

Quail Run Primary School

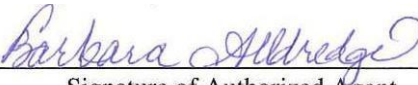


Chartered Public School Application
Submitted by
Barbara Alldredge

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

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

Barbara Alldredge June 13,
2008
c


Signature of Authorized Agent

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

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Title Page

Name of Proposed Charter School Quail Run Primary School
[X] New School [] Converted School

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

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

Authorize Agent Mailing Address 1=2=8=5 E=3=00 N.,

City American Fork State Utah Zip 84003-2091

District school will be located Alpine E-mail barbara@matcheez.com

Daytime Phone (801) 772-0173 Fax -----

Form of Organization

[X] Nonprofit Corporation [] Tribal Entity
[] _____

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

Name (if known at time of annlication)	Phone Number	Type of Member (examples: parent, business, ootential stam	Position on Board
Barbara Alldredge	801.772.0173	Parent	President
Gary Fullmer	801.560.6453	Parent	Treasurer
Tawna Brown	801.492.2845	Parent	Secretary

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

Founding Committee Members as of June 12, 2008

Children of a Founding Member are eligible for preferential enrollment under both State and Federal Charter School law 53A-I a-506(b)(i)(A). The number of students granted preferential enrollment at Quail Run Primary School may not exceed 12% of the maximum student enrollment.

Barbara Alldredge- Program of instruction

Gary Fullmer and Olivia Fullmer- Business, Nutrition Lori

Fullmer and Alan Fullmer- Curriculum, Technology

Holly Wilson and Rand Wilson- Public Relations, Facilities Brittany

Macdonald- School Lunch

Tawna Brown and Dan Brown- Psychology, Facilities Kristi

Beckett- Recruitment

Quail Run Primary School

Founding Committee Member List

FINAL

August 31, 2010

Barbara and Chad Alldredge

Gary and Olivia Fullmer

Tawna and Dan Brown

Alan and Lori Fullmer

Amanda Wilson

Angela Mains Brittney

Day

Carrie Sykes

Cassie Crow

Darrel Acumen

Erin Ruy

Jenna Webb

Joel Wright

Jodi Nicholes

Jonessa White

Kira-Fire Ellis

Kristi Beckett

Tara Turner

Lisa Hasleton

Lisa Newell

Matt Godsey

Meleana Fonoimoana

Mindy McKnight Page

Westover Rachael

Haney Rachel Peay

Rebecca Hoffman

Sandi Pond

Shinobu Tanaka

Tiffiny Frederickson

Todd Andersen

Travis Spunaugle

Section 3: Target Population

Mission Statement	<p>Quail Run Primary School is an environmentally responsible and multi-sensory learning center that empowers students to be accountable for their educational journey.</p>
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	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	72	72	72	72	72	72	72	72	72					648
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	72	72	72	72	72	72	72	72	72					648
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	72	72	72	72	72	72	72	72	72					648
Ultimate Enrollment	72	72	72	72	72	72	72	72	72					648
(The number of students should be at maximum the enrollment that is being requested. Add rows as necessary to show complete enrollment plan.)														

School Calendar

☒ Standard
 ☐ Extended School Year
 Instructional Days 180
 Start Date August 30, 2010
☐ Alternative (please describe in 5 words or less)

The Seven Purposes of Charter Schools

Quail Run Primary School meets the purposes for charter schools as statutorily defined in Title 53A-la-503:

1. Continue to improve student learning:

Quail Run Primary School (QRPS) empowers students to be accountable for their own educational journey. The multi-sensory and physically active methodology employed at QRPS assures that each student has the opportunity to learn in a way that appropriately fits his/her learning style. Additionally, QRPS students take weekly classes where they learn study strategies, practice assertive learning skills, and apply self-monitoring techniques. These classes teach students ways in which they can take charge of their own educational experience.

To meet the needs of all students, the faculty at QRPS includes a special services team that, as necessary, includes such educational professionals as a school psychologist, a guidance counselor, special education teachers, an occupational therapist, a physical therapist, an ASL interpreter, a speech and language pathologist, ESL specialists, and a school nurse. Classroom teachers are trained to identify and assist students with disabilities. All teachers also work toward a gifted/talented endorsement beginning their first year of teaching.

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

Teachers at QRPS empower students to be responsible for their own educational journey by means of hands-on activities and multi-sensory experiences that allow students to learn through discovery. Teachers also encourage student directed learning via content area reading opportunities and scientific exploration. Students make connections to real-life situations and learn personal responsibility as they participate in learning opportunities with an environmental focus such as the school garden or the trash to-art program. Students participate in weekly "world classroom" experiences including virtu J assemblies, walking tours, outdoor class periods, and traditional field trips. Teachers use project based lesson plans when possible and they take advantage of current educational technologies. All lessons plans used in QRPS classrooms incorporate gross motor activities. Teachers may use direct instruction when at least 50% of the planned activity time allows children to wiggle while they learn. Innovative teaching techniques are encouraged when they parallel the philosophy and mission of the school.

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

To ensure a consistent educational experience for all students, QRPS uses a school-wide database of approved lesson plans. Teachers work collaboratively to refine these lesson plans, share educational strategies, and adapt school-wide discipline policies. Veteran teachers and first year teachers can share their creative teaching ideas and techniques. In the classroom, teachers work in teams of two or three to mentor and support each other throughout the school year. Teachers also serve on school steering committees that evaluate new technologies, green school proposals, and innovative teaching techniques.

4. Increase choice of learning opportunities for students:

QRPS provides expanded learning opportunities for students: the QRPS fine arts program includes instruction in dance and music; the world languages program encourages students to become fluent in

multiple languages; and the healthy lifestyles program teaches students to avoid drugs and make appropriate food and exercise choices. Students can also choose optional after-school enrichment classes where they can focus their interests or develop new skills.

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

QRPS holds students accountable for their own learning. QRPS gives students credit for achievement and proficiency but not for simply attending class or completing a certain number of assignments. QRPS uses standards based report cards. This requires each subject area teacher to be actively involved in verifying and evaluating student progress. Students who demonstrate competency of 85% or greater in any given academic subject by the end of the school year receive a cumulative "PASS" grade for that class. Teachers must substantiate a given grade with evidence by employing alternative assessment methods including oral exams, essays, presentations, electronic portfolios, written tests, quizzes, teacher observations, rubrics, personal reflection, self-assessment, and student interviews.

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

Family involvement is an integral component of the QRPS philosophy:

- Parents and guardians may volunteer in their students' classrooms each week or they may donate their time and expertise for special events.
- Parents and adult family members serve on school steering committees that enrich the educational experience of all students attending QRPS. These steering committees encourage more individuals to be involved and allow those with limited time or focused interests and talents to contribute without a long-term commitment. Among other responsibilities, parent steering committees make decisions regarding School LAND Trust funds, guide curriculum modifications, recommend enrichment courses, and implement eco-friendly school policies.
- Parents of students serve on the QRPS Board of Trustees and all board meetings are open to the public. Meetings are scheduled and posted on the school's website and parents may sign up for email notification.
- Parents have access to email addresses for all teachers, administrators and board members and may contact them at any time.
- QRPS encourages parent input in all areas of school operations from the classroom where teachers use parent evaluations to fine-tune their teaching techniques to the lunchroom where the lunch staff relies on feedback from parents when selecting menu options.

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

There are three schools within 2 miles of the proposed sites for QRPS that did not make AYP in 2007. These schools are Forbes Elementary in American Fork, Greenwood Elementary in American Fork, and Grovecrest Elementary in Pleasant Grove. There are an additional ten schools in Alpine School District that did not make AYP in 2007. These are Rocky Mountain Elementary in Lindon, Meadow Elementary in Lehi, Lehi Elementary in Lehi, Pony Express Elementary in Eagle Mountain, Scera Park Elementary in Orem, Westmore Elementary in Orem, Aspen Elementary in Orem, Cherry Hill Elementary in Orem, Geneva Elementary in Orem, and Windsor Elementary in Orem (results obtained from USOE). Students from these areas will benefit from the small class sizes, educational philosophy, active methodology, after-school enrichment program, and full day kindergarten at QRPS.

Section 4: Market Analysis

Site Location and Facility

Proposed Building Specifications

Room	#	sq ft	total sq ft
Administrative Offices	2	740	1480
Art Studio	3	740	2220
Cafe/Kitchen	1	4000	4000
Counseling	1	370	370
CTE	4	740	2960
Custodial Office/Boiler Room	1	740	740
Dance Space	2	740	1480
Foreign Language	3	740	2220
Gymnasium/Locker Room	1	3000	3000
Hallways	1	3000	3000
Kids' Garden	4	740	2960
Library	1	2500	2500
Little Theater	1	3500	3500
Mathematics Department	4	740	2960
Miscellaneous	1	8000	8000
Music Hall	3	740	2220
Pre-School	4	550	2200
Principal/Assistant	1	740	740
Reading Nook	5	740	3700
Reception/Commons Area	1	2187	2187
School Nurse	1	200	200
Science Lab	2	740	1480
Social Studies	2	740	1480
Special Education- Self Contained	3	360	1080
Special Education- Resource	2	270	540
Special Education- Speech	1	270	270
Special Education- Psychologist	1	270	270
Special Education- Therapy	2	270	540
Teacher Lounge	1	740	740
Workroom	1	740	740
Writers' Workshop	3	740	2220
Total Square Footage			61997
89 square feet per student			

Selected Features of the Facility

Math Room

Vinyl lettering formulae on the wall
 Inside and outside thermometers on windows
 Floor tiles form a tessellation
 Giant geo-board
 Ferns and ivy
 Giant spinner on wall
 Locked teacher office for each teacher
 Escher posters
 Removable chair rail patterns

Playground Accessible swings

Recycling bin Mirror
on the wall
Storage room with student access
Sample honeycomb
Drinking fountain
Number line around top molding In
class, private toilet room Dictionary
wall of math definitions
Pictures of famous women mathematicians

Community Areas

Gray water system for landscaping
Trees in the parking lot
Auto soap dispenser
Pine trees planted on the north Paver
patterns
Classical music listening stations
Multi language room labels Aquarium
Constellations on the ceiling
Clocks showing time in different time zones
Dinosaur statues
Giant checkerboard
Clock tower
U.S. flag
Posters on non-asbestos ceiling tiles

Social Studies Room

Giant wall map

Physical Education and Gymnasium Areas

Locker room has 28 private cubicles w/6 lockers

Reading Nook

Large group floor space with a rug
Computer area
Reading alcoves
Nooks and cubbies for semi-private reading
Recycling bins

Merry-go-round that generates electricity
Recycled wood chips Waterwheel
Student garden Benches
Stone pathBall wall
Giant tangrams
4 square courts surrounded by grass Shade
tree

Solar Panels
Computer controlled HVAC system
Rainwater collection system
Auto flush toilets
Many indoor plants
Deciduous trees planted on the east and west
Windmill
Student piano Famous
paintings
Famous quotes in vinyl lettering on walls
Interactive bulletin boards
Sculptures Sundial
Scale model of the planets Walking
trail
Animal tracks

Pictures of U.S. presidents

Wheelchair accessible cubicles

Individual comfortable reading spaces
Small group area with desks Overhead
projectors
Private toilet rooms
Locked offices for each tea

Accessibility

The QRPS facility meets or exceeds ADA recommendations for building and playground accessibility. In addition to basic recommendations such as Braille signs, wide hallways, and automatic doors, the QRPS facility includes other standard designs to assist students and visitors with disabilities. The library media center features numerous accommodative devices for students and visitors with disabilities. At least 50% of playground equipment is accessible.

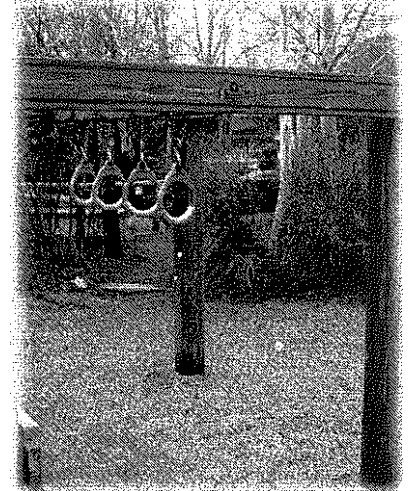
QRPS classrooms feature a variety of desk, chair, and table heights. In addition, desk free zones allow students of all abilities to participate in both group and individual activities. All restrooms and drinking fountains located within classrooms are wheelchair accessible. Natural lighting is emphasized and the school design avoids the use of transparent dividers, step-down areas, hazards and blocks in pathways, and other line dividers that are difficult for the visually impaired to navigate. All classrooms are equipped with adequate audiovisual equipment

Whenever possible, special education students are served within the regular classrooms. However, there are nine separate special education rooms including rooms for therapy services, self-contained classrooms, secure records rooms and adequate toileting facilities.

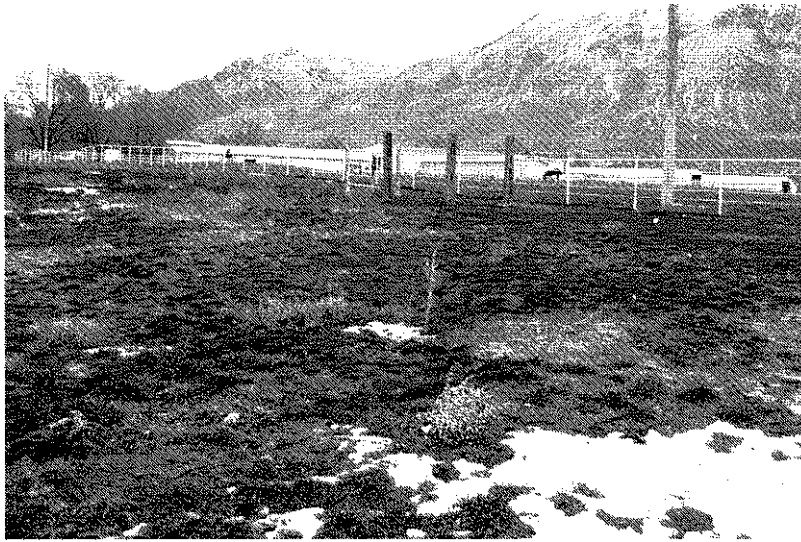
The lunchroom, auditorium, and stage have easy access for wheelchairs and walkers. The school building has a single main entrance for student safety but provides additional accessible exits for safe evacuation during emergencies.

Although no site has yet been secured for QRPS, although proposed sites are under consideration. The following criteria are being used to evaluate potential sites:

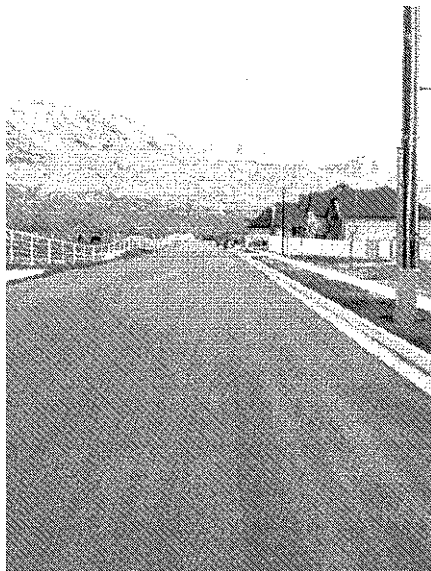
- Proximity to main artery to limit impact on neighborhood traffic
- Qualification for USDA loans
- Residential location to encourage safe walking routes for local students
- Distance from public transportation routes
- Acreage between 3 and 10 acres
- Construction access
- Zoning restrictions
- Reasonable access to water, electricity and sewage facilities
- Development consistent with surrounding areas
- Reasonableness of price



Proposed Site # 1



Description: The site is currently zoned residential/agricultural. This site is within .5 miles of a UTA bus stop. It is situated within a residential area but with access from a main public road (1100 East.) The main access road would eliminate the need for added traffic in the local neighborhoods although patrons would likely attempt to park in residential areas during large school functions if adequate parking is not provided. It is also situated next to an LDS church building. This reduces the number of homes impacted by construction. The total acreage is nearly 13 acres and the school would require between 3 and 10 acres.

