally funded programs
- Work with other administration and the Business Manager to coordinate state and federal reports of fiscal data
- Manage the instructional professional development program
- Collaborate with staff for united school improvement plan.
- Document operations of charter programs to develop accurate budgets, procurement and spending
- Work with Business Manager to maintain fiscal control; Report accurate fiscal information
- Ensure school facilities are managed effectively. Oversee facilities to ensure maintenance provides a clean and safe school
- Collaborate with staff to implement a student discipline plan that encourages a positive learning environment and enhances student's behavior
- Provide for uniform enforcement of school standards and oversee appropriate and reasonable student discipline as issued in accordance with school policy
- Hold and attend parent/teacher/student conferences in regards to student and school issues

Staff Management, Training and Motivation

- Interview, select, and orient all JROTC employees
- Advise the Academic Director and Executive Director on hiring of all other staff
- Ensure that all staff understand and implement the school's military culture, including completing training with military partners
- Provide training, tools, and all necessary information for each staff member to successfully perform their job functions
- Instruct staff about performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Observe all classes regularly, both formally and informally
- Hold employee evaluation conferences based on records of performance observations
- Ensure collaboration, partnerships and team building among staff, including decision-making and problem solving
- Oversee and assess the performance of all school employees
- Promote a positive, nurturing school environment
- Evaluate the effectiveness of outside service providers
- Hold employee evaluation conferences based on records of performance observations
- Instruct staff of performance requirements in relation to instructional strategies, classroom management, and communication with the public
- Ensure effective, research-based professional development is provided and implemented

Fiscal and Legal Compliance

- Abide by all state and federal laws that apply to charter schools and charter policy
- Ensure compliance of budget guidelines. Work with Business Manager to maintain fiscal control.
- Ensure school-wide compliance with all policies and procedures. Abide by all state and federal law that apply to charter schools, charter policy and Board policy
- Gather, manage and file all hardcopy and computerized fiscal reports, records and other documents required including accurate and timely Board, state and federal reports
- Attend all required Board and state meetings, including the monthly Charter Directors' meeting
- Attend other meetings and training that provide legal guidance
- Participate in the school's annual fiscal audit and oversee the preparation of the school's Annual Budget, Annual Financial and Annual Program Reports

Evaluation and Reporting

- Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws

JROTC Teacher

Classroom Management

- Develop, in accordance with Charter guidelines and policy, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Maintain the supplies accountability under the strict compliance with Army or Air Force logistic and security regulations
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, assemblies, field trips, and other responsibilities as assigned.
- Set an example and model positive attitudes, knowledge, and leadership skills for students. Mentor, counsel, and guide students
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

Classroom Instruction

- Plan and implements a program of instruction that adheres to Charter philosophy, goals and objectives as outlined in academic program and the Common Core.

- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and that engage all students.
- Plan and implement a differentiated program of study designed to meet needs of each individual student.
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching techniques and methods, including direct instruction, guided practice, cooperative learning, and hands-on activities.
- Teach cadets who are under the JROTC curriculum during the school year
- Perform training in JROTC and academy during summer camps
- Evaluate the performance of their students and counsel them for any problem regarding the JROTC program
- Help students to develop skills, knowledge and attitude needed to become a responsible citizen
- Make use of all available resources, using the provided texts as only one among many sources.
- Prepare substitute folder containing appropriate information as required by the director.
- Plan and oversee purposeful assignments for aides and volunteers as needed.
- Accommodate students with IEPs as required.
- Recognize learning problems and make referrals as appropriate

Evaluation and Reporting

- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher-made tests, samples of students' work, criterion-referenced tests, norm-referenced tests, and other methods.
- Keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents formally periodically during the year, and on an ongoing basis as needed, requested, or assigned.
- Provide progress and interim reports as required or as requested by parents or school administration.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Professional Development

- Attend workshops, seminars, conferences, and/or advanced course work at institutions of higher learning as assigned.
- Follow all the rules of Air Force and school when they teach and supervise their cadets
- Attend and participate in all Charter professional development days and activities.
- Keep current in subject matter knowledge and learning theory and be willing to share this knowledge for continual improvement of the school's curriculum.
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Keep educators' license and endorsements up-to-date and applicable to assignments.

Supervisory Responsibilities

- Oversee and assess instructors, aides, support personnel and other staff working under the direction of the teacher
- Provide feedback to the school director and special education director (or equivalent) for special education aides assigned to a teacher's classroom
- Evaluate the effectiveness of outside service providers providing services within a teacher's classroom

Teacher

Classroom Management

- Develop, in accordance with Charter guidelines and policy, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, assemblies, field trips, and other responsibilities as assigned.
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

Classroom Instruction

- Plan and implements a program of instruction that adheres to Charter philosophy, goals and objectives as outlined in academic program and the Common Core.
- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and that engage all students.
- Plan and implement a differentiated program of study designed to meet needs of each individual student.
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching techniques and methods, including direct instruction, guided practice, cooperative learning, and hands-on activities.
- Use reflection, innovation, and creativity when designing instruction. Ensure that activities and instruction are tied to relevant and meaningful outcomes. Promote the ability of students to articulate what they are learning and why at any point in the learning process.
- Make use of all available resources, using the provided texts as only one among many sources.
- Prepare substitute folder containing appropriate information as required by the director.
- Plan and oversee purposeful assignments for aides and volunteers as needed.

- Accommodate students with IEPs as required.
- Recognize learning problems and make referrals as appropriate.

Evaluation and Reporting

- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher-made tests, samples of students' work, criterion-referenced tests, norm-referenced tests, and other methods.
- Keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents formally periodically during the year, and on an ongoing basis as needed, requested, or assigned.
- Provide progress and interim reports as required or as requested by parents or school administration.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Professional Development

- Attend workshops, seminars, conferences, and/or advanced course work at institutions of higher learning as assigned.
- Attend and participate in all Charter professional development days and activities.
- Keep current in subject matter knowledge and learning theory and be willing to share this knowledge for continual improvement of the school's curriculum.
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Keep educators' license and endorsements up-to-date and applicable to assignments.

Supervisory Responsibilities

- Oversee and assess instructors, aides, support personnel and other staff working under the direction of the teacher
- Provide feedback to the school director and special education director (or equivalent) for special education aides assigned to a teacher's classroom
- Evaluate the effectiveness of outside service providers providing services within a teacher's classroom

Special Education Teacher/Director

Program Management and Compliance

- Assist in the creation and outfitting of facilities for students with disabilities
- Continually supervise curriculum program to ensure it is pertinent to student's needs
- Administer guidance in composing and implementing outside service contracts for special education students

- Direct the fiscal aspects of the special education department with the Business Manager and confirm that programs are cost effective and funds are managed within budgets
- Perform all state and federal special education reporting at year end and periodically and as required during the school year
- Coordinate and lead the school's state and federal audits of special education reporting and data
- Enter special education data accurately into the school's Student Information System to ensure accuracy in reporting and appropriate and adequate funding is received
- Ensure that adequate supplies and equipment are available
- Evaluate special education program quality through assessment findings, including student achievement data
- Stay abreast of and abide by state and charter regulations and policies for charter schools
- Advise on policy and program improvements
- Confirm that policies established by federal and state law, and the charter policy in area of Special education are being met
- Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations

Evaluation and Reporting

- Provide student performance measurements to classroom teacher who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents as requested to discuss needs and progress of students.
- Use effective oral and written communication.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Teacher's Aide or Special Education Aide

Classroom Management

- Assist with the management of student behavior and discipline, primarily for students with disabilities.
- Use classroom management plan consistent with teacher's techniques, school-wide standards and Least Restrictive Behavioral Environment
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.
- Assist students with disabilities to encourage their access to full participation in the school's regular programs

Classroom Instruction

- Act as a classroom substitute when necessary or when the classroom teacher is unavailable

- Assist teachers with classroom instruction as assigned, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards and teacher plans.
- Work with teacher to accommodate students with IEPs as required
- Recognize learning and behavior problems and communicate student needs to general and special education teachers as appropriate.

Evaluation and Reporting

- Provide student performance measurements to classroom teacher.
- Meet with parents as requested to discuss needs and progress of students.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Custodial, Janitorial, and Maintenance Staff

Facilities and equipment

- Keep all aspects of the school building in good repair
- Keep all equipment in good condition, performing routine maintenance and repairing as needed
- Fix any problems or disrepair in the school building
- Change light bulbs as needed
- Assist school staff and outside vendors with deliveries, including unloading, uncrating and assembling goods and materials
- Assist school staff with transportation errands to retrieve goods and materials procured or donated to the school
- Transport, assemble, clean, repair or perform other tasks related to the procurement and use of both new and used goods, materials and equipment.
- Open, close, and secure the building and respond to alarm calls after hours
- Arrange with outside vendors for non-routine projects and the repair and maintenance of non-routine equipment

Grounds

- Remove snow from sidewalks and apply ice melt as needed
- Keep the grounds in good condition
- Repair sprinklers as needed; ensure sprinkler coverage of the landscaping
- Mow lawns and keep them free of weeds and debris
- Arrange with outside vendors for non-routine projects and the repair and maintenance of non-routine equipment

Custodial/Janitorial

- Clean carpets throughout the school
- Perform general janitorial tasks that can be completed during school hours, including maintaining restrooms

- Clean the lunchroom each day
- Complete periodic cleaning checklists and submit to administration weekly or as requested
- Complete and oversee all aspects of school cleanliness, including periodic cleaning duties and oversight and execution of cleaning and maintenance checklists over holiday breaks and summer break
- Respond to janitorial problems (clogged toilets, bathroom accidents, student illnesses, missing supplies) as they occur during the school day or evening hours
- Coordinate with janitorial staff and/or contracted services to complete daily janitorial tasks

School Secretary

Registration, Records, Data and Correspondence

- Prepare data for school, state, and federal enrollment reports
- Organize and manage hardcopy and electronic school and student files
- Act as school registrar for student information and records
- Receive, sort and deliver mail and other documents to staff
- Record and track parent volunteer hours
- Draft correspondence, forms, reports, etc. as requested by the School Director and other administrative staff
- Oversee school calendar, scheduling, and appointments for administrative staff and the school facility
- Attend meetings with school director and take meeting minutes
- Training all users on the school's chosen Student Information System (SIS)
- Disperse and manage paperwork for newly enrolled students
- Assist, manage and access information for various school and government required reports
- Complete regular updates of the SIS system
- Assist Administration and teachers in accessing information and running necessary reports
- Run Year-end and/or rollover processes and School Finance & Statistics Data Uploads and set-up up new year programming
- Record and track attendance as required for school and state reports
- Maintain and ensure the confidentiality of records and information regarding students, parents, and staff in accordance with accepted professional ethics, state and federal laws

Customer Service

- Answer incoming calls, take accurate messages, and transfer to appropriate staff
- Coordinate substitutes with School Administration
- Assist with the daily arrival and departure of students
- Greet and assist students, parents and the general public

- Assist with school events, including parent/teacher conferences as requested
- Work with the Parent Organization
- Coordinate information with school newsletter

SECTION 15: SERVICES

Utah Military Academy will ensure that the school has robust supporting services for its students, teachers, administration, and facility. The school anticipates that most of its support services will be provided by employees. However, in each case and for each service, the school's management will determine whether it may be more cost effective if provided by employees or by contracted providers who specialize in a specific service.

Several factors will factor in the decision of whether or not to hire directly or contract for services. Factors the school will consider will include:

- Cost comparison for comparable services
- Risk of liability
- Availability of local resources, in both individuals and companies
- Training expense compared to available expertise
- References from other schools and track records of potential service providers
- Other factors that may vary by position or service required

While the draft budget included with this application assumes some services (business management, speech therapy) will be provided by contracted providers and others (library, school administration) will be handled by employees, the school will always analyze the best value before making a final decision or executing any contract or hiring any employee. In all cases, the school will consider state guidance regarding Education Service Providers and will follow its Education Service Provider policy, which is included in this section.

The school will consider whether or not the best value for the below services (the list may not be exhaustive, and Utah Military Academy reserves the right to contract for services not included on this list if it determines that such contracts represent the best value) will be provided by employees or contracted providers:

- School Management
- Business Management
- Counseling
- Facilities Maintenance
- Snow Removal and landscape maintenance
- Speech Therapy and other special education services
- Special Education instruction and oversight
- Information Technology support
- Curriculum development
- Professional Development
- Courses that may be taught remotely

➤ Data reporting

With respect to the contracting with Educational Service Providers, the Board of Directors may not cause or allow conditions that are unfair or undignified or in violation of the charter.

Accordingly, Utah Military Academy's board shall not:

1. Rely on legal counsel for review of any ESP Agreement that also represents the ESP or its principals. The ESP agreement shall be an arms-length, negotiated agreement between and informed Board of Directors and the ESP.
2. Sign any contract with an ESP, which would purport to amend or change Utah Military Academy charter or contain any provisions inconsistent with the Charter.
3. Fail to budget adequate resources to fulfill its charter requirements which may include, but are not limited to: oversight of the ESO, payment of staff costs, leases or mortgage requirements, required insurance, annual financial audit accreditation, the Board's legal counsel, and any other such cost necessary for Utah Military Academy operations.
4. Fail to follow procurement code.
5. Sign a contract that charges the school for marketing and development of the ESP.
6. Sign a contract that fails to contain insurance provisions outlining the coverage's the ESP will obtain. The ESP's insurance is separate from and in addition to the insurances the Board of Directors is required to obtain.
7. Sign a contract with provisions that interfere with the Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operations of Utah Military Academy. No provisions of the ESP agreement should prohibit the Board of Directors from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with Utah's Open & Public Meeting Act.
8. Sign a contract that fails to contain a provision that all finance and other records of the ESP related to Utah Military Academy will be made available to Utah Military Academy independent auditor and State Charter School Board. ESP agreements shall not permit the ESP to select and retain an independent auditor for Utah Military Academy.
9. Sign a contract that does not stipulate that if an ESP purchases equipment, materials, and supplies on behalf of or as the agent of Utah Military Academy using school funds, that such equipment, materials, and supplies are and remain the property of Utah Military Academy.
10. Sign a contract that does not provide that Utah Military Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by Utah

Military Academy; or (ii) were developed by the ESP at the direction of the Board of Directors with school funds dedicated for the specific purpose of developing such curriculum or materials.