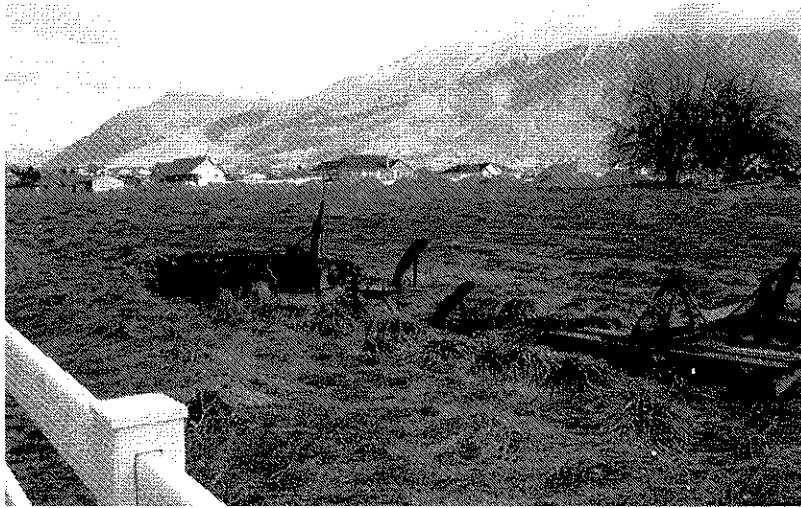


View facing east



View facing south

Proposed Site #2



Approximate Address: 1485 East 300 North, American Fork

Description: The site is currently zoned residential/agricultural. This site is within .5 miles of a UTA bus stop. It is situated within a residential area with access from 300 North. The areas south and west of the site are zoned agricultural and medical. The total acreage is 4.85 acres and the school would require between 3 and 10 acres. There is currently an older home on the property that would need to be removed.



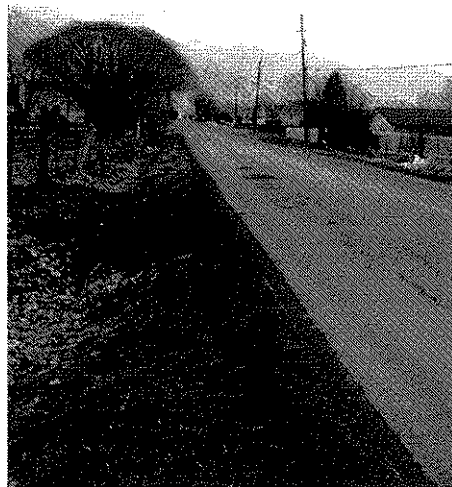
House currently located on property



View facing west



View facing south



View facing east

Education Landscape

QRPS is located in Alpine School District and serves students from the American Fork, Cedar Hills, Pleasant Grove, Manila, northeast Lehi, and Highland areas with a smaller number of students from the outlying cities of Alpine, Lindon, Orem, Saratoga Springs, southwest Lehi, and Eagle Mountain.

Located within the boundaries of Alpine School District are two private schools, twenty-two neighborhood public schools and four chartered public schools serving students in grades K-8 from the immediate area; and three private schools, thirty-five neighborhood public schools and five chartered public schools serving students in grades K-8 from outlying areas (see tables below.)

Chartered Public Schools within the Alpine School District Boundaries in the Proposed Area

John Hancock Charter School (Pleasant Grove)
Lincoln Academy (Pleasant Grove)
Odyssey Charter School (American Fork)
Renaissance Academy (Lehi)

Chartered Public Schools within the Alpine School District Boundaries in Outlying Areas

Lakeview Academy (Saratoga Springs)
Mountainville Academy (Alpine)
Noah Webster Academy (Orem)
Ranches Academy (Eagle Mountain)
Timpanogos Academy (Lindon)

Alpine School District Neighborhood Public Schools within the Proposed Area

Barratt Elementary (American Fork)
Cedar Ridge Elementary (Cedar Hills)
Cedar Valley Elementary (Cedar Fort)
Central Elementary (Pleasant Grove)
Deerfield Elementary (Cedar Hills)
Eaglecrest Elementary (Lehi)
Forbes Elementary (American Fork)
Fox Hollow Elementary (Lehi)
Freedom Elementary (Highland)
Greenwood Elementary (American Fork)
Grovecrest Elementary (Pleasant Grove)
Highland Elementary (Highland)
Legacy Elementary (American Fork)
Lehi Junior High (Lehi)
Lindon Elementary (Lindon)
Manila Elementary (Pleasant Grove)
Mount Mahogany Elementary (Pleasant Grove)
Ridgeline Elementary (Highland)
Sego Lily Elementary (Lehi)
Shelley Elementary (American Fork)
Valley View Elementary (Pleasant Grove)
American Fork Junior High (American Fork)
Mountain Ridge Junior High (Highland)
Oak Canyon Junior High (Lindon)
Pleasant Grove Junior High (Pleasant Grove)

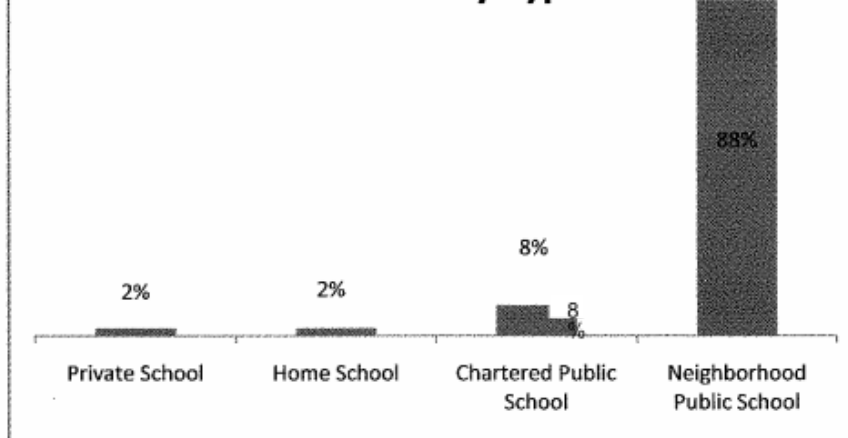
Alpine School District Neighborhood	Public Schools within Outlying Area
Alpine Elementary (Alpine)	
Aspen Elementary (Orem)	
Bonneville Elementary (Orem)	
Cascade Elementary (Orem)	
Cedar Valley Elementary (Cedar Fort)	
Cherry Hill Elementary (Orem)	
Eagle Valley Elementary (Eagle Mountain)	
Foothill Elementary (Orem)	
Geneva Elementary (Orem)	
Harvest Elementary (Saratoga Springs)	
Hillcrest Elementary (Orem)	
Lehi Elementary (Lehi)	
Meadow Elementary (Lehi)	
Northridge Elementary (Orem)	
Orchard Elementary (Orem)	
Orem Elementary (Orem)	
Pony Express Elementary (Eagle Mountain)	
Rocky Mountain Elementary (Lindon)	
Saratoga Shores Elementary (Saratoga Springs)	
Scera Park Elementary (Orem)	
Sharon Elementary (Orem)	
Snow Springs Elementary (Lehi)	
Suncrest Elementary (Orem)	
Vineyard Elementary (Vineyard)	
Westfield Elementary (Alpine)	
Westmore Elementary (Orem)	
Windsor Elementary (Orem)	
Canyon View Junior High (Orem)	
Lakeridge Junior High (Orem)	
Orem Junior High (Orem)	
Timberline Middle School (Alpine)	
Willowcreek Middle School (Lehi)	

Private Schools within the Alpine School District Boundaries in the Proposed Area
American Heritage (American Fork)
Liahona Prep (Pleasant Grove)

Private Schools within the Alpine School District Boundaries in Outlying Areas
Challenger (Orem)
Kids Village (Orem)
Montessori Learning Center (Lindon)

Student enrollment figures approximate that district wide 850 students in Alpine School District boundaries (2%) attend home school; 877 (2%) attend private schools; 3,748 attend chartered public schools (8%) and the remaining 42,045 students (90%) attend neighborhood public schools. (Sources: Private School Review Online; USOE home school enrollment estimations and approximations for 2006; Utah's Public Charter Schools Annual Report 2006-2007; Alpine School District Annual Report 2006-2007.)

Student Enrollment by Type of School



Market Trends

Alpine School District Neighborhood Public School Enrollment

American Fork, Cedar Hills and southwest Pleasant Grove

Neighborhood Public School	Current Enrollment	Effectual Room Count	Actual Room Count	Effectual Capacity	Actual Capacity	Effectual +/-	Actual +/-	
Barratt Elementary	602	26	22	650	550	-48	52	AF
Cedar Ridge Elementary	986	37	33	925	825	61	161	CH
Deerfield Elementary	922	38	34	950	850	-28	72	CH
Forbes Elementary	611	29	25	725	625	-114	-14	AF
Greenwood Elementary	604	36	20	900	500	-296	104	AF
Grovecrest Elementary	646	33	29	825	725	-179	-79	PG
Legacy Elementary	944	37	31	925	775	19	169	AF
Manila Elementary	835	30	26	750	650	85	185	PG
Mount Mahogany Elementary	893	34	34	825	850	68	43	PG
Shelley Elementary	1,031	40	20	1,000	500	31	531	AF
Elementary Subtotal	8,074				6,850	-401	1,224	
American Fork Junior High	1,565	68	48	1,700	1,200	-135	365	AF
Pleasant Grove Junior High	1,335	55	51	1,375	1,275	-40	60	PG
Junior High Subtotal	2,900				2,475	-175	425	
TOTAL	10,974				9,325		1,649	

Definitions and Methods Used:

Current Enrollment data was obtained from the Alpine School District Annual Report 2007.

Effectual Room Count was taken from the Alpine School District Annual Report 2007 and includes the total number of school rooms (including temporaries, portables, trailers, ISS rooms, tutoring rooms, computer labs, and special education classrooms.) Kindergarten rooms are counted twice.

Actual Room Count was obtained during an on-site physical inspection or from a school provided building map and excludes portables, computer labs and special purpose rooms with a small student capacity. Kindergarten rooms are counted twice. Where school maps were not available and access to the school was not permitted (citing school safety concerns), room count was figured by subtracting the number of portable classrooms visible upon an external physical inspection of the school from the effectual room count given in the Alpine School District Annual Report 2007.

Effectual Capacity is figured by multiplying 25 students by the effectual room count.

Actual Capacity is figured by multiplying 25 students by the actual room count.

Neighborhood public schools were select based on their proximity to Quail Run Primary School's proposed location(s).

School Overcrowding

- Overcrowding is a main concern of many parents in the Alpine School District. In May 2008, parents, PTA members representing 12 schools, the State PTA Education Commissioner, and one local state representative met with the Alpine School District Board to express their continued concerns with overcrowded classrooms. District representatives indicated that they were unsure how to realistically fund smaller class sizes. (Stewart, Amy K., (2008, May 21). Parents decry Alpine's large class sizes !"Electronic version). *Deseret News*.)
- Eight of the ten elementary and both of the junior high schools in Alpine School District (ASD) serving the American Fork, Cedar Hills, and southwest Pleasant Grove area face overcrowding with student counts over the school capacity (see table above.) During the 2007-2008 school year, these schools had a total enrollment of 10,974 students but only had building capacities to serve 9,325 students. This leaves 1,649 students without proper classroom facilities.
- Alpine School District uses a class size of twenty-five students to figure capacity. Current state legislation encourages class size reduction to twenty or fewer students. If the enrollment figures are adjusted to reduce class size, then overcrowding figures increase to 3,514 students without classrooms.
- The growth rate remains high in Utah County. American Fork City averages a 4% population growth each year. Alpine School District anticipates overall student growth of approximately 3.5 % per year until 2011. By the school year 2010-2011, these schools will be over capacity by 2,842 students when using a class size of twenty-five students and 8,653 students over capacity when using a class size of twenty students.
- Extrapolating this data to include the additional ten schools from the immediate area (but allowing for a 10% variation) could increase overcrowding figures to 11,370 students by the school year 2010-2011.
- Alpine School District projects a total district enrollment of 64,334 students by the year 2010. The student capacity of QRPS is 648 students. This number represents one percent of the total projected student enrollment of Alpine School District.
- Future full day kindergarten classes and possible state or federal mandated preschool programs are not included in these overcrowding figures but would undoubtedly increase overcrowding problems.

Parent Support

Forbes Elementary and Grovecrest Elementary are the only two neighborhood public schools in the area that are under capacity and both failed to make AYP in 2007.

The recent vote on Referendum 1 showed widespread support in Alpine School District. The referendum passed in all Cedar Hills, Highland, and Lindon voting districts. The referendum also passed in 15 districts throughout American Fork, Lehi, and Pleasant Grove. Overall, the referendum was only defeated by an average of 53%. The close results of this election indicate that support for increased school choice still exists in northern Utah County. It also demonstrates strong support for public education. Chartered public schools satisfy both.

Statement of Votes Cast 2007 General Election Referendum Number

Competitive Advantage

Quail Run Primary School is a unique learning facility. Although QRPS shares many quality educational components with other charter and neighborhood public schools, QRPS also offers program ideals not consistently found in any other local public schools.

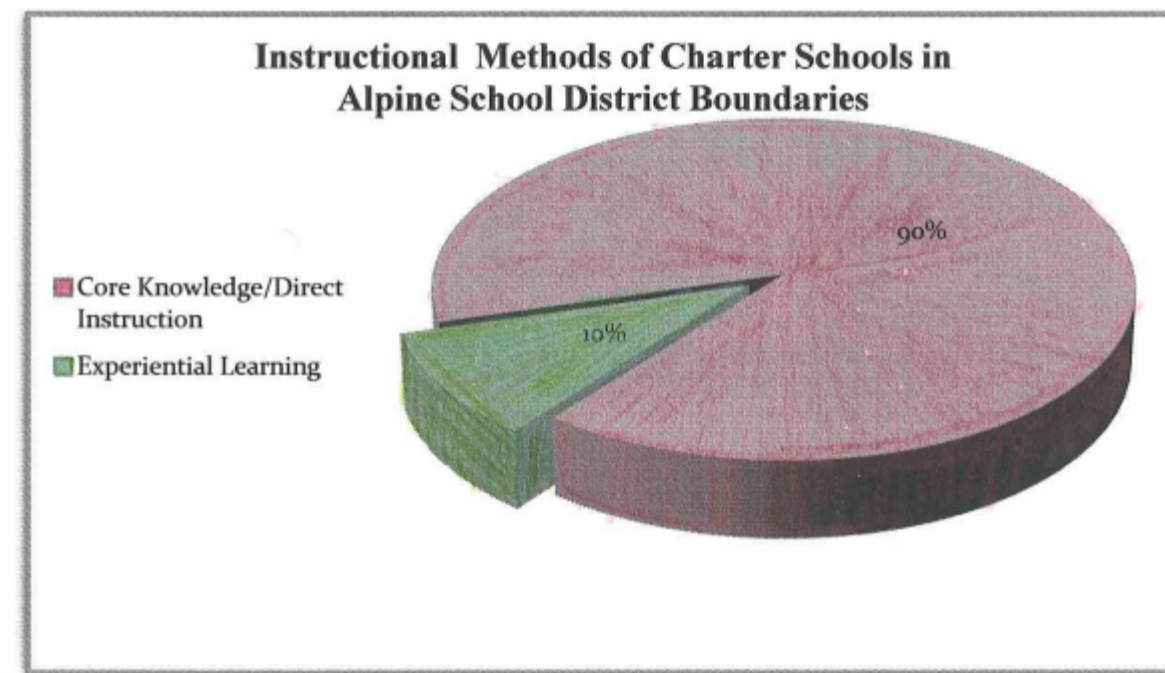
Class Size

QRPS classes have an average of 18 students per class with some classes as low as 10 students per teacher. Alpine School District classes have an average of 25 students per class. Charter schools in the area range from 18 to 25 students per class with an average of 23 students per class. (Source: Alpine School District Annual Report 2006-2007; Utah's Public Charter Schools Annual Report 2006-2007.)