11. Sign ESP contracts involving employees that are unclear about which person or positions are employees of the ESP, and which persons or positions are employees of Utah Military Academy. If the ESP leases employees to Utah Military Academy, the ESO agreement shall provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees lease to Utah Military Academy or working on Utah Military Academy operations. If Utah Military Academy is staffed through an employee leasing agreement, legal confirmation should be provided to the Board of Directors that the employment structure qualifies as employee leasing.

12. Sign a contract with an ESP where a lease, executes promissory note, or other negotiable instruments, or enters into a lease-purchase agreement or other financing relations is contained in the ESP contract.

13. Sign a contract that does not allow for Utah Military Academy to use one of the following methods for paying fees or expenses:

a. Reimburse the ESO for approved fees or expenses upon properly presented documentation approved by the Board of Directors.

b. Advance funds to the ESO for the fees or expenses associated with Utah Military Academy operation providing that documentation for the fees and expenses are provided for by Board of Directors ratification.

SECTION 16: SPECIAL EDUCATION

SERVICES AND PLACEMENT

All special education services at Utah Military Academy will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Utah Special Education Rules. Section 504, accommodations for regular education students are also followed as directed by law. The Director will oversee the special education department, staffed by properly licensed teachers and paraprofessionals. In addition to special education teachers and aids, Utah Military Academy will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in individual education maps (IEP). Utah Military Academy administration will closely monitor special education caseloads, and follow special education caseload guidelines from the USOE. Funding will come from special education monies, and if necessary, the general school budget, in compliance with Utah Military Academy Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). Utah Military Academy provides services along a continuum, making sure students receive their educations in the least restrictive environment. Some general education students may require one or more accommodations to receive FAPE, and will then be placed on a 504 plan. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education teacher who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom teacher, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. Utah Military Academy has classrooms dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

Utah Military Academy will utilize the response to intervention RtI approach for all students who may be struggling with academic skills. With this approach, a teacher identifies the area(s) in which a student is struggling. Strategies are then determined by the teacher and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and testing will begin in accordance with procedural safeguards. It is the intent of Utah Military Academy to provide all students with

skills and supports necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

QUALIFIED STAFF

All special education staff at Utah Military Academy will be properly licensed and endorsed to work within the special education program. Utah Military Academy assures that necessary educational staff and related service providers will be available to ensure all requirements of FAPE are met, in compliance with USBE-SER IX.F. The special education teacher(s) will hold a valid educator's license with the appropriate special education endorsement, and all related services providers (i.e. speech language pathologist, occupational therapist, physical therapist, social worker, adaptive physical education specialist, and psychologist) will have valid licenses specific to their disciplines, in compliance with USBE-SER IX.D and IX. H. The Director of Utah Military Academy is responsible for making sure all providers are properly licensed and certified.

The Director of Utah Military Academy will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Directors will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The Director and Business Manager will receive training regarding allowable uses of restricted IDEA and Utah State special education funds in compliance with EDGAR, OMB A-133, and USBE-SER IX and X. They will be responsible for ensuring adequate documentation is maintained and available to support the use of all restricted funds.

POLICIES

Utah Military Academy will provide the Utah State Office of Education a Special Education Policies and Procedures Manual for approval prior to November 1 of the first operational year. This manual will be in compliance with Utah State Board of Education Special Education Rules and IDEA, as it was reauthorized in 2004. Staff will be provided with ongoing professional development in key areas identified by the Director and special education department.

Child Find

In order to locate students needing special education services, Utah Military Academy will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Director and/or special education department. In addition, teachers will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a “consent to test” form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by Utah Military Academy and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by the Utah State Office of Education Special Education Rules. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s)
- At least one of the student’s regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative (Director or Special Education Director at Utah Military Academy)
- Someone who can interpret assessment results to the team, and may be one of the team members listed above

The team may also include any of the following:

- Related service providers

- The student, whenever possible and appropriate
- Someone with special knowledge or expertise if invited by the parent, or Utah Military Academy with parental consent

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or video conferences may be utilized. A meeting may be conducted without a parent present if Utah Military Academy has made and kept record of attempts to arrange a mutually agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

SPECIAL EDUCATION RECORDS

If parents have complaints, all grievance policy, as laid out in the most current Utah Special Education Rules will be followed (last updated 12/09, pages 109-116). This includes requests for amendment of student records as well.

The special education department, under the direction of the Director, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data

- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program
- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority Rights
- Summary of Academic Achievement and Performance
- Record of Access

Access Authorization: When a student on an IEP or 504 plan transfers to Utah Military Academy from another school, the special education department will conduct a review of the records within thirty days, then do one of the following:

If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.

If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented.

All Federal Education Right to Privacy Act (FERPA) laws will be followed at Utah Military Academy. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Director has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Special Education Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless Utah Military Academy has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

APPENDIX A: LOTTERY POLICY

SELECTION:

Federal and State laws prohibit the selection process from discriminating against anyone regarding religion, gender, race, national origin, color, disability or age.

Utah Military Academy's initial open application period extends from formal charter approval and lasts 30 days. Thereafter, each year, the application window will be open as determined by the board and last at least 30 days. Lottery will be open to all applicants, with 5% space available after enrollment that will be reserved for the founders' children and siblings of current students. If there are open spots available after the lottery, we will open up enrollment to out of district applicants. Applications expire in 12 months after the date of application.

Utah Military Academy will follow all applicable laws regarding enrollment and lottery, including 53A-1a-506.5, including applicable dates, except as already granted by the waiver request to open early under 53a-1a-501.9. The school will follow district and public notification procedures, allow enrollment exceptions to protect the health and safety of a student, and list all lottery and enrollment procedures on its website.

NOTIFICATION:

Upon its approval, Utah Military Academy will provide community notification as follows:

Within ten days of approval: fliers announcing the school's approval, public meeting, and acceptance of student applications will be posted throughout the school's service area. These will be posted in diverse businesses, including grocery stores, dance studios, auto parts stores, gas stations, and so forth. They will also be posted in the public library, the recreation center, city, state and county buildings. A press release detailing the school's approval, public meeting, and acceptance of student applications will be sent to every newspaper, radio, and television station in Uintah County.

Within fifteen days of approval: The Utah Military Academy will hold several public meetings to explain details about the school to interested people and explain the application process.

The school will continue its efforts at community notification through the close of its open enrollment period by generating weekly press releases. The school will continue its efforts at community notification through holding an open, informational meeting at the community centers in the service area.

The school will continue to communicate with interested community members through regular emails to its mailing list. The school will continue to accept all applications received until spots are full to capacity. Applications received after the initial lottery, will be kept on file.

STANDARDS:

A parent/student handbook will be given to each child upon enrollment and will outline the expected school standards.