Instructional Method

The majority of charter schools in the proposed area offer direct instruction and a Core Knowledge curriculum (see table 1) while QRPS specializes in experiential learning and focuses on an integrated curriculum. (For a detailed description of instructional methods, see Section 11: Comprehensive Program of Instruction.)

Table 1



Environmental Emphasis

QRPS is the only chartered public school or neighborhood public school in Alpine School District boundaries that has an environmental focus. Environmental responsibility is a stated part of our mission statement and influences the curriculum, methodology, and operational principals of the school. (See also Section 11: Comprehensive Program of Instruction.) According to the Oregon Resource Efficiency Program, the average student produces 1 1/3 pounds of school related waste each day. Environmental awareness is a burgeoning area of interest. The Federal Government is even currently considering legislation that would encourage schools across the country to become more energy efficient (Abrams.

Jim., 2008. June 4. House approves funds for green schools. Yahoo! NEWS.) The QRPS instructional philosophy stresses wise use of natural resources, personal responsibility for environmental impact, appreciation for nature, and eco-friendly technologies.

Outreach and Marketing Plans

Quail Run Primary School is a public charter school that receives federal funding and as such will not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. However, QRPS recognizes the need to eliminate barriers that prevent certain subgroups of the population from enrolling in charter schools. In Alpine School District, there are four federally identified subgroups that are consistently not making AYP as shown by the ELA and Math CRTs: Hispanic students, limited English proficient students, economically disadvantaged students, and students with disabilities. (QRPS acknowledges that students may be classified in more than one category.) QRPS believes that these student groups will benefit from its small class sizes and unique methodology. QRPS also offers the benefits listed below for specific students subgroups. QRPS will employ marketing strategies that emphasize these benefits to encourage equal enrollment opportunities for students from these subgroups.

Hispanic Students

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. The school offers free and reduced price meals to qualifying students. As part of these programs, the lunch staff seeks and uses parent input to select foods that students will find familiar. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS is a multilingual school. Preference is given to job applicants who speak Spanish and bonus pay is awarded to faculty who speak Spanish fluently. School signs, the school website, and school notices are prepared in English and Spanish. Books in both Spanish and English fill the school library. Informal English classes for parents are offered after school and on week-ends. Interpreters are provided at Charter School Board meetings.

QRPS has at least one full time, on-site ELL faculty member. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage enrollment of students who live more than walking distance from the school.

QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

QRPS conducts school activities that appeal to a variety of students. These include, but are not limited to, the Multi-Cultural Festival, the Latina Dance and Music Concert, the silent play (performed in ASL), and the Ability Awareness Fair.

QRPS seeks advice from parents and local Hispanic Community leaders for ways to improve its presence and public image within the community. QRPS also uses this advice to develop programs that more effectively meet the needs of students and families from the Hispanic Community.

American Fork (4.6% in 2000), central Pleasant Grove (3.3% in 2000), and central Orem (1% in 2000) are home to the largest percentage of Hispanic students in Alpine School District (sources: 2000 U.S. Census; Alpine School District 2006-2007 Annual Report). The school advertising and marketing plan must include Spanish language materials in these target areas. The school advertising and marketing plan will also include contact with other local public agencies and private organizations in the area such as the WIC offices in American Fork and Orem; local health practitioners who accept Medicaid or who speak Spanish; and the United Way of Utah County. The marketing plan should consider inclusion in the local Hispanic Yellow Pages, local Latino radio broadcasts, and local newspapers printed in Spanish.

Limited English Proficient Students

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. Free and reduced price meals are offered to qualifying students. As part of this program, the lunch staff seeks and uses parent input to select foods that students will find familiar. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS is a multilingual school. Preference is given to job applicants who speak Spanish or ASL and bonus pay is awarded to faculty who speak Spanish or ASL fluently. School signs, the school website, and school notices are prepared in English and Spanish. The school library is filled with books in Spanish and English. Informal English classes for parents are offered after school and on week-ends. Spanish, English and ASL are used and taught at QRPS. Interpreters are provided at Charter School Board meetings.

QRPS has a full time, on-site ELL faculty member. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage students who live more than walking distance from the school to attend.

QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

QRPS conducts school activities that appeal to a variety of students. These include, but are not limited to, the Multi-Cultural Festival, the Latina Dance and Music Concert, the silent play (performed in ASL), and the Ability Awareness Fair.

Hispanic students represent the largest English as a Second Language minority in Utah County (source: 2000 U.S. Census). American Fork, particularly Greenwood, central Pleasant Grove, and central Orem are home to the largest percentage of Hispanic students in Alpine School District (sources: 2000 U.S.

Census, Alpine School District 2006-2007 Annual Report). The school advertising and marketing plan must include Spanish language materials in these target areas. The school advertising and marketing plan will also include contact with other local public agencies and private organizations in the area such as the WIC offices in American Fork and Orem; local health practitioners who accept Medicaid or who speak Spanish; and the United Way of Utah County. The marketing plan should consider inclusion in the local Hispanic Yellow Pages and local newspapers printed in Spanish.

Economically Disadvantaged Students

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. Free and reduced price meals are offered to qualifying students. In addition, as part of the program, the lunch staff seeks and uses parent input to select foods that students will find familiar. The school lunch program also provides student and family education regarding nutrition and basic exercise. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS has a full time, on-site school nurse and a full time on-site school psychologist. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage students who live more than walking distance from the school to attend.

QRPS offers after-school enrichment programs that benefit students whose parents cannot afford extracurricular activities such as music lessons or sports clubs. The after school programs also benefit students whose parents work and are unable to arrange transportation to activities such as music lessons or sports clubs. QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

The school advertising and marketing plan will also include contact with other local public agencies and private organizations in the area such as the WIC offices in American Fork and Orem; local health practitioners who accept Medicaid; and the United Way of Utah County.

Students with Disabilities

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. Free and reduced price meals are offered to qualifying students. As part of this program, the lunch staff seeks and uses parent input to select foods that students will find familiar and to create appropriate diet accommodations for students with health impairments and food allergies. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS is a multilingual school. Preference is given to job applicants who speak ASL and bonus pay is awarded to faculty who speak (sign) ASL fluently. Spanish, English and ASL are used and taught at

QRPS. After school classes are offered in ASL to benefit students with disabilities and their siblings or parents. Interpreters are provided at Charter School Board meetings.

QRPS has a full time, on-site school nurse; a full time school psychologist; a full time speech and language pathologist; an ASL interpreter; an occupational therapist; and several special education faculty members. All teachers receive training to aid them in developing the skills necessary to serve students with special needs and to educate them about current legislation regarding special education services. All faculty and staff members are First Aid and CPR certified. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage students who live more than walking distance from the school to attend. QRPS bus fleet is wheelchair accessible.

QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

QRPS conducts school activities that appeal to a variety of students. These include, but are not limited to, the Multi-Cultural Festival, the Latina Dance and Music Concert, the silent play (performed in ASL), and the Ability Awareness Fair.

QRPS seeks advice from parents, disability activist groups, and local Deaf Community leaders for ways to improve its presence and public image within the community. QRPS also uses this advice to develop programs that more effectively meet the needs of students and families.

The physically active and hands-on methodology at QRPS benefits students with learning disabilities, Deaf and hard of hearing students, students with ADHD/ADD, and students with speech impairments by allowing them to learn and communicate in a variety of non-traditional ways. Students also can demonstrate their knowledge of subject areas via alternative assessment techniques.

The outreach committee will use the following methods to disseminate the information above:

- Each of the founding members agrees to personally contact 100 families regarding the school
- Door to door flyers
- Quarterly public meetings
- KUED's "Contact" public service announcement program
- Non-profit announcements on KBYU
- Press releases
- Posters and flyers placed in local Latino markets, local public libraries
- Placement in local phone books under "Government: Public Schools" section
- Newspaper advertisements
- Biogs
- "Youtube" ads

- School Website with optimized search engine rankings

Suggested Budget Year One (Marketing: Advertising)

Flyers, ¼ sheet, full color	\$100.00	1,000 at 10/\$1.00
Flyers, ½ sheet, black and white	\$40.00	2,000 at 1,000/\$20.00
Posters, full color, small	\$100.00	20 at \$5.00 each
Posters, full color, medium	\$100.00	50 at \$2.00 each
Posters, full color, small	\$100.00	200 at 2/\$1.00
Business cards, full color	\$40.00	1,000 at 250/\$10.00
Website	\$100.00	1 year hosting, domain name
Additional Discretionary	\$420.00	Newspaper Ads, etc.
TOTAL	\$1,000.00	

Section 5: Capital Facility Plan

Facility Requirements

The Quail Run Primary School facility is stimulus rich and environmentally responsible. QRPS's educational philosophy places importance on the influence of the facility's relationship to its educational purpose. It is therefore a priority of the QRPS founding committee to secure a new, custom facility with financing that allows the school to purchase its property and facilities as soon as financially feasible rather than leasing the facility long-term. QRPS plans to use developer financing that includes a lease with an option to purchase. QRPS will exercise the purchase option (using one of the financing options below) when a financed payment becomes more fiscally responsible than a lease payment as shown by a lease/loan analysis performed by Providence Financial Company. QRPS will have the suggested cash balance of greater than \$178,000 (25% of the anticipated yearly debt obligation) by the beginning of school year 2011-2012 (see cash flow analysis.)

Site Criteria

No site has yet been secured for QRPS, although proposed sites are under consideration (see "Market Analysis" above.) The following criteria are being used to evaluate potential sites:

- Proximity to main artery to limit impact on neighborhood traffic
- Qualification for USDA loans
- Residential location to encourage safe walking routes for local students
- Distance from public transportation routes
- Acreage between 3 and 10 acres
- Construction access
- Zoning restrictions
- Reasonable access to water, electricity and sewage facilities
- Development consistent with surrounding areas
- Reasonableness of price

Financing Options

The QRPS Board is working with Brent VanAlfen of Providence Financial Company to secure financing. As it is not possible to guarantee final construction costs, future market conditions or possible additional loan options, the QRPS Board is considering two options for financing and will select the best alternative based on market conditions at the actual time of financing. *Budget projections are based on an average scenario including a 4.0% fee (includes legal fees, closing costs and associated fees charged by Providence Financial) and an interest rate of 6.5%.*

Option #1

TYPE: 30 year USDA guaranteed loan

AMOUNT: 100% financing INTEREST:

fixed, generally under 5.5%

Option #2

TYPE: 100% financing through bonding

ADDITIONAL FEES: approximately 4.0% of total facility cost

INTEREST: between 6.0%-7.5%

Section 6: Detailed Business Plan

Quail Run Primary School considers it a priority to manage the school finances with efficiency and cost effectiveness. The following information describes the budget plans for the fiscal years from 2009 through 2013.

- Budget (Excel document)
- Funding Worksheets 2010-2011; 2011-2012; 2012-2013 (Excel documents)
- Cash Flow Statements (Excel document)
- Annual Expenses (Excel document)
- Budget Detail:
 - Salaries and Benefits Package Building
 - Transportation
 - Field Trips
 - Marketing

Click the icon below to view the **QRPS Budget**:



Click the icons below to view **Funding Worksheets**:



Click the icon below to view **Full Cash Flow Statements**:



Click the icon below to view **QRPS Annual Expenses**:



Budget Information

Charter School Name: Quail Run Primary School						
	Planning Year 2009-2010	First Year 2010-2011	Second Year 2011-2012	Third Year 2012-2013		
Number of Students (ADA):	0	648	648	648		648
Revenue					Total	Total
State Funding	\$ -	\$ 3,435,697.17			\$ 3,518,426.23	\$ 3,577,947.09
Federal & State Projects	\$ -				\$ -	\$ -
Private Grant & Donations	\$ -					\$ -
Loans	\$ -	\$ -			\$ -	\$ -
Other: (Specify) Previous Year Balance	\$ -	\$ -			\$ 9,036.23	\$ 127,172.46
Total Revenue	\$ -	\$ 3,435,697.17			\$ 3,527,462.45	\$ 3,705,119.55
Expenses						
Salaries (600)						
Director (Principal)	0 \$ 60,000.00	1 \$ 60,000.00	1 \$ 61,208.16	1 \$ 62,432.32	1 \$ 62,432.32	1 \$ 62,432.32
Teacher- Regular Ed	0 \$ 31,318.50	32.75 \$ 31,318.50	32.75 \$ 31,944.87	32.75 \$ 32,583.77	32.75 \$ 32,583.77	32.75 \$ 32,583.77
Teacher- Special Ed	0 \$ 33,369.79	3 \$ 33,369.79	3 \$ 34,037.18	3 \$ 34,717.93	3 \$ 34,717.93	3 \$ 34,717.93
Instructional Assist	0 \$ 7,200.00	3 \$ 7,200.00	3 \$ 7,344.00	3 \$ 7,490.08	3 \$ 7,490.08	3 \$ 7,490.08
Secretary	0 \$ 7,720.13	2 \$ 7,720.13	2 \$ 7,874.53	2 \$ 8,032.02	2 \$ 8,032.02	2 \$ 8,032.02
Bookkeeper	0 \$ -	0 \$ -	0 \$ -	0 \$ -	0 \$ -	0 \$ -
Other: (Specify) Assistant Directors	0 \$ 40,395.01	2 \$ 40,395.01	2 \$ 41,202.91	2 \$ 42,026.97	2 \$ 42,026.97	2 \$ 42,026.97
Other: (Specify) Certified Staff	0 \$ 33,369.79	4 \$ 33,369.79	4 \$ 34,037.18	4 \$ 34,717.93	4 \$ 34,717.93	4 \$ 34,717.93
Other: (Specify) Bus Driver	0 \$ 14,355.00	2 \$ 14,355.00	2 \$ 14,642.10	2 \$ 14,934.94	2 \$ 14,934.94	2 \$ 14,934.94
Other: (Specify) Custodian	0 \$ 32,640.00	1 \$ 32,640.00	1 \$ 33,292.80	1 \$ 33,958.66	1 \$ 33,958.66	1 \$ 33,958.66
Other: (Specify) School Nurse	0 \$ 16,604.89	1 \$ 16,604.89	1 \$ 17,018.59	1 \$ 17,338.96	1 \$ 17,338.96	1 \$ 17,338.96
Other: (Specify) ASL Interpreter	0 \$ 19,440.00	1 \$ 19,440.00	1 \$ 19,828.80	1 \$ 20,224.18	1 \$ 20,224.18	1 \$ 20,224.18
Employee Benefits (200)	\$ -	\$ 759,315.43	\$ 761,494.89	\$ -	\$ 761,494.89	\$ 761,494.89
Travel (280)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Purchased Professional Services (300)	\$ -	\$ 5,325.00	\$ 5,325.00	\$ -	\$ 5,325.00	\$ 5,325.00
Purchased Property Services (400)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Aides/Library (600)	\$ -	\$ 86,900.00	\$ -	\$ -	\$ 86,900.00	\$ 86,900.00
Supplies (600)	\$ -	\$ 57,153.60	\$ -	\$ -	\$ 57,153.60	\$ 57,153.60
Legal (300)	\$ -	\$ 20,000.00	\$ -	\$ -	\$ 20,000.00	\$ 20,000.00
Auditor (340)	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 15,000.00	\$ 15,000.00
Marketing (300)	\$ -	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00	\$ 2,000.00
Other (printing, postage)	\$ -	\$ 11,664.00	\$ -	\$ -	\$ 11,664.00	\$ 11,664.00
Total Instruction, Administration & Support	\$ -	\$ 2,471,940.74	\$ 2,481,361.86	\$ -	\$ 2,481,361.86	\$ 2,513,787.19
Operations & Maintenance						
Supplies (600)	\$ -	\$ 1,200.00	\$ -	\$ -	\$ 1,200.00	\$ 1,200.00
Phone/Communications (500)	\$ -	\$ 6,200.00	\$ -	\$ -	\$ 6,200.00	\$ 6,200.00
Custodial Services (433)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising (540)	\$ -	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00	\$ 2,000.00
Property/Casualty Insurance (521/522)	\$ -	\$ 21,377.60	\$ -	\$ -	\$ 21,377.60	\$ 21,377.60
Utilities (420)	\$ -	\$ 46,537.29	\$ -	\$ -	\$ 46,537.29	\$ 46,537.29
Rent (451)	\$ -	\$ 651,568.35	\$ -	\$ -	\$ 651,568.35	\$ 651,568.35
Fees/Permits/Dues (810)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation (510)	\$ -	\$ 38,847.35	\$ -	\$ -	\$ 38,847.35	\$ 38,847.35
Food Service (610)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounting Services (200)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Land & Improvements (710)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Building & Improvements (710)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computer Equipment (740)	\$ -	\$ 113,750.00	\$ 68,250.00	\$ 17,062.50	\$ -	\$ -	\$ -
Furniture & Other Equipment (733)	\$ -	\$ 71,219.63	\$ 47,479.75	\$ 23,739.88	\$ -	\$ -	\$ -
Upgrades (Connectivity)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lenses/Loan Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (security, copier lease)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Operations & Maintenance	\$ -	\$ 954,720.22	\$ 918,928.13	\$ 843,800.75	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ 3,426,660.96	\$ 3,460,289.99	\$ 3,357,587.04	\$ -	\$ -	\$ -
Total Revenues	\$ -	\$ 3,435,697.17	\$ 3,527,402.45	\$ 3,705,119.55	\$ -	\$ -	\$ -
Budget Balance (Revenues-Expenses)	\$ -	\$ 9,036.22	\$ 127,172.46	\$ 347,531.61	\$ -	\$ -	\$ -