APPENDIX C: PURCHASING POLICIES AND PROCEDURES

INTERNAL CONTROLS

Internal Controls are an integral part of a charter school (school) “control environment” to ensure the school’s assets are safeguarded and to minimize risk. Internal controls consist of well-crafted policies, procedures, guides (guidelines) and forms indicating *how we’re supposed to do it*. They also include implementation and practices (modeling) by leadership and school staff *how we actually do it*. *How we’re supposed to do it* and *how we actually do it* should be the same in almost all circumstances. Internal controls are developed for the purpose of:

- Protecting against waste of resources through inefficiencies;
- Protecting resources against embezzlement, bribes, theft or other types of fraud;
- Protecting against poor management, carelessness and unintentional errors;
- Securing compliance with both law and rules of the state, policies of the school and the audit requirements of the State of Utah pertaining to “public funds”;
- Protecting against loss or destruction of records;
- Ensuring data reliability and accuracy;
- Evaluating the level of performance of the school’s operations.

Under the direction of the Governing Board, schools are required to establish and maintain adequate accounting records and implement internal control policies & procedures. Internal control consists of six components: control environment, risk assessment, control activities, information and communication, segregation of duties and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

The Board and all levels of administration and instructional staff are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability. The Board and administration are also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct. Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or to the State Office of Education.

Internal controls provide schools with the foundation to properly safeguard assets, implement policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Board members and directors should review the Charter Solutions’ Internal Controls Guide to further understand the need for internal controls and their role in their implementation and oversight.

The policies outlined herein will be reviewed at least annually. Employees involved in the processes

and procedures associated with these policies will be trained at least annually in their duties.

GOVERNING BOARD AUTHORITY

The Board of Directors (Board) is responsible for the operation of school in accordance with state and federal laws. The Board is also responsible for operating the school in accordance with the representations made in its charter. Specifically, the Board shall have the sole authority to approve and will incorporate into its own minutes such matters as:

- Change of the school's name, with the authorizer and other entities;
- Adoption and amendment of the annual budget;
- Selection or termination of the Executive Director;
- Key employees' salary and benefits changes;
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter;
- Investment policies, depository and investment banks;
- Purchase or sale of real property;
- Review and acceptance of interim monthly financial statements;
- Selection of the school's auditor (CPA firm);
- Service on the school's audit committee;
- Review of any transaction or account of the school at its discretion.

ADMINISTRATIVE AUTHORITY

The school Director and under their direction, business office staff, are authorized by the Board to execute all legal transactions for the school (with exceptions for certain capital purchases and indebtedness, etc. noted herein) and to make all purchases and disbursements necessary according to policy for the operation of the school. The Director and business office staff independently report all financial transactions directly to the Board periodically in a public board meeting. Both the Director and the employee(s) within the business office may report to the Board independently if requested, or if they deem appropriate on certain matters, or in any case where mismanagement or fraud is suspected.

COMPLIANCE WITH LAWS

The school will follow all applicable laws and regulations that govern charter schools within the State of Utah. The school shall comply with Title IX and shall not discriminate on the basis of sex in education programs. Applicable federal laws and regulations will be adopted as federal program funds and grant funding is received.

The school will provide access to school records if requested by a person or entity under the Government Records Access Management Act (GRAMA). Additionally, records will be

available to the Utah State Office of Education (USOE), State Charter School Board or other governmental entity as needed.

GENERAL POLICIES

A. *Political Contributions*

No funds or assets of the school may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Following are examples of prohibited activities:

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

B. *Record Keeping*

To provide an accurate record of all financial transactions (a good audit trail), the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to charter schools. This includes recordkeeping in both the modified and full-accrual bases of accounting. Audited financial statements certified by an independent auditor will be prepared annually using the accrual basis of accounting. Further, the school specifically requires that:

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

Record Retention and Disposal

Records are maintained for the minimum period according to state law and the guidelines of the Utah State Archives. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:

1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:

a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.

2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained according to state law.

ASSET PROTECTION POLICIES

Signature Authority

To properly segregate duties, the Board Chair (President), the Treasurer, the Director/Principal or others as expressly authorized are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Each disbursement shall require two signatures to be authorized.

Security of Financial Data

The school's accounting software will be maintained to ensure that adequate internal controls and security measures are established to minimize unauthorized access to school data (i.e., proper password protection). The system's accounting data shall be backed up periodically to ensure the recoverability of financial information in case of failure. The backup file(s) must be stored separately in a fire safe area and properly secured. All other financial data, petty cash box(es), check stock, etc. will be secured from unauthorized access.

Security of School Documents

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

- Charter and all related amendments;
- Articles of Incorporation and By-laws;
- Minutes of the Board of Directors and subcommittees;
- Corporate and payroll tax registrations;
- Banking & financial agreements;
- Leases;

- Insurance policies;
- Grant and contract agreements;
- Fixed asset inventory list.

Use of School Assets

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

Facilities Use by Outside Persons or Entities

In accordance with state law, the Board authorizes, on condition, the use of school facilities for other than school purposes. It is understood that the school shall by law assume no expense as a result of the leasing of school properties, facilities, including grounds, furnishings and equipment. It is further understood that restraint must be exercised in leasing facilities for purposes other than school functions, to the extent that such leasing shall not interfere with the school curriculum, program and standards. The Board may refuse the use of school facilities by outside entities if it determines the use is inadvisable.

The Board authorizes the Administration to establish rules, guidelines, procedures and fees for the rental and use of school facilities for other than school purposes. The Board will review and approve the procedures as needed. The School Director and Business Manager shall administer the rules and guidelines and see that all entities follow established procedures.

Audit

The Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The audit is performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Audit Committee

The Board shall establish an audit committee per Administrative Rule R277-113, comprised exclusively of Board members, which shall:

- Seek to understand its role and duties as outlined in the GFOA Audit Committees guide;
- Review, audit and initial original bank statements and account reconciliations from the accounting system for each period reconciled;

- Review, in a public meeting, audit reports provided to the Committee directly by outside firms;
- Review the school's risk assessment processes and procedures to ensure adequate internal controls are maintained;
- Ensure timely resolution of matters reported by internal audits or by outside firms;
- Ensure that outside firms are selected through a competitive-bid process;
- Be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- Periodically review this policy, no less than once every five years, to assess its continued adequacy;
- Possess knowledge of and experience in finance, auditing, or accounting if possible;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

Insurance and Bonding

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

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Treasurers' (fidelity) Bond
- ERISA bond (as applicable for retirement plan)
- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the business manager, per UCA 51-7-15. This insurance coverage is not included in the school's other insurance policies and must be

purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Board.

BANKING AND FINANCIAL MANAGEMENT POLICIES

General

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

Budgeting

School administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Board approves a final budget for the operation of the school for the prior twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward-looking budgets and projections are reviewed and approved by the Board at an open and public meeting.

- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals;
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the director and Treasurer and are presented to the Board at each board meeting (with limited exceptions);
- Administration shall follow the Board approved budget with exceptions approved by the Board.

Bank Accounts

The Board may authorize bank accounts for general or specific purposes. School assets shall be kept at any bank or financial institution that is approved by the Utah Money Management Council. All bank accounts shall be reconciled as often as statements are available, typically monthly.

Investments

The school shall follow state law and rule as outlined by statute, Administrative Rule and the rules of the Utah Money Management Council in investing school cash assets.

Petty Cash

Petty cash funds may be established for incidental, non-recurring cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with

each request. No fund shall exceed \$500 or individual payment shall be greater than \$100. Petty cash funds are recorded on the balance sheet as a cash account. The petty cash account is balanced periodically by the business office.

Cash Handling and Cash Receipts

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented. School staff shall follow established procedures (internal controls) for the handling of cash receipts as outlined in the *Cash Handling & Receipts Procedures*. The school will comply with all applicable state and federal laws.

All funds shall be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt, in compliance with Utah Code 51-4-2(2)(a). Unauthorized school employees should never hold funds in any unapproved location for any reason. Periodic and unscheduled audits or reviews should be performed for all cash activity. All payments of school fees shall correspond with the approved fee schedule, as required by State Board Administrative Rule 277-407.

Fundraising

Fundraising is generally permitted within the school to allow the school to raise additional funds to supplement school-sponsored academic and co-curricular programs. Fundraising at the school level is only authorized and administered by the Director. The Board shall annually review the fundraising activities of the school and of all activities that support or subsidize the school. The Board shall ensure that revenues raised during fundraising activities or through activities that support the school (local funds) are raised within established cash handling policies. All expenditures shall be made in accordance with established school policies and procedures. The Board shall ensure that all activities of fundraising and parent organizations are adequately reviewed and considered with the school's insurer to evaluate and manage risks associated with such activities. Fundraising guidelines are:

- All monies raised through fundraisers for school-sponsored activities are considered public funds. This includes all donations to the school, regardless of whether or not such donations are part of any fundraising activity or event;
- No donation may be coerced or solicited with the promise of favorable treatment in any way prohibited by law.
- Cash Handling and Cash Receipt procedures of the school apply to all school-sponsored fundraising activities;

- Relationships with non-school employees in relation to fundraising activities are managed by the Director;
- Conflict of Interest forms must be completed when persons employed by or affiliated with the school are also involved in fundraising organizations or hold funds that that will benefit the school;
- Fundraising activities may be subject to fee waiver laws and the Director oversees the administration of fee waivers;
- “School-sponsored” means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by the school, school board, administration, or board committees, including the authorized parent organization or authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria. The activity:
 - Is managed or supervised by school administration, staff, or authorized volunteers;
 - Uses the school’s facilities, equipment, or other school resources;
 - Is supported or subsidized, more than inconsequently, by public funds, including the public school’s activity funds or minimum school program dollars.

Properly approved school-sponsored activities:

- May use the school’s name, facilities, and equipment;
- May utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser;
- May be eligible to be insured under the school’s liability insurance policy (subject to insurer);
- May provide additional compensation or stipends for school employees with the approval of the Director and under school payroll policies and consistent with the school’s budget;
- Must comply with all fee approval and fee waiver provisions established in Utah law, administrative rules and school policies.

Fundraising activities, or activities of outside organizations of any kind that are not school sponsored activities must be conducted at arm’s length so that revenues and expenditures are no commingled with the public funds of the school.

Donation & Gifts

Donations may be accepted, upon approval by the Director, providing the item(s) to be donated (cash, goods, services) are legal to possess by a public school, safe, unencumbered, usable by the school and are generally not restricted in their use, or are not restricted for use by an individual

employee. Donations for the purpose of compensating specific employees or positions may not be accepted (donors can donate for other purposes instead). Donations received by the school become public funds and may not be returned or expended except within the law as applicable to the appropriate use of public funds. All policies and procedures of the school are applicable to donations, including Cash Receipt and Disbursement policies and procedures, and all other internal controls.

Gifts to the school must be general in nature and may not be restricted such that they cannot be used for various purposes, except when those purposes are to a specific program, such as the PE program, science department or art program. Donations or gifts intended to benefit a specific student, teacher or classroom may not be accepted and could be considered a bribe.

The value of a gift or donation to the school may not be assessed or assigned by the school. The value and tax deductibility of a donation or gift made by an individual or company is to be determined by the donor and their accountant, not the school. No dollar value may be assigned to a donation verbally or in writing. If a product or service is given in return for a donation or gift that is clearly defined, such as a \$250 advertising slot in the yearbook, that value can be disclosed by providing the school's advertising rates to the donor for them to assign a value.

Vending Machines

Vending machines are to be administered by the Director with the assistance of the business office and other school administrators. Two persons shall be present when removing cash from vending machines and delivering it to the school office for recording using the Cash Handling & Receipts Procedures. Accurate inventories of goods stocked and sold from vending machines are to be kept. Vending machine stock shall be stored adequately to minimize shrinkage and the program should be reviewed at least annually.

Financial Statement Reporting

The business office is required to maintain supporting records in sufficient detail to prepare the school's financial statements, including:

Monthly:

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

Annually:

- Financial statements for audit, with supporting statements as needed

- Annual budget

Capitalization of Property

All tangible personal property, land, capital improvements or buildings with a useful life of more than one year and a unit acquisition cost that exceeds the board-authorized capitalization threshold are recorded and capitalized on the property schedule. The Board shall establish the capitalization threshold. The asset capitalized cost includes actual tax, shipping/handling, and other expenses incurred to bring the asset ready for its intended use. Additionally, these policies apply to capital assets:

- All capitalized assets will be depreciated using the straight-line method of depreciation in accordance with such asset's useful life and governmental & financial accounting standards;
- The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets;
- The school maintains records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts;
- Upon receipt, all property that qualifies as necessary to include on the property schedule, or has reasonable possibility of theft, or is required by law, must be properly labeled with asset ID tags;
- Assets purchased or received that cost less than the depreciation threshold will be expensed in the period purchased;
- No item on the property schedule shall be removed from the premises without prior approval from the Board. Procedures for asset disposal must comply with state or federal law or regulation where appropriate. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to state or US Dept. of Education General Administrative Regulations;
- Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements;
- A physical inventory of property included on the school's property schedule is performed on an annual or every two-year basis and is reconciled to the property schedule and general ledger of the school.

Liabilities

Encumbrances, debt or other obligations are recognized and measured in conformity with generally accepted accounting principles in both the modified and full accrual bases of accounting. Liabilities

also include certain other deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The Board and administration, in consultation with accounting firms, will determine liabilities as needed for financial statements.

ACCOUNTS PAYABLE

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis, considering critical disbursements, including payroll and tax obligations, etc.

Use of School Credit & Debit Cards

Debit cards are only authorized with Board approval. Charter School credit cards and purchase cards shall only be issued with the formal approval of the Board and under the direction of the Executive Director with proper justification. The cost/benefit to the school should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to specific school employees and should be used only for school-related expenditures.

All charges must be supported by transaction-level invoices (point-of-sale receipts) or travel reports to be eligible for payment by Charter School. Monthly credit card statements are reconciled by cardholders to point-of-sale receipts and travel reports. They are reviewed and approved monthly by appropriate supervisors.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. The portion of any teacher, or other employee whose salaries are paid over a period different than during which work was performed, are accrued at the end of the fiscal year for which services were rendered.

Debt

Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year. All short-term and long-term debt must be approved by the Board. Loan agreements approved by the Board shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule. School administration may not enter into loan agreements without Board approval.