CHARTER SCHOOL WORKSHEET

FY 2011-2012

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

TEMPLATE

Quail Run Primary School

Estimated ADM (K)	Average Daily Membership	Rating Factor	WPU Generated
215	72	0.55	28.6
Estimated ADM (1-2)	215	0.5	154.4
Estimated ADM (3-4)	215	0.5	154.4
Estimated ADM (5-6)	144	0.96	142.06
Estimated ADM (7-8)	0	1.2	0
Estimated ADM (9-10)	0		
Estimated ADM (11-12)	5		
Special Ed ADM (K)	29		
Special Ed ADM (1-12)	21		
Special Ed (Both Combined)	25		
Number of Teachers (K-6)	19		
WPU Value	32,819		
Prior Year Teacher FTE (CACTUS)	33		
Prior Year WPU's	475,659.66		
ELL Students	65		
Low Income Students prior year	130		

Program Name	Ratio	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	870,9620	\$ 1,607,703
Professional Staff	0.03820	21,6955	81,090
Restricted Basic Schools:			
Special Ed -Add-on	1.0000	42,6392	176,351
Special Ed Self-Contained	1.0000	21,3840	60,212
Special Ed Pre-School	1.0000	0.0000	-
Special Co-Op Programs	Based on Programs		
Career and Technical Ed	Based on Programs		
Class Size Reduction (K-8)	\$2.15 per K-3 ADM		136,220
Total WPU Programs		938,6997	\$ 2,544,652
Non-WPU Programs			
Related to Basic Programs:			
SSS & Retention	\$ 478.27 per WPU		\$ 322,485
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE		30,680
	OR, if new, use current teacher FTE		
	\$76 per total prior year WPU's; OR		
	If new, \$76 X C35 or current WPU's		\$1,427
	\$43		23,409
	\$22 per K-3 WPU		12,551
	\$67 per ELL student		3,822
Local Discretionary Block Grant	\$6 per total prior year WPU's; OR		4,360
Interventions-Student Success	If new, \$6 X C35 or current WPU's		
Special Populations	\$4 per K-12 WPU		2,364
At Risk Regular Program	\$19 per student		25,272
Gifted and Talented	\$19 per total prior year WPU's		12,847
School Land Trust Program	\$3 per K-3 student		854
Reading Achievement Program	\$42 per new income student		2,722
	\$51 per \$50,000		45,176
Charter Administrative Costs	Average \$1,021 per student		483,441
Local Replacement Cost			1,216,880
Total Non-WPU			\$ 1,216,880
One Time			
Teacher Materials/Supplies	\$260 or \$235 per teacher (K-6) ¹	28	7,128
	\$212 or \$235 per teacher (7-12) ²	19	2,350
ADM costs (printing & one-time)	\$393	648	254,864
Library Books and Resources	\$3 per student	669,364	2,008
Total One Time			\$ 266,142
ESTIMATED Total All State Funding			\$ 3,826,969
¹ Steps one through three get \$200, step four at higher get \$285 ² Steps one through three get \$212, step four at higher get \$235 Questions: Call Cathy O'Leary @ 336-7967			

Updated On 11-27-07

CHARTER SCHOOL WORKSHEET

FY 2012-2013

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

TEMPLATE

Qual Run Primary School

Estimated ADM (K)	72	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (1-2)	210		9.55	39.6
Estimated ADM (3-4)	210		2.5	104.4
Estimated ADM (5-6)	210		2.5	104.4
Estimated ADM (7-12)	144		2.58	142.56
Special Ed Pre-School	0		1.2	0

Special Ed ADM (K)
Special Ed ADM (1-12)
Special Ed (Self-Contained)
Number of Teachers (K-6)
Number of Teachers (7-12)
WPU Value
Prior Year Teacher FTE (CACTUS)
Prior Year WPU
ELL Students
Low Income Students prior year

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	870.8600	\$ 1,625,537
Professional Staff	0.0000	21.0000	62,353
Restricted Basic School:			
Special Ed - Self-Contained	1.0000	92.9200	187,841
Special Ed - Self-Contained	1.0000	21.2040	62,219

Special Ed Self-Contained is not included in K-12.

CASH FLOW ANALYSIS FY 2016-2017

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	TOTALS
Beginning Cash Balance	\$ -	\$ 276,412.81	\$ 188,131.70	\$ 198,785.27	\$ 164,339.04	\$ 170,292.71	\$ 176,446.37	\$ 188,453.71	\$ 184,607.38	\$ 184,607.38	\$ 184,607.38	\$ 207,346.38	
Cash Inflows (Items)													
State Distribution	\$ 246,308.83	\$ 246,308.11	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 3,435,897.17
Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Cash Inflows	\$ 246,308.83	\$ 246,308.11	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 246,308.10	\$ 3,435,897.17
Available Cash Balance	\$ 246,308.83	\$ 522,720.92	\$ 434,439.80	\$ 440,747.37	\$ 456,657.14	\$ 456,657.14	\$ 456,657.14	\$ 456,657.14	\$ 456,657.14	\$ 456,657.14	\$ 456,657.14	\$ 456,657.14	\$ 3,435,897.17
Cash Outflows (Expenses)													
Salaries (100)	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87
Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assistant Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher-Regulator Ed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher-Part Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher-Substitute	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Benefits	\$ 1,894.05	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 675,142.10
Instructional Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Auditor/Legal/Other Personnel (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Aids (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prof Development (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operations & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computer Equipment (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Service (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Service (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture & Equipment (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Land & Improvements (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Rent of Land and Buildings (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments - Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Phone/Communications (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Treasurer Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Include all other)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Cash Outflows	\$ 4,894.92	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 675,142.10
Ending Cash Balance	\$ 241,413.91	\$ 455,172.97	\$ 366,891.85	\$ 373,199.42	\$ 389,109.19	\$ 389,109.19	\$ 389,109.19	\$ 389,109.19	\$ 389,109.19	\$ 389,109.19	\$ 389,109.19	\$ 389,109.19	\$ 3,435,897.17

CASH FLOW ANALYSIS FY 2017-2018

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	TOTALS
Beginning Cash Balance	\$ 49,008.21	\$ 219,436.21	\$ 316,644.70	\$ 298,360.17	\$ 252,911.45	\$ 267,356.83	\$ 312,108.29	\$ 314,565.98	\$ 321,544.96	\$ 336,153.33	\$ 334,801.71	\$ 338,261.75	
Cash Inflows (Items)													
State Distribution	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 3,435,897.17
Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Cash Inflows	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 241,202.19	\$ 3,435,897.17
Available Cash Balance	\$ 290,210.40	\$ 460,638.40	\$ 557,846.89	\$ 539,562.36	\$ 494,113.64	\$ 508,559.02	\$ 553,310.48	\$ 555,768.17	\$ 562,757.15	\$ 577,355.52	\$ 576,003.90	\$ 579,463.94	\$ 3,435,897.17
Cash Outflows (Expenses)													
Salaries (100)	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87	\$ 3,000.87
Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assistant Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher-Regulator Ed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher-Part Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher-Substitute	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Benefits	\$ 1,894.05	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 61,547.95	\$ 675,142.10
Instructional Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Auditor/Legal/Other Personnel (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Aids (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prof Development (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operations & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computer Equipment (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Service (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Service (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture & Equipment (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Land & Improvements (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Rent of Land and Buildings (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments - Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Phone/Communications (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Treasurer Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities (100)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Include all other)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Cash Outflows	\$ 4,894.92	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 67,547.95	\$ 675,142.10
Ending Cash Balance	\$ 285,315.48	\$ 393,090.45	\$ 490,298.94	\$ 472,014.41	\$ 426,565.69	\$ 441,011.07	\$ 485,762.53	\$ 488,220.22	\$ 495,779.20	\$ 510,307.57	\$ 508,455.95	\$ 511,915.99	\$ 3,435,897.17

[illegible][illegible]

Quail Run Primary School

Expenses

100 SALARIES

110 General District Administrative Salaries	
111 Compensation - School Board	\$ -
112 Salaries - Superintendent	\$ -
113 Salaries - Assoc., Deputy, or Asst. Superintendent	\$ -
114 Salaries - School Business Administrator	\$ -
115 Salaries - Supervisors and Directors	\$ 60,008.00
120 School Administrative Salaries	
121 Salaries - Principals and Assistants	\$ 80,790.01
130 Licensed Instructional Salaries	
131 Salaries - Teachers	\$ 1,086,642.27
132 Salaries - Substitute Teachers	\$ 7,829.63
140 Other Licensed Salaries	
142 Salaries - Guidance Personnel	\$ 33,369.79
143 Salaries - Health Services Personnel	\$ 16,634.89
144 Salaries - Psychological Personnel	\$ 33,369.79
145 Salaries - Media Personnel - Licensed	\$ 31,318.50
149 Salaries - Other Licensed Personnel	\$ 66,739.58
150 Office Salaries	
151 Salaries - Accounting Personnel	\$ -
152 Salaries - Secretarial and Clerical Personnel	\$ 15,440.25
160 Para-Professional Salaries	
161 Salaries - Teacher Aides and Para-Professionals	\$ 41,040.00
162 Salaries - Media Personnel - Non-Licensed	\$ -
170 Student Transportation Salaries	
171 Salaries - Student Transportation Supervisor	\$ -
172 Salaries - Bus Drivers	\$ 28,710.00
173 Salaries - Mechanics and Other Garage Employees	\$ -
174 Salaries - Other	\$ -
180 Operation and Maintenance Salaries	
181 Salaries - Operation & Maintenance Supervisors	\$ -
182 Salaries - Custodial & Maintenance Personnel	\$ 32,640.00
190 Other Salaries	
191 Salaries - Food Services Personnel	\$ -
198 Salaries - Other Classified Personnel	\$ -
199 Salaries - All Other	\$ -

TOTAL 100 SALARIES **\$ 1,534,582.71**

200 EMPLOYEE BENEFITS

210 State Retirement	
211 State Retirement - Reimbursable	\$ -
212 State Retirement - Non-reimbursable	\$ 140,264.06
220 Social Security	\$ 117,395.58
230 Local Retirement	\$ -
240 Group Insurance	
241 Group Insurance - Licensed	\$ 352,442.50
242 Group Insurance - Classified	\$ 8,281.00
270 Industrial Insurance	\$ 4,757.21
280 Unemployment Insurance	\$ 115,675.08
290 Other Employee Benefits	\$ 500.00

TOTAL 200 EMPLOYEE BENEFITS **\$ 739,315.43**

300 PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

310 Official/Administrative Services	\$ -
320 Professional - Educational Services	\$ -

330 Professional Employee Training and Development	\$	5,325.00
340 Other Professional Services	\$	37,000.00
350 Technical Services	\$	-
351 Data Processing and Coding Services	\$	-
TOTAL 300 PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	\$	42,325.00
400 PURCHASED PROPERTY SERVICES		
410 Utility Services	\$	-
411 Water/Sewage	\$	11,681.65
412 Disposal Service	\$	1,015.80
420 Cleaning Services	\$	-
430 Repairs & Maintenance Services	\$	-
431 Non-Technology Repairs & Maint.	\$	-
432 Technology Related Repairs & Maint.	\$	-
433 Custodial Services	\$	-
440 Rentals	\$	-
441 Rental of Land & Buildings	\$	653,568.35
442 Rental of Equipment & Vehicles	\$	-
443 Rental of Computers & Related Equipment	\$	-
450 Construction Services	\$	-
490 Other Purchased Property Services	\$	-
TOTAL 400 PURCHASED PROPERTY SERVICES	\$	666,265.79
500 OTHER PURCHASED SERVICES		
510 Student Transportation Services	\$	-
511 Student Transportation Services from Another LEA Within the State	\$	-
512 Student Transportation Services from Another LEA Outside the State	\$	-
513 Student Transportation Services - Commercial	\$	-
514 Student Transportation Services - Student Allowances	\$	-
515 Payments in lieu of Transportation	\$	-
516 Payments in lieu - Dead Miles	\$	-
519 Other Student Transportation Services	\$	300.00
520 Insurance (Other than employee benefits)	\$	-
521 Property Insurance	\$	9,038.60
522 Liability Insurance	\$	11,914.00
523 Fidelity Bond Premiums	\$	125.00
530 Communication (Telephone & Other)	\$	6,200.00
540 Advertising	\$	2,000.00
550 Printing and Binding	\$	-
560 Tuition	\$	-
561 Tuition to Other LEAs Within the State	\$	-
562 Tuition to Other LEAs Outside the State	\$	-
563 Tuition to Private Schools	\$	-
564 Tuition to Educational Service Agency Within the State	\$	-
565 Tuition to Educational Service Agency Outside the State	\$	-
566 Tuition to Charter School	\$	-
567 Tuition to Other LEAs for Voucher Program	\$	-
569 Tuition - Other	\$	-
570 Food Service Management	\$	-
580 Travel/Per Diem	\$	-
590 Inter-educational, Interagency Purchased Services	\$	-
591 Services Purchased from another LEA Within the State	\$	-
592 Services Purchased from another LEA Outside the State	\$	-
594 Admission Charges (Field Trips)	\$	11,664.00
TOTAL 500 OTHER PURCHASED SERVICES	\$	41,241.60
600 SUPPLIES AND MATERIALS		
610 General Supplies	\$	1,200.00