Net Assets

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

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

Consistency in Cost Accounting

Practices used by the school in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by the school in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

PROCUREMENT (PURCHASING) POLICIES

Procurement of Goods and Services

The school shall follow outlined procurement (purchasing) procedures of the school and provisions of the state procurement code (UCA 63G-6a) and procure only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. Additionally:

Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law;

- Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the state procurement code (UCA 63G-6a);
- Multi-year contracts shall comply with UCA 63G-6a-1204;
- Construction and improvements shall comply with the law and administrative rules of the State of Utah and its departments or agencies and differing rules, forms or reports, not in accordance with state law and administrative rules, may not be produced by school staff or outside service providers without Board authorization;
- Written records will be kept for all purchases, including complete bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file;

- All lease agreements will be evidenced by a lease or sublease agreement approved by the Board and signed by the Board Chair (or designee). The agreement will identify all the terms and conditions of the lease;
- Administration or any agent of the school may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under 63G-6a-2304.5;
- Satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor.

Emergency Purchases

An “emergency purchase” is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school’s discretion and “best value” procurement guidelines must be followed. In addition, the purchase must be authorized by the Director, business manager, the Board Chair or Treasurer when available. Sound business practices shall be used and documented in all cases.

Sales Tax

Utah Military Academy is exempt from sales tax as both as governmental entity and as a charitable organization.

- The school Board and administration shall maintain the school’s IRS (501c3) and public school tax exempt status by complying with government regulations at all times;
- The school administration shall follow vendor policies regarding sales tax exemption;
- As authorized, school employees or volunteers may use the school’s non-profit tax exemption registration number (and Tax Commission form) only for legitimate school purchases. Authorization may be revoked when necessary;
- Employees or volunteers may not be reimbursed for sales tax. If sales tax is paid by school employees or volunteers at the point of sale, the school may seek reimbursement of sales tax consistent with applicable rules at its discretion.

PAYROLL POLICIES

Payroll Related Expenditures

The Board, with authority delegated to the Director, shall ensure that payroll-related expenditures are earned, accurate and approved (authorized) before payment is made. Additionally, the following applies to payroll-related expenditures:

- Employees are paid on a 12-month schedule, as wages are earned, and in accordance with pay periods and pay dates as authorized by the Board;
- The school shall communicate pay rate information clearly and effectively to individual employees whenever a pay change occurs;
- Pay advances are not authorized. All payments to employees are to be made only after wages are earned;
- Employee's time is properly approved when submitted by an employee to a supervisor, authorized for payment, and reported to the business office for processing;
- All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly authorized in writing by appropriate individuals or the Board where applicable;
- The school Director or immediate supervisor (Supervisor) will accurately record and track all employees' accrued paid time off (PTO). PTO includes a variety of paid time off, including but not limited to Sick, Personal, Vacation time, etc.;
- The Supervisor shall consider available PTO balance(s) and the needs of the school prior to approving PTO;
- The business office will add or deduct PTO for all employees as authorized by policy or the Supervisor when processing each payroll and will provide balance information to the Supervisor periodically;
- Overtime wages, while not formally against policy, are not authorized under normal circumstances and are only to be used in rare instances of emergency;
- Pay rates or employee benefit package changes may not be authorized exclusively by persons for whom the pay rate or benefits will affect;
- All payroll taxes and benefits are properly calculated and any deposits made in a timely manner. All payroll tax reports are prepared in a timely manner and reviewed for accuracy prior to filing;
- Employees paid with restricted program funds are required to complete required documentation, with a supervisor's certification according to the administrative rules of applicable programs.
- Any and all bonuses will be presented to the Board of Directors by the Executive Director, and must be approved by the Board of Directors.

Employee Retirement Program

The school shall participate in a retirement program as determined by the Board of Directors and administered by the Trustee and the business office.

Employee Travel within the State

Employees who travel within the state typically travel using their own personal motor vehicle or a school-rented vehicle. Employees may be reimbursed at the current (at time of travel) federal standard mileage rate (per mile), as authorized by the Board, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported. Employees who rent vehicles for school use (and reimbursement) must purchase adequate insurance to cover the vehicle in case of theft or damage. Employees must refill the rental vehicle with fuel prior to return. The school shall not reimburse for moving violations or parking tickets.

Employee Travel Out of State

Employees who travel out of state travel with itineraries booked through school administration, except as otherwise approved. Under certain circumstances, employees may be required to use a personal credit card for hotel and/or vehicle rental. Employees may not use public funds to pay for (or submit for reimbursement) personal expenses while traveling for the school.

CONTRACTED SERVICES POLICIES

Outside Service Providers

The utilization of outside service providers (i.e. independent contractors) and contracted personnel are sufficiently evidenced by:

- Service Agreements outlining the terms of the agreement (e.g., responsibilities work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing services and details of actual services performed;
- Required IRS W-9 form, proof of authorization or licensure and liability insurance certification (among other things) are required before service is rendered or payment is made;
- Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed;
- The use of a management contract for educational administrative services will clearly identify the contractor's performance requirements, including students' academic achievement (if applicable), contractor's compensation and define the school's rights to educational curricula and intellectual property developed.

The use of independent contractors is closely monitored so as not to vary from the rules of the Fair Labor Standards Act and Utah law. The contractor will:

- Be free from the school's control and direction in scheduling and performing the service, both under a contract and in fact;
- Provide a service that is outside the school's usual course of business or provide a service on a temporary basis;
- Not receive any fringe benefits as such, although their fee may include provision for fringe benefits;
- Use his or her own letterhead, supplies and materials when billing for services.

The policies contained in this document are subject to change at any time. The Board reserves the right to amend or change them at their sole discretion.

APPENDIX D: SUSPENSION/EXPULSION POLICY

I. PURPOSE

The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, social skills and uniform code of military conduct skills.

TEACHING SELF-DISCIPLINE, CITIZENSHIP AND SOCIAL SKILLS

In every area of education if students lack skills we teach them. We believe the same should be true for student behavior, including self-discipline, citizenship skills, and social skills. At Utah Military Academy we will provide supports to students and the community at large by expressly teaching students these skills.

A. Plans and policies shall be developed for classroom and student management which will be consistent with a disciplined, professional military environment and include:

1. Written standards for student behavior expectations, including school and classroom management
2. Effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, social skills and proper military conduct
3. Systematic methods for reinforcement of expected behaviors
4. Uniform methods for correction of student behaviors
5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness

B. On-going staff development shall be provided for all staff regarding:

1. Effective instructional practices for teaching and reinforcing behavior expectations
2. Effective intervention strategies
3. Effective strategies for evaluation of the efficiency and effectiveness of interventions
4. Effective instruction in military comportment and expectations

C. Utah Military Academy personnel shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:

1. Classroom level strategies
2. Cadet squadron, company, core and team level strategies
3. Building level strategies

II. RANGE OF BEHAVIORS AND CONTINUUM OF PROCEDURES

Utah Military Academy personnel shall determine by consensus student behavior infractions that should be dealt with at the classroom level and building level.

A. Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:

1. Failure to comply with Utah Military Academy's military code of conduct
2. Failure to comply with JROTC uniform policy guidelines, adopted by Utah Military Academy
3. Proper uniform code violations
4. Disrespect, including put downs, talking back, and defiance
5. Public displays of affection
6. Inappropriate language and actions
7. Tardies
8. Disruptive behavior including talk-outs, chronic talking, and out of seat
9. Horseplay
10. Chewing gum
11. Bus misconduct
12. Noncompliance

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

1. Safe school violations, including assault, threats to kill/harm, discrimination
2. Drug, alcohol, and tobacco violations
3. Physical aggression including fighting and throwing objects at a person
4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
5. Chronic or excessive abusive language, truancy, tardies, or non-compliance
6. Bullying and harassment

C. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.