620 Energy Supplies	\$	-
621 Natural Gas	\$	17,776.42
622 Electricity	\$	20,315.91
623 Bottled Gas	\$	-
624 Fuel Oil	\$	-
625 Coal	\$	-
626 Motor Fuel (Gasoline & Diesel)	\$	9,847.35
629 Other	\$	-
630 Food	\$	-
640 Books	\$	27,810.72
641 Textbooks	\$	-
644 Library Books	\$	5,000.00
645 Periodicals	\$	-
646 Audiovisual Materials	\$	27,810.72
650 Supplies-Technology Related	\$	13,905.36
670 Software	\$	13,905.36
681 Lubricants	\$	-
682 Tires and Tubes	\$	-
683 Repair Parts for Buses & Other Vehicles	\$	-
684 Repair Parts for Garage Equipment	\$	-
689 Miscellaneous (uniforms; materials)	\$	55,621.44
TOTAL 600 SUPPLIES AND MATERIALS	\$	193,193.28
700 PROPERTY		
710 Land and Site Improvements	\$	-
720 Buildings	\$	-
730 Equipment	\$	-
731 Machinery	\$	-
732 School Buses	\$	29,000.00
733 Furniture and Fixtures	\$	71,219.63
734 Technology Related Hardware	\$	113,750.00
735 Non-Bus Vehicles	\$	-
736 Technology Software	\$	-
739 Other Equipment	\$	-
740 Infrastructure	\$	-
790 Depreciation	\$	-
TOTAL 700 PROPERTY	\$	213,969.63
800 DEBT SERVICE AND MISCELLANEOUS		
810 Dues and Fees	\$	-
820 Judgments Against the LEA	\$	-
830 Interest	\$	-
833 Amortization of Bond Issuance & Other Related Costs	\$	-
840 Redemption of Principal	\$	-
845 Debt Issuance Costs on Refunding	\$	-
850 Contingency (For Budgeting Purposes Only)	\$	-
860 Indirect Costs - Non-restricted	\$	-
870 Indirect Costs - Restricted	\$	-
890 Miscellaneous Expenditures	\$	-
891 Training	\$	-
TOTAL 800 DEBT SERVICE AND MISCELLANEOUS	\$	-
900 OTHER USES & CHANGES		
TOTAL 900 OTHER USES & CHARGES		
TOTAL ANNUAL EXPENSES	\$	3,430,893.44

Budget Detail

Salary and Benefits Package

Quail Run Primary School maintains a pay structure (see table 1) that is comparable to the Alpine School District, in which it resides. The QRPS pay structure provides increases in pay for teachers with certain years of experience. The pay structure also provides increases for teachers who pursue additional educational training. First year budget figures include amounts to pay teachers with a Level 1 license (those that typically form the bulk of faculties at Utah County neighborhood and chartered public schools.) Budget figures also include amounts necessary to pay for eight teachers with additional training or years of experience, four teachers with Master's degrees, three teachers with Master's degrees plus five years of experience, and two teachers with PhDs and five years of experience.

QRPS participates in the Utah State Noncontributory Retirement Plan. This is budgeted at rates provided by URS.

QRPS pays the entire premium for a high deductible health insurance plan for all full-time employees and their spouses or families. QRPS also pays the entire family's deductible by contributing to a Health Savings Account as allowed by federal law. The budget includes a \$3,000 family deductible, a \$438 per month family premium, and a \$25 per year maintenance fee. Estimates were provided by Intermountain Healthcare.

As part of its Health and Wellness program, QRPS provides a yearly fitness center membership for all employees. The budgeted amount of \$500 for each of the first three years is based on American Fork Fitness Center rates for a corporate membership in American Fork, Cedar Hills, or Highland.

QRPS offers additional group discount programs that may vary from year to year but generally include a dental plan, vision discounts, a 401(K) retirement program, life insurance, D&D insurance, and a FSA/cafeteria plan for dependent child care or health needs.

Table 1

Teacher Salary Schedule

Salary Base

\$29,424.15

Years	BA/BS Degree		Training		Master's Degree		PhD	
1	1.025	\$30,159.75	1.065	\$31,336.72	1.145	\$33,690.65	1.225	\$36,044.58
2	1.045	\$30,748.24	1.085	\$31,925.20	1.165	\$34,279.13	1.245	\$36,633.07
3	1.065	\$31,336.72	1.105	\$32,513.69	1.185	\$34,867.62	1.265	\$37,221.55
4	1.085	\$31,925.20	1.125	\$33,102.17	1.205	\$35,456.10	1.285	\$37,810.03
5			1.145	\$33,690.65	1.225	\$36,044.58	1.325	\$38,987.00
10			1.245	\$36,633.07	1.325	\$38,987.00	1.575	\$46,343.04
15			1.345	\$39,575.48	1.425	\$41,929.41	1.725	\$50,756.66
20			1.445	\$42,517.90	1.575	\$46,343.04	1.875	\$55,170.28
25					1.725	\$50,756.66	2.075	\$61,055.11

Salary Estimates

CATEGORY	SALARIES	PT	FT	RATE	HOURS	DAYS	BASE	UI BASE	UI TOTAL	SS-FICA	SS-MEDI	SUBTOTAL	TOTAL
Administration	Director of Student Services	0	1	\$ 28.00	8	260	\$ 58,240.00	\$ 26,700.00	\$ 26,700.00				\$ 58,240.00
Administration	Assistant Director over Operations	0	1	\$ 22.16	8	240	\$ 42,556.61	\$ 26,700.00	\$ 26,700.00				\$ 42,556.61
Administration	Curriculum Director/faculty Mentor	0	1	\$ 22.16	8	240	\$ 42,556.61	\$ 26,700.00	\$ 26,700.00	\$ 8,887.90			\$ 42,556.61
Administration	Admin SS-FICA			6.20%			\$ 143,353.23				\$ 2,078.62		
Administration	Admin SS-MEDI			1.45%			\$ 143,353.23					\$ 143,353.23	
Faculty	Special Education Teachers	0	3	\$ 22.16	8	190	\$ 33,690.65	\$ 26,700.00	\$ 80,100.00				\$ 101,071.66
Faculty	Teachers Full Time	0	33	\$ 20.78	8	190	\$ 31,588.38	\$ 26,700.00	\$ 681,100.00				\$ 1,042,350.51
Faculty	Teachers-Part Time	0	0	\$ 20.78	4	180	\$ 15,793.19	\$ 15,793.19	\$ -				\$ -
Faculty	Substitute Teachers	1	0	\$ 10.39	6	90	\$ 5,610.74	\$ 5,610.74	\$ 5,610.74	\$ 71,240.06			\$ 5,610.74
Faculty	Faculty SS-FICA			6.20%			\$ 1,149,033.21				\$ 16,860.98		
Faculty	Faculty SS-MEDI			1.45%			\$ 1,149,033.21					\$ 1,149,033.21	
Paraprofessionals	Teaching Assistants	4	0	\$ 10.25	4	180	\$ 7,380.00	\$ 7,380.00	\$ 29,520.00				\$ 29,520.00
Paraprofessionals	Paraprofessionals SS-FICA			6.20%			\$ 29,520.00			\$ 1,830.24			
Paraprofessionals	Paraprofessionals SS-MEDI			1.45%			\$ 29,520.00				\$ 428.04		
Certified Staff	Library Media Specialist	0	1	\$ 20.78	8	190	\$ 31,588.38	\$ 26,700.00	\$ 26,700.00				\$ 31,588.38
Certified Staff	Language Pathologist	0	1	\$ 22.16	8	190	\$ 33,690.65	\$ 26,700.00	\$ 26,700.00				\$ 33,690.65
Certified Staff	Occupational Therapist	0	1	\$ 22.16	8	190	\$ 33,690.65	\$ 26,700.00	\$ 26,700.00				\$ 33,690.65
Certified Staff	Guidance Counselor	0	1	\$ 22.16	8	190	\$ 33,690.65	\$ 26,700.00	\$ 26,700.00				\$ 33,690.65
Certified Staff	School Psychologist	0	1	\$ 22.16	8	190	\$ 33,690.65	\$ 26,700.00	\$ 26,700.00	\$ 10,313.64			\$ 33,690.65
Certified Staff	Certified Staff SS-FICA			6.20%			\$ 166,348.99						
Certified Staff	Certified Staff SS-MEDI			1.45%			\$ 166,348.99				\$ 2,412.06		
Staff	Police Officer	0	0	\$ 24.00	6	180	\$ 34,560.00	\$ 26,700.00	\$ -				\$ -
Staff	ASL Interpreter	1	0	\$ 18.07	6	180	\$ 19,515.60	\$ 19,515.60	\$ 19,515.60				\$ 19,515.60
Staff	School Nurse	0	1	\$ 22.16	8	190	\$ 33,690.65	\$ 26,700.00	\$ 26,700.00				\$ 33,690.65
Staff	Head Custodian	0	1	\$ 17.00	8	240	\$ 32,640.00	\$ 26,700.00	\$ 26,700.00				\$ 32,640.00
Staff	Lunchroom Manager	1	0	\$ 9.75	6	180	\$ 11,115.00	\$ 11,115.00	\$ 11,115.00				\$ 11,115.00
Staff	Bus Driver	2	0	\$ 14.85	5.5	180	\$ 14,701.50	\$ 14,701.50	\$ 29,403.00				\$ 29,403.00
Staff	Receptionist	2	0	\$ 8.65	4.25	210	\$ 7,720.13	\$ 7,720.13	\$ 15,440.26				\$ 15,440.26
Staff	Lunchroom Staff	2	0	\$ 8.65	4	180	\$ 6,228.00	\$ 6,228.00	\$ 12,456.00				\$ 12,456.00
Staff	Sweeper	1	0	\$ 8.65	5.5	180	\$ 8,583.50	\$ 8,583.50	\$ 8,583.50				\$ 8,583.50
Staff	Staff SS-FICA			6.20%			\$ 162,824.00			\$ 10,095.09			
Staff	Staff SS-MEDI			1.45%			\$ 162,824.00				\$ 2,360.95		
Staff	Total Instructional Salaries	5	39									\$ 358,662.99	
Staff	Total Other Salaries	5	7										
Benefits	Total	14	48									\$ 1,651,079.42	\$ 1,651,079.42
Benefits	Health Insurance- Licensed						\$ 8,281.00					\$ 8,281.00	\$ 8,281.00
Benefits	Health Insurance- Classified						\$ 8,281.00					\$ 8,281.00	\$ 8,281.00
Benefits	Retirement- URS						\$ 1,510,455.33					\$ 1,510,455.33	\$ 1,510,455.33
Benefits	SS-FICA									\$ 102,366.82		\$ 102,366.82	\$ 102,366.82
Benefits	SS-MEDI										\$ 23,940.65	\$ 23,940.65	\$ 23,940.65
Benefits	Unemployment Insurance								\$ 1,349,834.09			\$ 1,349,834.09	\$ 1,349,834.09
Benefits	Worker's Compensation											\$ 5,118.55	\$ 5,118.55
Benefits	Total Benefits						\$ 1,651,079.42					\$ 876,454.29	\$ 876,454.29
Benefits	Total Salaries and Benefits											\$ 2,526,533.71	\$ 2,526,533.71

Click the icon below to view the QRPS Salary Estimates:



Salary Estimates.xlsx

Building

Room Dimensions figured on estimates from the National Institute of Building Sciences: The National Clearinghouse for Educational Facilities.

Room	#	sq ft	total sq ft	utility cost/sq ft	monthly utilities	yearly utilities
Administrative Offices	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Art Studio	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Cafe/Kitchen	1	4000	4000	0.070895833	\$ 283.58	\$ 3,403.00
Counseling	1	360	360	0.070895833	\$ 25.52	\$ 306.27
CTE	4	720	2880	0.070895833	\$ 204.18	\$ 2,450.16
Custodial Office/Boiler Room	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Dance Space	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Foreign Language	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Gymnasium/Locker Room	1	3000	3000	0.070895833	\$ 212.69	\$ 2,552.25
Hallways	1	3000	3000	0.070895833	\$ 212.69	\$ 2,552.25
Kids' Garden	4	720	2880	0.070895833	\$ 204.18	\$ 2,450.16
Library	1	2500	2500	0.070895833	\$ 177.24	\$ 2,126.88
Little Theater	1	3500	3500	0.070895833	\$ 248.14	\$ 2,977.63
Mathematics Department	4	720	2880	0.070895833	\$ 204.18	\$ 2,450.16
Miscellaneous	1	8000	8000	0.070895833	\$ 567.17	\$ 6,806.00
Music Hall	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Pre-School	4	550	2200	0.070895833	\$ 155.97	\$ 1,871.65
Principal/Assistant	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Reading Nook	5	720	3600	0.070895833	\$ 255.23	\$ 3,062.70
Reception	1	720	720	0.070895833	\$ 51.05	\$ 612.54
School Nurse	1	200	200	0.070895833	\$ 14.18	\$ 170.15
Science Lab	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Social Studies	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Special Education- Self Contained	3	360	1080	0.070895833	\$ 76.57	\$ 918.81
Special Education- Resource	2	270	540	0.070895833	\$ 38.28	\$ 459.41
Special Education- Speech	1	270	270	0.070895833	\$ 19.14	\$ 229.70
Special Education- Psychologist	1	270	270	0.070895833	\$ 19.14	\$ 229.70
Special Education- Therapy	2	270	540	0.070895833	\$ 38.28	\$ 459.41
Teacher Lounge	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Workroom	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Writers' Workshop	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Total Square Footage			59700	0.070895833	\$ 4,232.48	\$ 50,789.78
Estimated Building Cost	\$ 9,038,600.00					
	92 square feet per student					

Utilities estimates derived from Davis School District LFACS Report 2006 plus 3%

Water	\$ 11,681.65	\$ 973.47
Electricity	\$ 17,776.42	\$ 1,481.37
Natural Gas	\$ 20,315.91	\$ 1,892.99
Disposal	\$ 1,015.80	\$ 84.65
Utilities Total	\$ 50,789.78	\$ 4,232.48

Per Square Foot Recent Building Costs in Alpine School District

Saratoga Shores	\$ 9,609,260.00	\$121.76	sq ft
building size	78,922	93	sq ft/student
Fox Hollow	\$ 12,152,002.00	\$138.53	sq ft
building size	87,724	100	sq ft/student
Harvest	\$ 10,398,999.00	\$129.90	sq ft
building size	80,053	91	sq ft/student
Forbes	\$ 6,674,862.00	\$107.02	sq ft
building size	62,368	86	sq ft/student

Insurance costs quoted by Risk Management and present land values were obtained from the Utah MLS.