1. Building administrators

III. TRAINING

Utah Military Academy will provide training and strategies for students and staff in the following:

1. Overt aggression
2. Relational aggression
3. Cyber bullying
4. Intervention skills
5. Social skills
6. Adult supervision of students
7. Provide for student assessment of the prevalence of bullying in school
8. Proper military conduct

IV. PROHIBITED CONDUCT AND RELATED DISCIPLINE

Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school, or property associated with a person connected with school is forbidden regardless of where it occurs.

A. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

1. A real weapon or
2. Explosive or flammable material or
3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.

Exceptions may be made on a case by case basis through the Board of Directors.

B. A student WILL be removed from school for the following:

1. Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material;
2. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
4. Using or threatening to use serious force;
5. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or
6. A serious violation of Section II.C affecting a student or staff member.

C. A student MAY be removed from school for the following:

1. Willful disregard for proper military conduct
2. Willful disobedience or violating a school or district rule;
3. Defying authority;
4. Disruptive behavior;
5. Foul, profane, vulgar, or abusive language;
6. Defacing or destroying school property;
7. Truancy;
8. Theft;
9. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school;
10. Fighting;
11. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
12. Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
13. Possessing or using tobacco;
14. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
15. Inappropriate exposure of body parts;
16. Sexual or other harassment; or
17. Gang-related attire or activity.

The decision to remove or to discipline in some other way is made by the Director based on all the circumstances.

D. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

E. When appropriate, students will be placed on remedial discipline plans.

F. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

G. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

V. HABITUAL DISRUPTIVE BEHAVIOR

A. Definitions

Qualifying minor means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.

Disruptive behavior means behavior outlined in Sections IV. .A, B and C above.

B. Notice of Disruptive Student Behavior

1. A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.
2. A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.
3. A Notice of Disruptive Student Behavior shall be issued when the student has:
 - a. engaged in disruptive behavior (that does not result in suspension or expulsion) 3 times during the school year; or
 - b. engaged in disruptive behavior that results in suspension or expulsion once during the school year.
4. A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior.
5. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
 - a. If the notice is written by an assistant administrator or other designee, the appeal is made to the Director;
 - b. If the notice is written by the principal, the appeal is made to the Board of Directors.
6. A school representative shall provide to the student's parent a list of resources available to assist the parent in resolving the student's behavior.
7. The school shall establish procedures for the school counselor or other designated school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.

C. Habitual Disruptive Student Behavior Citation

- a. The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:
 - a. Engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
 - b. Engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
 - c. Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
- b. A Habitual Disruptive Student Behavior Citation may only be issued by the school Director.
- c. The citation shall be mailed by certified mail to, or served on, the parent of the student.
- d. A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court.

- e. Within five days after the citation is issued, a representative of Utah Military Academy shall provide documentation to the parent and the court of the efforts made by a school counselor or representative.
- f. The Director will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.

VI. SEARCHES

- 1. School personnel may search students, lockers, personal property, and vehicles parked on school property based on reasonable suspicion.
- 2. School personnel may also conduct random searches that might include all lockers and other school property.

VII. SUSPENSION AND EXPULSION DEFINED

- 1. Suspension is disciplinary removal from school with an offer of educational services.
- 2. Expulsion is a disciplinary removal from school by the Board of Directors for more than 10 school days without an offer of alternative educational service.

VIII. READMISSION AND ADMISSION

- 1. If a student is removed from school under II.A, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
- 2. If a student is removed from school under II.B or C, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.
- 3. Utah Military Academy may deny admission to a student who has been expelled from any school in the last twelve months.

IX. DUE PROCESS

- 1. If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the site administrator to tell his/her side of the story.
- 2. If the Director recommends removal for more than 10 school days, a committee composed of the Board of Directors will hear the case at the school with the student, the parent or guardian, the Director, and others as necessary. This hearing will be held within 10 school days of removal from school.
- 3. If a student is removed from school for more than 10 school days, an appeal of the decision may be made in writing to the Board of Directors within 10 school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.

X. STUDENTS WITH DISABILITIES

If a student has a qualified disability, the Director will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

APPENDIX E: COMPLAINT POLICY

DEFINITIONS:

Complaint: A complaint from any individual within the Utah Military Academy community (i.e. student, parent, employee, including students with IEPs or Section 504 accommodations) who:

1. Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law;
2. Specifically identifies the policy, practice, or statute violated.

Complainant: Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Structure: The hierarchy of the Utah Military Academy School for addressing all Complaints is outlined in the table below. The organizational structure varies depending on the area of alleged violation. Below is the hierarchy used for Complaint procedures in this policy:

| Classroom Instruction | Special Education | Other Operations |
|-----------------------|----------------------------|-------------------------|
| Classroom Teacher | Special Education Teacher | Directly involved party |
| Commandant of Cadets | Special Education Director | Business Manager |
| Executive Director | School Director | School Director |
| Board of Directors | Board of Directors | Board of Directors |

PROCEDURE

Step I: Any individual making a Complaint is encouraged to resolve the problem, if possible, through a discussion with the person or persons suspected of a violation, beginning at the lowest level of organizational structure.

1. Students and parents should discuss classroom concerns first with classroom teachers.
2. Employees should discuss concerns first with directly involved parties.
3. When individuals hear complaints or receive formal Complaints, they should make sure that Complainants or potential Complainants have first attempted in good faith to resolve problems with persons directly involved.

Step II: In the event that the informal discussion with directly involved parties does not resolve the issue, the Complainant shall file a formal written Complaint form with the next responsible individual in the organizational structure. Complaint Forms are available from the office manager or from the school's website.

1. The Complaint must be filed within twenty (20) working days of the date the Complainant knew, or should have known, of the circumstances that precipitated the Complaint.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the Complaint.
3. If the next responsible party is the School Principal or Middle School Dean, Step II does not apply, and the Complainant moves to Step III.

Step III: If the response (decision) at Step II does not resolve the problem, the Complainant shall forward the Complaint to the School Director to initiate Step III.

1. The School Director shall investigate the complaint with the parties concerned in the Complaint within fifteen (15) working days of the Complaint having been filed at Step II. NOTE: The School Director may choose to convene a Complaint committee of two to three additional administrators or members of the faculty as part of the investigation of a complaint and in order to recommend a decision on the issue of Complaint.
2. At the conclusion of the investigation, the School Director shall render a decision and issue a written report setting forth his/her findings and recommendations for the resolution of the Complaint within five (5) working days.
3. The Complaint shall be considered resolved if the Complainant and the Board of Directors accept the recommendations of the School Principal or Middle School Dean.
4. If no written report has been issued within the time limits set forth in “3” above, or if the Complainant shall reject the recommendations of the School Principal or Middle School Dean, the Complainant shall have the right to appeal to the Board of Directors for review of the Complaint at Step IV.

Step IV:

Complainants may appeal to the Board of Directors for a hearing of Due Process.