Transportation

DRIVERS

	#	Rate	Hours	Days	Salary	Total
DAILY TRANSPORT	2	\$ 14.50	3	90	\$ 3,915.00	\$ 7,830.00
FIELD TRIPS+ DAILY	2	\$ 14.50	8	90	\$ 10,440.00	\$ 20,880.00
<i>AVERAGE</i>		<i>\$ 14.50</i>	<i>5.5</i>	<i>180</i>	<i>\$ 14,701.50</i>	
<i>Total</i>						\$ 28,710.00

BUSES

	#	Price	
USED	2	\$ 14,500.00	\$29,000.00
VEHICLE INSURANCE	2	\$ 150.00	\$ 300.00

GAS MILEAGE

miles per gallon	10
miles per day	80
field trip miles	130
total miles per year	24930
diesel cost per gallon	\$ 3.95
yearly gasoline cost	\$ 9,847.35

Field Trips- Admission only

	#	Per Trip Cost	Per Student Cost	Total Yearly Cost
FIELD TRIPS	9	\$ 2.00	\$ 18.00	\$ 11,664.00
<i>Total</i>				\$ 11,664.00

Marketing and Advertising

Flyers, ¼ sheet, full color	\$100.00	1,000 at 10/\$1.00
Flyers, ½ sheet, black and white	\$40.00	2,000 at 1,000/\$20.00
Posters, full color, small	\$100.00	20 at \$5.00 each
Posters, full color, medium	\$100.00	50 at \$2.00 each
Posters, full color, small	\$100.00	200 at 2/\$1.00
Business cards, full color	\$40.00	1,000 at 250/\$10.00
Website	\$100.00	1 year hosting, domain name
Additional Advertising	\$1,420.00	Newspaper Ads, etc.
Marketing, Other	\$2,000.00	Purchased Services
TOTAL	\$4,000.00	

Section 7: Fiscal Procedures

It is the goal of Quail Run Primary School to provide quality educational resources in an environmentally and fiscally responsible manner.

GENERAL

Audit of Accounts

All accounts shall be subject to audit annually. The audits shall be performed and financial statements presented in accordance with generally accepted auditing and accounting standards, principles, and procedures promulgated by recognized authoritative bodies, and shall conform to the uniform classification of accounts established or approved by the state auditor. In the event that the school receives federal funding, the audits shall be performed in accordance with both federal and state auditing requirements.

Business Administrator

The QRPS Assistant Director of Operations and Business Management (the Assistant Director) and the Business Assistant will attend the USOE sponsored School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to working with the school.

Budget

The Assistant Director shall prepare a proposed yearly budget for review by the Board. The final budget shall be approved on or before the preceding May 31. The budget shall include sufficient detail and documentation for review by school patrons. The budget shall not make appropriations in excess of estimated revenue. Budget requests shall be submitted by individual departments to the Assistant Director. Completion of all budget reporting requirements shall be the responsibility of the Assistant Director. Reports no less than quarterly, shall be made to the Board of Trustees indicating the budget and a forecast for the remainder of the fiscal year.

Investments

QRPS shall invest its funds in a fiscally prudent manner. The following priorities shall be followed: safety of principal, cash flow, liquidity, and then yield. The school shall allocate interest earnings or losses as they are realized, not less than annually. Maturity of investments in operating funds which are invested shall be scheduled so that the maturity date of the investment does not exceed the anticipated date of the expenditure of the funds. The Assistant Director shall have final responsibility of the individual investments of the school as long as it is in keeping with board policy. Reports no less than quarterly, shall be made to the Board of Trustees indicating interest earnings to date and a forecast for the remainder of the fiscal year. All QRPS checking accounts shall be "interest bearing."

Inventory

The Assistant Director shall conduct a yearly inventory count of all school supplies and materials. Such information shall be included in year account reports to the Board.

Capital Expenditures Requiring Board Approval

It shall be the policy of the Board of Trustees, once each year, to review and approve a list compiled and submitted by the Assistant Director of capital items for replacement, and repair and initial. Such list shall be based upon requests from department heads. Emergency capital expenditures shall be minimized to maintain the integrity of the budget process and allow for adequate Board review.

Personal Interest Conflicts

No school officer or employee shall acquire personal investments in any business entity, which will create a substantial conflict between his private interests and his public duties. If a pre-existing conflict of interest is known, such potential conflict of interest must be disclosed to the QRPS Board of Trustees. A potential personal conflict of interest does not necessarily preclude the school officer's participation, if disclosed and publicly determined by the Board to be insubstantial.

Gifts and Tips

Members of the Board of Education and employees of QRPS shall neither offer nor accept gifts, which might reasonably be interpreted as an attempt to influence the conduct of school business.

Donations

QRPS welcomes donations from private sources. The Assistant Director shall acknowledge donations over \$250 on behalf of the Board. The Assistant Director shall not accept donations that are inconsistent with the mission and philosophy of QRPS, or that would jeopardize the health or safety of QRPS students.

Undistributed Reserves

After the initial three year start-up period, the yearly budget shall include undistributed reserves equal to at least 25% of the estimated debt obligations for the coming fiscal year.

Surplus Funds

The Board shall have the authority to designate the use of surplus funds when actual revenues exceed estimated revenues. Such surpluses may include, but not be limited to, amounts to be used for extended contracts for administrators and teachers, additional computers, additional school buses, and salary bonuses. The Assistant Director may recommend appropriations for surplus funds but shall not approve purchases in excess of Board approved budget appropriations without Board approval.

SCHOOL MANAGEMENT

Procedures for Suspected Impropriety

Individuals who have reason to suspect any impropriety in the management of QRPS funds may contact the Assistant Director. Any reports made to the Assistant Director must be relayed to the Board within three business days. If the Assistant Director is involved in such allegations, the QRPS Board of Trustees should be contacted directly. Contact information for the Board of Trustees shall be made available on the school website and shall be posted at the school.

Record Keeping

The Assistant Director shall maintain appropriate supporting documentation for all bids, expenses, fund accounts, checks, purchase orders, etc. Such records may include but not be limited to transaction ledgers, invoices, reimbursement requests, bank statements, competitive quotes, and bid statements. Such records shall be stored either electronically with appropriate safeguards, in a locked cabinet at the school, or in a secure off-site storage facility.

Reimbursed Expenses

The Assistant Director may approve and reimburse pre-approved employee expenses incurred by teachers and staff. Employees must submit dated, itemized receipts along with the appropriate reimbursement form.

Office Procedures

All incoming mail that is addressed to the school or undesignated individuals at the school will be opened, sorted and copied (as necessary) by the Assistant Director.

Petty Cash

A petty cash fund of \$100 shall be maintained for emergency purposes. Receipts and details of transactions shall be maintained. Petty cash balances must be reconciled weekly.

Handling of Money

Front office personnel, such as receptionists may accept payments from students and families. Receipts shall be given for all transactions. Money collected by school employees shall be handled in an appropriate way and deposited in a timely manner. Teachers shall not store money in classrooms. Funds in excess of \$500 shall be deposited daily. Money that remains on-site overnight shall be contained in the school safe.

School Fees

All middle school students shall be required to pay school fees before the first day of school. Students who complete the fee waiver process and are approved will not be required to pay school fees. Students who have submitted an application for fee waivers will not be required to pay school fees until their fee status is determined by the school. If an application for fee waivers is denied, the student will be required to pay the appropriate fees within five business days.

After-School Enrichment Course Payments

Associated fees for optional, after-school enrichment courses may be paid online or in person. Such fees must be paid before classes begin and at a minimum, quarterly.

Lunch Payments

Students may pay for meals yearly, monthly, weekly or daily. Students may make lunch payments by check or cash. QRPS reserves the right to refuse check payments from any student or family with a history of returned checks.

Collections

The Assistant Director shall be responsible for collections on all delinquent student accounts or returned checks. The Assistant Director may utilize collection agencies or services as designated in the yearly budget or approved by the Board.

Student Transportation

The primary purpose of owning, operating, and maintaining a fleet of school buses is to provide transportation for eligible students to and from schools for the purpose of educating the students of QRPS. School buses may also be used to transport students to interscholastic activities, night activities, field trips and on approved hazardous routes.

Travel Allowances

Administrators may be given a mileage allowance to help defray the cost of travel expense while performing duties for the school. All bills related to travel must be submitted within 30 days of occurrence.

FUNDRAISING

All revenue producing activities at QRPS, including fundraising projects, must support the school vision and educational philosophy. Students, steering committees, parents or teachers may suggest fundraising projects. However, it is important to acknowledge that fundraising at QRPS is not simply about generating money. Fundraising must involve parents, students and the local community. It should provide students with opportunities to apply the academic skills they learn at school to real-life situations. Separate accounts may be created for fundraising purposes: Such accounts are subject to review by the Assistant Director. At the discretion of the Assistant Director, funds remaining in any separate account may be transferred to the general school fund at the end of the fiscal year.

Fundraising proposals may be presented to the QRPS Board at any scheduled board meeting. Proposals for fundraising projects should include a detailed plan that answers the following questions. 1. For what purpose do we need additional funds? 2. How much revenue do we intend to generate? 3. How does this fundraiser align with our school's mission statement and educational beliefs? Incoming funds and outgoing expenses must be accurately recorded and documented.

Ongoing Fundraising Programs

Enrichment Program

Although the enrichment program is not a fundraising program, some revenue will inevitably be generated. Proceeds must first be used to pay for the enrichment program materials and supplies. Remaining funds will be used to purchase classroom materials, pay for professional development opportunities for teachers, and increase teachers' salaries. The enrichment program underscores the philosophy of QRPS that learning must continue outside of the classroom.

Recycling

QRPS seeks to reduce its negative impact on the environment by recycling all possible waste materials. Income generated from recycling will be used to support school programs that emphasize environmental responsibility.

School Pictures

Each fall, as part of a practical learning experience, the middle school photography students will take student portraits. To emphasize QRPS's commitment to the environment, the pictures will be taken on the school grounds. In addition, parents and students will be able to view their completed portraits online before payment so that waste is reduced. Image CDs with reprinting rights will be offered consistent with QRPS's integrated technology philosophy. Revenue will be designated for increased technology.

Pre-School

To plan for the possibility of future state requirements for public pre-schools, QRPS has included pre-school classrooms in its building. A tuition based preschool program will be offered both to generate funds to pay for the additional space and to create an on-site lab in which QRPS students may complete the FACS aspect of the CTE requirements. Funds will be used to pay for the loans on, leases on, or utilities cost of the facility. Surplus funds will be used to pay for the salaries of QRPS teachers who work in the Preschool classroom. The pre-school will share the mission and focus of QRPS. Preschool students will wear the same uniform adopted for older students. Parent involvement will be an integral part of the program.

School Store

An on-site and online school store will be maintained by CTE students in the middle grades or by after school enrichment classes. Items sold may include school sweaters, inexpensive uniform options, water bottles, school supplies, key chains, bumper stickers, hats, wristbands, and books. Revenue will provide school uniforms for students who qualify for fee waivers. Surplus funds may be used for any school program as designated by the Assistant Director.

School Fine Arts Events

QRPS will hold plays, concerts, deaf plays, musicals, melodramas, etc. throughout the year. Some events may charge admission. Admissions collected will cover the costs of securing performing rights, costuming, etc. Remaining money will be used to support the school's fine arts program, including classroom materials and teacher salaries.

Building Rentals

QRPS believes that learning does not end when the final school bell rings and thus will make its facilities available for rent to the community. The little theater, outdoor amphitheater, dance studios, gymnasium, lunchroom, and selected classrooms are available for a variety of activities on evenings and weekends. Rental of the school building will require application and will be subject to approval by the Assistant Director. Rental fees will be approved yearly by the Board. Non-profit groups may use small portions of the school building at the consent of the Assistant Director, providing that their activities do not impose additional costs to the school, proper insurance coverage is provided, and the requested space and time do not interfere with school activities. Use of funds generated from building rentals is at the discretion of the Assistant Director, upon approval from the Board of Trustees.

Miscellaneous

Individual classes will coordinate miscellaneous small fundraisers as part of the curriculum. The proceeds will fund classroom supplies, educational materials and playground equipment. Such fundraisers may include programs provided by Campbell's Soup Labels, Box Tops for Education, Robert's Craft, Cream O' Weber's Give 'Em Five, Target, Macey's, Smith's, and Albertson's.

Teachers integrate the fundraisers as part of their lesson plans. For example, a 3rd grade math class may use the Box Tops for Education program to discuss the following questions: How many 10 cent box tops will it take to reach our goal? How many boxes of cereal can one family realistically eat per school year? What shape/size are box tops? What does the expiration date represent? Why does General Mills require the box tops to be trimmed? How much will it cost in postage to deliver the box tops? Does General Mills recycle the box tops after receiving them? Is there any tracking information on the box top that allows General Mills to know which type of cereal or other food was purchased? What percentage of the total price of the box of cereal does 10 cents equal? How does our school sign up for the program? How much money per year does General Mills actually give schools? Does General Mills receive any tax advantages by donating money to our school?

PURCHASING POLICIES AND PROCEDURES

Purchasing and Procurement Philosophy

It is the goal of Quail Run Primary School to provide quality educational resources in an environmentally and fiscally responsible manner (for Board of Trustees approval of this policy, please see [Appendix A.](#))

Statement of Intent

It is the intent of QRPS to conduct all procurement activities in compliance with Utah Procurement Code (Chapter 56, Utah Code Annotated) and other federal or local purchasing guidelines.

Definition

Procurement is defined as buying, purchasing, renting, leasing, or otherwise acquiring any supplies, services, or construction. It also includes all functions that pertain to the obtaining of any supply, service, or construction, including description of requirements, selection, and solicitation of sources, preparation, and award of a contract and all phases of contract administration.

Responsibility

Procurement activities shall be supervised and monitored by the Assistant Director. The Assistant Director shall be responsible to ensure compliance with all purchasing and procurement policies and procedures. It is also the responsibility of the Assistant Director to communicate QRPS procurement policies to all employees.

Emergency Expenditures

The Assistant Director shall follow all procurement policies outlined in this policy except in case of emergency. Power is granted to the Assistant Director to authorize emergency expenditures outside of these policies if the school has funds available for such a purchase and only when the immediate health, safety, or welfare of QRPS students or employees is at risk. The Assistant Director or authorized designee shall notify the Board President within 24 hours or as soon as possible. A written determination of the basis for the emergency and for the selection of the particular expense shall be forwarded to the Board and included in the school's financial files.

Approval of School Expenses

The Assistant Director shall approve all school purchases and expenses except as follows. The Curriculum Director may approve Level I and Level II purchases of educational equipment or supplies. Such purchases shall be made according to school procurement procedures. All purchases of educational equipment and supplies shall be constrained to approved yearly budget amounts.

Purchase Orders and Invoices

Invoices and Purchase Orders shall be checked for accuracy before payment is made. Copies of all invoices and purchase orders must be kept for auditing purposes.

Checks

All school checks over \$250 must be signed by two authorized individuals, one of whom must be the School Director, Assistant Director, Curriculum Director or Assistant Business Manager.

Bids-Publication, Time for Keeping

QRPS Purchasing Department will retain bid documents as required by State statute. Such records shall be stored either electronically with appropriate safeguards, in a locked cabinet at the school, or in a secure off-site storage facility.

Procurement Procedures Guidelines

LEVEL I

\$0 to \$1,000

- State contracts may be used if determined to be the best source.
- Direct purchase by department with PO
- Purchases may not be divided in order to avoid the next level.

LEVEL II

\$1,001 to \$30,000

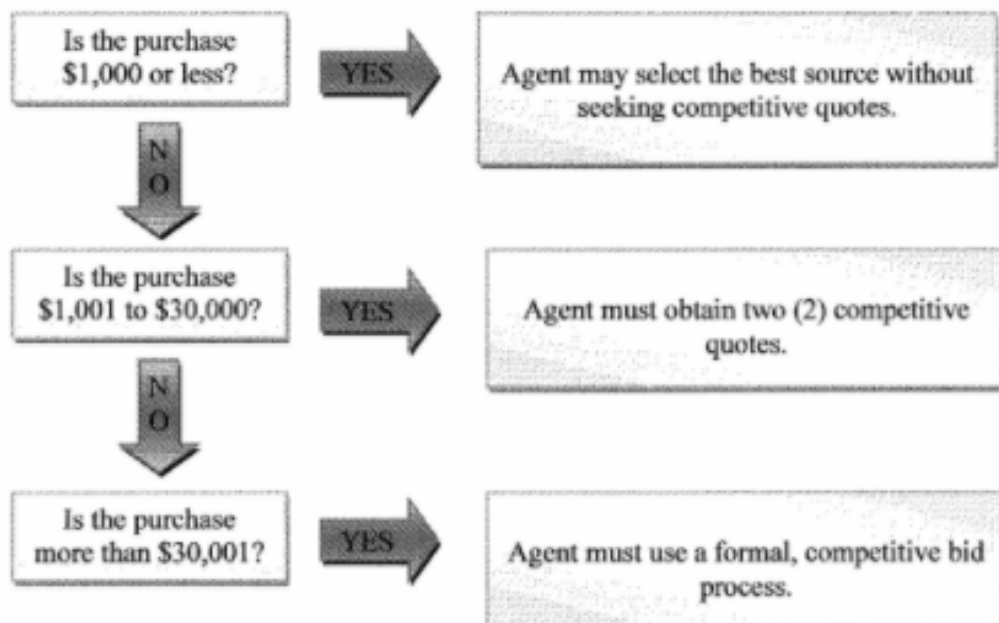
- State contracts may be used if determined to be the best source.
- Authorized agent obtains, when possible, two (2) competitive quotes by telephone, fax, or email. Details must be documented on PO.
- Purchases may not be divided in order to avoid the next level.