1. A written request for Board of Directors’ review of the Complaint must be submitted to the Board Secretary within 10 days of the date of the School Principal or Middle School Dean’s report or the expiration of the time limits set forth in Step III.
2. The Board of Directors shall review the Complaint and the School Director’s report, and may hold a hearing.
3. The Board of Directors may affirm the School Principal or Middle School Dean’s recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Board of Directors written decision shall be issued within 21 working days of receipt of the Complainant’s written appeal by the board secretary.
5. If no written decision has been issued within the time limit set forth in “4” above or if the Complainant shall reject the decision of the Board of Directors, the Complainant shall be free to pursue such litigation or statutory remedy as the law may provide.

MISCELLANEOUS PROVISIONS

1. Complainant will be informed that the time limits set forth in this policy may be modified

or extended if mutually agreed by the employee, or his/her designated representative and the School Administration. If either party wishes to change the timeline set forth in this policy, the party will request the modification(s) from the other party and both parties will be required to agree to the modification(s). The Complaint officer will issue a letter of understanding to the parties outlining the modified timeline.

2. No person shall suffer recrimination or discrimination because of participation in this Complaint procedure.
3. Employees shall be free to testify regarding any Complaint filed hereunder.
4. Confidentiality will be observed pending resolution of the Complaint.
5. A representative of his/her choice may accompany the Complainant in all stages of these proceedings.
6. The business manager will maintain records of all Complaints. The records will be kept in a separate and confidential file. Information regarding Complaints will be classified as private.
7. Gossip among school employees will not be tolerated. When employees have concerns they should follow the procedure in this policy to resolve such concerns. Gossip undermines the efforts of all employees to operate a successful school and may be grounds for disciplinary action, up to and including termination of employment.

COMPLAINT FORM

NAME _____

POSITION TITLE _____ (If parent or student, put “parent” or “student”)

DAYTIME PHONE _____

INSTRUCTIONS: The Complaint procedure has four steps. The first is informal resolution, the second and potentially third are a formal written Complaint to administration and/or the school director, and the fourth a review by the Board of Directors. This form may be used by an employee, parent, or student to initiate a formal Complaint at Step 2.

If you are considering initiating a Complaint, you should review the complete Complaint policy, available from the office manager.

STEP 1. INFORMAL RESOLUTION

Step 1 of the Complaint process is the informal resolution. You and any involved party are encouraged to resolve the issue at this step.

STEP 2. FORMAL COMPLAINT

From the date of the grievable event, you have 15 working days to file a formal, written Complaint. The written Complaint is considered filed when it is submitted to a member of school administration or the Board of Directors, as outlined in policy.

You must provide the following information:

1. The date of the event that is a violation of law or policy leading to the complaint.

2. A specific statement of the law, rule, policy and/or acceptable practice violated. What action or conduct constituted the violation and what happened?

Total number of pages attached _____

3. The resolution or remedy you want.

Total number of pages attached _____

4. Complainant signature and date filed with administration.

| | |
|-------------------------|-------|
| _____ | _____ |
| Complainant's Signature | Date |

| | |
|---------------------------|-----------------------------|
| _____ | _____ |
| Administrator's Signature | Date received from employee |

STEP 3 FORMAL COMPLAINT

If you do not resolve your Complaint at Step 2, you may advance the Complaint to Step 3 by notifying the school director or Board of Directors, as outlined in policy. The notification must be in writing and must be received within 10 working days of receipt of administration's response at Step 2.

APPENDIX F: EMPLOYMENT OF RELATIVES

Utah Military Academy will be consistent in all policies regarding employees, to include state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Utah Military Academy will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any supervision of relatives will occur.

APPENDIX G: ACCEPTABLE USE AND SOCIAL MEDIA POLICY

The Board recognizes the need for a policy governing the use of the electronic information resources by students as outlined in Utah State Code §53A-3-422.

Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.

Students who formally publish school-related information on the Internet must have proper approvals.

Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

Students may not intentionally transmit or receive material in violation of law. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. A student may not be in possession of or use pornographic material on school property. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.

Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of Utah Military Academy.

Students may not use the network for product advertisement or political lobbying.

Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the district is prohibited.

Students may not intentionally harm or destroy district data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the district network to illegally access other systems.

Student files, disks, documents, etc., which have been used or created with district electronic information resources are not considered private. Electronic mail transmissions are not private.

Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

Utah Military Academy makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. Utah Military Academy will not be responsible for any damages a student suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries or service interruptions caused by a network system. Use of information obtained by the network system is at the employee's own risk. Utah Military Academy specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

APPENDIX H: EXTRA-CURRICULAR ACTIVITIES AND FEE SCHEDULE

The Board of Directors recognizes the importance of offering a comprehensive, balanced school program to all Utah Military Academy students. Extracurricular activities which are designed to enhance the total development of the cadet - mental, physical, social, and emotional - shall be available. Reasonable rules and regulations which govern the eligibility of students are established to ensure that participation in extracurricular activities does not interfere with the academic achievement of participating Utah Military Academy cadets.

A. GENERALLY

Cadet activities are extracurricular and supplement the regular school curriculum. Student activities are voluntary and do not carry credit toward graduation. They take the form of special interest groups, honor societies, athletic teams and other extensions of classroom work. All cadet organizations and activities shall be under the direct supervision of the school director or a designee, and shall supplement the regular program of the school. They should be evaluated periodically to ensure that interruption of the instructional programs is avoided.

B. CATEGORIES

Extracurricular activities are divided into five general categories:

1. Military-related activities and competitions.
2. Interscholastic and intramural athletics.
3. Activities stemming directly from classroom studies. E.g., student government, musical productions, band, dramatics, debate, the school newspaper and literary publications.
4. Activities designed to promote interest in academic achievement and/or specific subject areas.
5. Activities that promote general educational goals and are school-oriented.

C. ACCESS TO EXTRACURRICULAR ACTIVITIES

Access to and participation in extracurricular activities shall be open to all Utah Military Academy students as provided in state and federal regulations, and school board policy.

D. SUPERVISION

The administration shall appoint qualified members of the faculty, or in the absence of qualified faculty members, may appoint qualified community members as a sponsor for each activity. The sponsor shall be responsible for the guidance and general supervision of the activity and shall ensure that all actions conform to school policies and regulations and state law. The supervisor

will ensure that all students have been properly picked up before leaving the school grounds. School policy and fees regarding late pick up will apply for all extracurricular activities.

E. FINANCIAL SUPPORT

The school sponsored extracurricular activities named in Section B-1 and B-2 may receive partial financial support. Transportation may be provided, or the cost of transportation may be paid from appropriated funds.

The school sponsored extracurricular activities covered in Sections B-3 and B-4 should be financially self-supporting. School transportation for these activities, however, may be requested. If it cannot be provided, then vehicle transportation may be by commercial means, or by private car under regulations established for such use.

F. PARENTAL PERMISSION

In each instance when an organization schedules an activity after school or away from school parents will be notified and written permission obtained.

APPENDIX I: LIST OF ADMINISTRATIVE RULES WAIVER

Utah Military Academy is seeking a waiver to open in Fall, 2014.

APPENDIX J: URS DECLARATION OF PARTICIPATION

Utah Military Academy will not be participating with the Utah Retirement System.