LEVEL III

\$30,001 and up

- State contracts may be used if determined to be the best source.
- Formal bid process required.
- \$50,000 purchases and greater require approval of QRPS Board of Trustees.
- Purchases may not be divided in order to avoid the next level.

QRPS Purchasing Guidelines



Section 8: Organizational Structure and Governing Body

The Quail Run Primary School Foundation is a domestic nonprofit corporation located in the State of Utah.

Board of Trustees

DESCRIPTION

The Quail Run Primary School Board of Trustees has seven positions. The Board of Trustees is charged with protecting and implementing QRPS's mission and philosophy.

BOARD MEETINGS

QRPS Board meetings are open to the public. Meetings are scheduled and posted at the school and on the school's website where patrons may sign up for email notification.

RESPONSIBILITIES

Roles and responsibilities of all Board members include, but are not limited to:

- Protect the legal interests of QRPS
- Determine school policy
- Exercise sound legal and ethical practices and policies
- Manage liabilities wisely
- Advocate good external relations with the community, school districts, media, neighbors, parents, and students
- Hire and evaluate the Administrative Site Team
- Practice strategic planning
- Ensure adequate resources
- Manage school resources effectively
- Assess the organization's performance

In addition, certain positions on the Board have specific areas of oversight:

- Three Trustee positions direct the administrative affairs of the Board. These include the President, Secretary, and Treasurer.
- Three Trustees direct Board affairs in each of the following areas: Public Relations, School Management, and Educational Programs. These are the Trustee of Student and Family Services, The Trustee of Operations and Business Management, and the Trustee of Curriculum and Methodology. These Trustees are charged with implementation and execution of the three components of the mission statement.
- The final individual serves as a parent liaison to the Board.

PARENT REPRESENTATION

In compliance with R277-470(9), at least 25% of Board Trustee positions shall be filled by parents. A parent of a student currently attending QRPS must fill the position of Secretary. The Board fills the Secretary position through appointment. In addition, the Board Trustee at Large must be a parent of a student currently attending the school. The Trustee at Large position will be selected by a popular vote

held each year following the open enrollment period and lottery process. Parents and guardians of students enrolled for the following school year may participate in the voting.

BOARD MEMBERS

President

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

INITIAL TERM: BEGINS ON THE DATE OF INCORPORATION AND ENDS JUNE 30, 2010

LENGTH OF TENURE: THREE YEARS, BEGINNING WITH THE SECOND TERM

SECOND TERM BEGINS: JULY 1, 2010

SUMMARY OF POSITION: BOARD LEADER

RESPONSIBILITIES: *Compliance with State Law, Representation to the State Charter School Board, Representation to the State Board of Education, Conducting of QRPS Charter School Board meetings*

Secretary

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: PARENT

INITIAL TERM: BEGINS ON THE DATE OF INCORPORATION AND ENDS JUNE 30, 2009

LENGTH OF TENURE: THREE YEARS, BEGINNING WITH THE SECOND TERM

SECOND TERM BEGINS: JULY 1, 2009

SUMMARY OF POSITION: RECORD KEEPER FOR THE BOARD

RESPONSIBILITIES: *Record keeping (including minutes of QRPS Charter School Board meeting.), Filing of paperwork, Announcement of public notices*

Treasurer

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

INITIAL TERM: BEGINS ON THE DATE OF INCORPORATION AND ENDS JUNE 30, 2011

LENGTH OF TENURE: THREE YEARS, BEGINNING WITH THE SECOND TERM

SECOND TERM BEGINS: JULY 1, 2011

SUMMARY OF POSITION: FINANCIAL DIRECTOR FOR THE BOARD

RESPONSIBILITIES: *Fiscal Responsibility*

Board Trustee at Large

METHOD OF SELECTION: POPULAR PARENTAL VOTE

MEMBER TYPE: PARENT

LENGTH OF TENURE: 1 YEAR

INITIAL TERM: BEGINS JULY 1, 2010

SUMMARY OF POSITION: PARENT LIAISON

RESPONSIBILITIES: *Networking with parents, Coordinating family involvement*

Board Trustee of Curriculum and Methodology

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

LENGTH OF TENURE: FIXED

BOARD AFFAIRS TO DIRECT: EDUCATIONAL PROGRAMS

PORTION OF MISSION STATEMENT TO OVERSEE: "QRPS IS A MULTI-SENSORY LEARNING CENTER."

AREAS OF RESPONSIBILITY: *Curriculum, Assessment, Methodology, Faculty programs*

Board Trustee of Operations and Business Management

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: PARENT

LENGTH OF TENURE: FIXED

BOARD AFFAIRS TO DIRECT: SCHOOL MANAGEMENT

PORTION OF MISSION STATEMENT TO OVERSEE: "QRPS IS AN ENVIRONMENTALLY RESPONSIBLE LEARNING CENTER."

AREAS OF RESPONSIBILITY: *School lunch, Facilities, Zero Waste program*

Board Trustee of Student and Family Services

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

LENGTH OF TENURE: FIXED

BOARD AFFAIRS TO DIRECT: PUBLIC RELATIONS

PORTION OF MISSION STATEMENT TO OVERSEE: "QRPS EMPOWERS STUDENTS TO BE ACCOUNTABLE FOR THEIR EDUCATIONAL JOURNEY"

AREAS OF RESPONSIBILITY: *Enrollment, Special Needs, Marketing, Public Relations, Advertising*

TENURE

Three appointed Board positions are of permanent tenure. The remaining three appointed Board members serve for three years. The Board shall fill positions rotating basis by an appointment of any qualified candidate. Board members can resign from any position, at any time, for any reason. The Board shall endeavor to fill vacant Board positions within a reasonable amount of time. This individual shall only serve the remainder of the term. Board members may serve successive terms, if appointed by the Board to such.

If the Board Trustee at Large resigns his/her position before the end of the term, a popular parental vote shall be held within 30 days to elect a successor. This individual shall only serve the remainder of the term. The Board Trustee at Large may serve successive terms, if elected to such.

REMOVAL OF BOARD MEMBERS

In rare cases a Board member may be removed from his/her position on the Board when the member has abused his/her position on the Board for personal financial gain; has consistently acted in a contradictory manner to the mission and philosophy of QRPS; or has put the validity of the charter in jeopardy by his/her actions. Only by formal vote can the Board remove a member before the end of their term. Such an action shall require approval of at least five of the seven Board members. In the event that less than seven members vote, the removal must be approved by a 2/3 majority.

YEARLY OBLIGATIONS

The following items must be approved yearly by the Board:

- Discipline Policy
- Safe Schools Policy
- Patron Handbook
- Curriculum Manual
- Budget
- Operations Manual
- Technology Plan
- Fee Schedule

- Enrichment Program
- Fundraising Plan

Steering Committees

Steering committees are formed to accomplish specific tasks or to advise the Board on school matters. Parents and adult family members are encouraged to serve on school steering committees to enrich the educational experience of all students attending QRPS. These steering committees encourage more individuals to be involved and allow those with limited time or focused interests and talents to contribute without a long-term commitment. Among other responsibilities, parent steering committees make decisions regarding School LAND Trust funds, guide curriculum modifications, recommend enrichment courses, and implement eco-friendly school policies.

Steering Committees operate under the direction of the Founding Board. A temporary steering committee may be recommended by any Board member, school administrator, faculty member, staff member or school patron. Steering committees are subject to approval by the QRPS Board of Trustees. Board approval of a steering committee must define, at a minimum, the following: length of service, tasks to be accomplished, reporting deadlines, number of members, suggested procedure for member recruitment, and committee chair. Unless otherwise provided for by law (such as in the case of the School LAND Trust fund committee) members of a steering committee may include any Board member, school administrator, staff/faculty member, school patron, or local business representative as approved by the Board. Faculty who advise or head steering committees may receive licensure points as approved by the school administration.

The Founding Committee is a steering committee that assists the Board through the planning and development phases of the school. Children of parents who serve on the Founding Committee have preferential enrollment.

Administrative Site Team

The QRPS site team consists of three administrators. The Board of Trustees recruits, interviews, and hires qualified team members to direct daily school affairs in each of the following areas: Public Relations, School Management, and Educational Programs.

Public Relations: Director of Student and Family Services

The Director of Student and Family Services (the Director) supervises family and community involvement at the school level. The Director is a student advocate and parent liaison. As the Director serves in this leadership position, she/he is ultimately responsible for the positive and fun atmosphere that permeates the school community. The Director will report to the Board Trustee of Student Services.

School Management: Assistant Director of Operations and Business Management

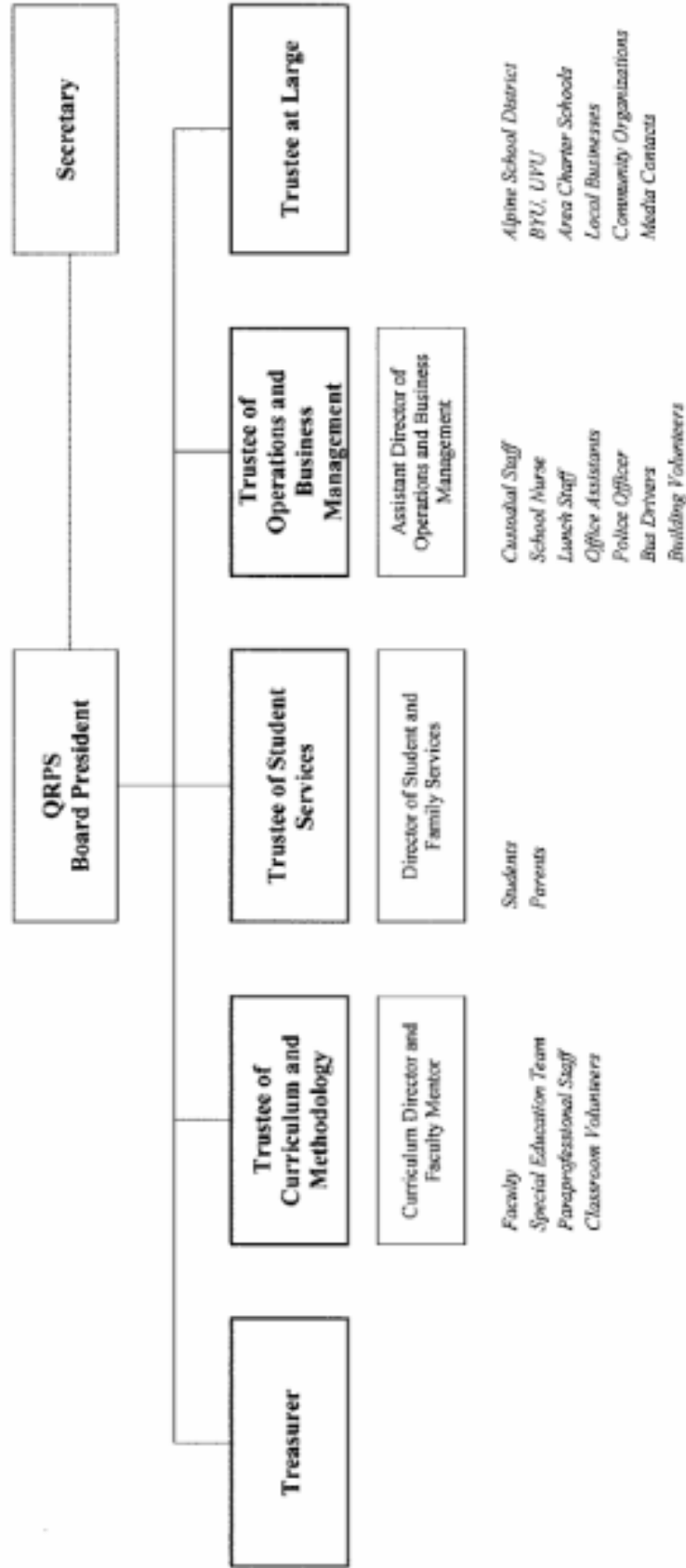
The Assistant Director of Operations and Business Management (the Assistant Director) is responsible for all school level operations including business and fiscal management. The Assistant Director will report to the Board Trustee of Operations.

Educational Programs: Curriculum Director and Faculty Mentor

The Curriculum Director and Faculty Mentor (the Curriculum Director) supervises all educational programs. The Curriculum Director will report to the Board Trustee of Curriculum.

Quail Run Primary School BOARD OF TRUSTEES

Quail Run Primary School is an environmentally responsible and multi-sensory learning center that empowers students to be accountable for their educational journey.



Section 9: Background Information Sheets and Affidavits

Gary Fullmer

Background Sheet

Resume

Affidavit

Barbara Alldredge

Background Sheet

Resume

Affidavit

Tawna Brown

Background Sheet

Resume

Affidavit

Background Information Sheet

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

Name: **Gary Fullmer**

Role in School (list positions with school)

Treasurer

Employment History:

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

eBay Inc. (Oct 1999 - Present)

Sr. Manager, Trust & Safety: New Initiatives

- o Evaluate new business opportunities (incl. new products, promotions, M&A) to determine incremental risk exposure. Risk types incl. increased incidence of marketplace policy violations, attacks from hackers and organized criminal organizations, and/or alterations of key customer behaviors. Seek mitigation of risk through changes to approach, product or process, or seek transparency of assumed new risk.
- o Business lead for key strategic priorities, incl. top 2008 priority - Best Match/Performance Based Search. Increase/decrease conversion and exposure of listings based on likelihood of resulting in bad customer experience. Positively impact key customer metrics with neutral/positive impacts to top and bottom line revenue metrics.
- o Manage business analysis to inform pricing, promotion and exposure. Ensure changes to seller population results in balanced ecosystem with maximum revenue upside.

Previous Roles incl.

- o Manager 2, Product Management: Workflow Systems
- o Supervisor 3, Customer Service: VeRO Program/Intellectual Property
- o Analyst, Fraud/Policy Detection Rules: Intellectual Property

Durable Paper (Oct 2007 - Present)

Owner/Product Manager

- o Identify and assess market opportunities
- o Design and develop products (paper based packaging products)
- o Manage product lines (incl. negotiating vendor relationships) to ensure profitability

Advanta Business MasterCard (May 1999 - Oct 1999)

Accounts Payable/Receivable Associate

- o Manage customer relationships for small and mid-sized businesses

Citibank/ AT&T Universal Card (April 1995 -May 1999)

Credit and Collections Associate

- o Analyze FICO and other data sources to determine customer eligibility for pricing, promotions or credit

- o Negotiate customer payment arrangements for severely delinquent accounts to minimize company losses

Education History:

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

Utah Valley State College (1994-1996)

Associates Degree

- o Emphasis in Mathematics and Business Administration

Statement of Intent:

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

I believe education is the foundation of a successful society. I am committed to improving the availability and quality of education for my community and my children. A safe and friendly environment that fosters personal, social, physical, emotional and academic growth in concert will help prepare our children to succeed in advanced education, excel in their careers, and be more productive and positive members of society while being confident and capable individuals.

Parental involvement is essential to setting a productive tone for learning. Reading to my children every day, working to teach math and language concepts and setting behavioral and moral standards before they enter school will allow them to be positioned for success. I am strongly motivated to continue providing development opportunities for my children while working to extend these opportunities to others in community who are interested in the best educational opportunities.

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

Objective	Education is the foundation of a successful society. I am committed to improving the quality and availability education for my community. An environment that fosters personal, social, physical, emotional and intellectual growth will prepare our children to be productive, positive members of society and confident, capable individuals.
Experience	<p>Sr. Manager 3, Trust & Safety: New Initiatives Oct 1999 – Present eBay Inc., Draper, UT</p> <ul style="list-style-type: none">▪ Evaluate new business opportunities (incl. new products, promotions, M&A) to determine incremental risk exposure. Risk types incl. increased incidence of marketplace policy violations, attacks from hackers and organized criminal organizations, and/or alterations to key customer behaviors. Mitigate risk through changes to approach or product, or seek transparency of new risks assumed.▪ Business lead for key strategic priorities, incl. Best Match/Seller Performance in Search. Increase/decrease conversion and exposure of listing populations based on likelihood of resulting in bad customer experience. Positively impact key customer metrics with neutral/positive impacts to top/bottom line revenue metrics.▪ Manage business analysis to inform pricing, promotion and exposure. Ensure changes to seller population results in balanced ecosystem with maximum revenue upside.▪ Previous roles include:<ul style="list-style-type: none">▪ Manager 2, Product Management: Workflow Systems▪ Supervisor 3, Customer Service: VeRO Program/Intellectual Property▪ Analyst, Fraud/Policy Detection Rules: Intellectual Property <p>Owner/Product Manager Oct 2007 - Present Durable Paper, Cedar Hills, UT</p> <ul style="list-style-type: none">▪ Identify and assess market opportunities▪ Design and develop products (paper based packaging products)▪ Manage product lines (incl. negotiating vendor relationships) to ensure profitability <p>Accounts Payable/Receivable Associate May 1999 – Oct 1999 Advanta Business MasterCard, Draper, UT</p> <ul style="list-style-type: none">▪ Manage customer relationships for small and mid-sized businesses <p>Credit and Collections Associate April 1995 – May 1999 Citibank / AT&T Universal Card, Salt Lake City, UT</p> <ul style="list-style-type: none">▪ Analyze FICO and other data sources to determine customer eligibility for pricing, promotions or credit▪ Negotiate customer payment arrangements for severely delinquent accounts to minimize company losses <p>Education Utah Valley State College, Orem, UT 1994 - 1996</p> <ul style="list-style-type: none">▪ Associates Degree<ul style="list-style-type: none">▪ Deans List▪ Emphasis in Mathematics and Business Administration <p>References References are available on request.</p>

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Gary Fullmer Social Security Number _____

Address 10489 Colonial Dr., Cedar Hills, UT, 84062
Street City State Zip

Phone 801-560-6453 Date of Birth _____ Place of Birth _____

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [] NO [X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. The background check applicant is responsible for the cost of the background check. If you live in Utah, you will need to do a live fingerprint scan. Live Scan Site (PDF) .	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [] NO [X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [] NO [X]

* Results of fingerprint and background check submission required within ninety (90) calendar days of charter approval by the State Board of Education. A background check that reveals offenses that has occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

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

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

Applicant's Signature

Subscribed and sworn before me this ____ day of _____ Year _____.

County of _____ State of _____.

Notary Public _____ My Commission Expires _____

Background Information Sheet

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

Name

Barbara Alldredge

Role in School (list positions with school)

Board President

Employment History:

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

Small Business Owner, MATCHEEZ DOT COM, LLC

2003- Present

<http://www.matcheez.com>

Responsibilities:

- Complete company financial reporting requirements (year-end tax information, budgets, profit/loss statements, etc.)
- Develop and implement company marketing plans.
- Design clothing lines.
- Maintain inventory.
- Oversee customer service department.
- Design and update company website.

Suzuki Piano Teacher, SELF- EMPLOYED

1991-2003

<http://suzukiassociation.org/>

Responsibilities:

- Teach music theory, technique, and appreciation to students from ages 3 – 65.
- Plan and hold recitals for students.
- Advertise.
- Maintain accurate student records.
- Prepare business tax information.

Teacher, SYLVAN LEARNING SYSTEMS

2001

<http://tutoring.sylvanlearning.com/>

Responsibilities:

- Tutor students who have difficulty with math.

Private Tutor, SELF-EMPLOYED

1998-2001

<http://www.askthemathteacher.blogspot.com/>

Responsibilities:

- Teach reading strategies to students with reading disabilities.
- Teach math to students with reading and math disabilities.

Teacher, INDEPENDENCE HIGH SCHOOL 1997-1998

<http://www.ihs.provo.edu>

Responsibilities:

- Teach math classes, including Pre-Algebra, Algebra, Geometry, Applied Math I.

Teacher, KNOWLEDGE GAIN LEARNING CENTER 1995- 1999

<http://leadingfamilies.com/>

Responsibilities:

- Teach small group math classes, including: Pre-Algebra, Algebra, Geometry, Algebra II, Trigonometry, Pre-Calculus
- Use A. Lynn Scoresby's educational programs including 12 study skills, Awakening the Brain's Potential, Ten Assertive Learning Skills, moral development, memory strategies, Windows of Learning
- Direct mathematics program
- Train teachers in appropriate use of mathematics manipulatives
- Tutor students with reading disabilities
- Prepare school for accreditation by Northwest

Student Teacher, LAKERIDGE JUNIOR HIGH SCHOOL 1995

<http://lakeridge.alpinedistrict.org/>

Responsibilities:

- Teach math classes.
- Create lesson plans and class activities.

Custodian, BRIGHAM YOUNG UNIVERSITY 1993-1995

<http://www.byu.edu>

Responsibilities:

- Oversee care of women's restroom facilities for various campus buildings.

Bindery Worker, BRIGHAM YOUNG UNIVERSITY PRINT SERVICES 1991-1993

<http://www.byu.edu>

Responsibilities:

- Complete hand collating and other hand bindery tasks.
- Assist on bindery machine jobs, as necessary.

Telephone Surveyor, WESTERN WATS 1991

<http://www.westernwats.com>

Responsibilities:

- Conduct telephone surveys.
- Prepare reports.

Education History:

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

1995- Present Professional Development

Integrated Technology
Web Publishing
Digital Photography in the Classroom
Computer Networks
Reading K-2
Students with Disabilities

1998- Present Home-school Teacher

2000 – Present School Volunteer

Forbes Elementary: one-on-one math and reading instruction
Barratt Elementary: one-on-one reading instruction
Geneva Elementary: Gifted and Talented Math program
American Fork Junior High: PTA volunteer

2002- Present Girl Scouts of Utah

Troop Leader
Assistant Troop Leader
Troop Cookie Manager

2005- Present Boy Scouts of America

Den Leader
Cub Committee Chairman

1995 Brigham Young University

BA Mathematics Education
Endorsements: Math Level 4, Dance

Statement of Intent:

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

It is a priority for me to provide a quality education for my children, We have explored online schools, home school groups, and public schools. I have three gifted children, one of whom also has multiple disabilities. I am committed to the idea of a charter school that benefits all children regardless of disability. I wrote the initial draft of the charter school application and recruited various qualified professionals to evaluate the specific sections of the applications.

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

Barbara J. Alldredge
1285 East 300 North
American Fork, Utah 84003
(801) 319-1152
barbara@matcheez.com

SUMMARY

A dedicated professional with seventeen years experience in the field of Education with expertise in:

- Mathematics Education
- Reading Education K-3
- Dance Education
- Educational Technology
- Learning Disabilities
- Curriculum Development
- Digital Photography
- ADD/ADHD
- Early Childhood Education
- Business Management
- Early Childhood Education
- Web Publishing

EDUCATIONAL BACKGROUND

BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH
Bachelor of Arts, Mathematics Education

1995

PROFESSIONAL EXPERIENCE

MATCHEEZ DOT COM LLC, AMERICAN FORK, UTAH
Online Clothing Company

2003-2008

Owner

Responsible for company operations, financial management, and customer service needs. Implemented marketing plan. Prepared financial and tax reports.

- Eliminated all company debt in just three years.
- Expanded company clothing collections from six product lines to over 200 product lines and more than 10,000 items.

SELF EMPLOYED, OREM, UTAH
Suzuki Piano Method

1991-2003

Piano Teacher

Responsible for teaching music theory, technique, and appreciation to students from ages 3 – 65. Advertised and recruited new students. Planned and held recitals for students. Prepared small business tax information.

KNOWLEDGE GAIN LEARNING CENTER, OREM, UTAH
Alternative Student Learning Center

1995-1999

Teacher, Mathematics Curriculum Developer

Responsible for teaching small group classes and selecting appropriate individualized curriculum for students. Used A. Lynn Scoresby's educational programs including 12 study skills, Awakening the Brain's Potential, Ten Assertive Learning Skills, moral development, memory strategies, Windows of Learning.

- Trained teachers in appropriate use of mathematics manipulatives.
- Prepared school documentation, curriculum, library plans, and reports in preparation for accreditation by Northwest.

INDEPENDENCE HIGH SCHOOL, PROVO, UTAH
Public High School in Provo District

1997-1998

Teacher

Responsible for teaching math classes, including Pre-Algebra, Algebra, Geometry, Applied Math I.

continued

LAKERIDGE JUNIOR HIGH SCHOOL, OREM, UTAH

1995

Public Junior High School in Alpine School District

Student Teacher

Responsible for creating lesson plans, coordinating class activities, and teaching math classes.

ANCILLARY EXPERIENCE

Sylvan Learning Systems- Orem, Utah	Teacher
Alpine School District- American Fork, Utah	Classroom Volunteer
BYU Dance Department- Provo, Utah	Teaching Assistant
Girls Scout of Utah- Girl Scouts of Utah Council	Volunteer
Boy Scouts of America- Utah National Parks Council	Volunteer

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Tawna Brown Social Security Number 528-77-1048
 Address 1375 E 300 N American Fork UT 84003
 Street City State Zip
 Phone 801-492-2845 Date of Birth 11/4/1975 Place of Birth Logan, Cache Co. Utah

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES NO <input checked="" type="checkbox"/> X
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. The background check applicant is responsible for the cost of the background check. If you live in Utah, you will need to do a live fingerprint scan. Live Scan Site (PDF).	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES NO <input checked="" type="checkbox"/> X
4. Do you have outstanding or unresolved civil judgments against you?	YES NO <input checked="" type="checkbox"/> X

* Results of fingerprint and background check submission required within ninety (90) calendar days of charter approval by the State Board of Education. A background check that reveals offenses that has occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Quail Run Primary School.

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

Tawna Brown
 Applicant's Signature



Subscribed and sworn before me this 11 day of June Year 2008.

County of Utah State of Utah

Notary Public

Christine M. Hoopes My Commission Expires 3/21/2010



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Gary Fullmer Social Security Number 528-55-1265

Address 10489 Colonial Dr., Cedar Hills, UT, 84062
Street City State Zip

Phone 801-560-6453 Date of Birth Mar 19, 1977 Place of Birth Provo, Utah

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES NO <input checked="" type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. The background check applicant is responsible for the cost of the background check. If you live in Utah, you will need to do a live fingerprint scan. Live Scan Site (PDF).	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES NO <input checked="" type="checkbox"/>

* Results of fingerprint and background check submission required within ninety (90) calendar days of charter approval by the State Board of Education. A background check that reveals offenses that has occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Quail Run Primary School.

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

Gary Fullmer
Applicant's Signature



Subscribed and sworn before me this 13 day of June Year 2008

County of Utah State of Utah

Notary Public Melissa Smith My Commission Expires 04/02/2012

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Barbara Alldredge Social Security Number XXX-XX-XXXX

Address 1285 E 300 N American Fork UT 84003-2091
Street City State Zip

Phone 801-772-0173 Date of Birth XX/XX/XXXX Place of Birth _____

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES NO X
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. The background check applicant is responsible for the cost of the background check. If you live in Utah, you will need to do a live fingerprint scan. Live Scan Site (PDF) .	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES NO X
4. Do you have outstanding or unresolved civil judgments against you?	YES NO X

* Results of fingerprint and background check submission required within ninety (90) calendar days of charter approval by the State Board of Education. A background check that reveals offenses that has occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Quail Run Primary School.

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

Applicant's Signature

Subscribed and sworn before me this ____ day of _____ Year ____.

County of _____ State of _____

Notary Public _____ My Commission Expires _____

Background Information Sheet

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

Name

Tawna Brown

Role in School (list positions with school)

Secretary

Employment History:

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

Precious People Pre-School, Teacher and Curriculum Development

YWCA, Bloomington IL, Kindergarten and School Age Teacher

Education History:

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

Utah State University, 2003-2007, BS degree earned

Statement of Intent:

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

I am interested in helping to establish a school in which the curriculum is active and caters to the specific needs of the student.

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

RESUME

Tawna Brown

1375 E 300 N
American Fork, Utah 84003
(801) 492-2845



EDUCATION

Utah State University, Logan, Utah
Bachelor of Science degree earned

TEACHING EXPERIENCE

- Teacher/Curriculum Developer
Precious People Pre-School
- Teacher
YWCA, Bloomington IL

VOLUNTEER EXPERIENCE

Boy Scouts of America- Utah National Parks Council

INTERESTS

Curriculum Development
ADD/ADHD
Early Childhood Education

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Tawna Brown Social Security Number _____

Address 1375 E 300 N American Fork UT 84003
Street City State Zip

Phone 801-492-2845 Date of Birth _____ Place of Birth _____

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [] NO [X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. The background check applicant is responsible for the cost of the background check. If you live in Utah, you will need to do a live fingerprint scan. Live Scan Site (PDF) .	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [] NO [X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [] NO [X]

* Results of fingerprint and background check submission required within ninety (90) calendar days of charter approval by the State Board of Education. A background check that reveals offenses that has occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Quail Run Primary School.

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

Applicant's Signature

Subscribed and sworn before me this ____ day of _____ Year ____.

County of _____ State of _____.

Notary Public _____ My Commission Expires _____

Section 10: Articles of Incorporation

ARTICLES OF INCORPORATION OF QUAIL RUN PRIMARY SCHOOL FOUNDATION

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 such Corporation:

Article I NAME

The name of the Corporation is Quail Run Primary School Foundation.

Article II DURATION

The period of duration of the Corporation is perpetual.

Article III PURPOSE

The specific purposes and objectives of the Corporation shall include but not be limited to the following:

(a) The Corporation is organized as a nonprofit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

(i) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the Corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(ii) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

(iii) The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

(b) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah.

(c) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

(d) Such other powers as may be exercised by nonprofit organizations under the applicable laws of the State of Utah and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

Article IV MEMBERS

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

Article V DIRECTORS

The number of directors of this Corporation shall be three (3), or more than three, as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the initial Board of Directors of the Corporation is three, and the names and addresses of the persons who are to serve as directors are:

Barbara Alldredge
1285 E 300 N
AMERICAN FORK UT 84003-2091

Gary Fullmer
10489 COLONIAL DR
CEDAR HILLS UT 84602-8523

Tawna Brown
1375 E 300 N
AMERICAN FORK UT 84003-2093

Article VI BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws. The initial bylaws of the Corporation shall be as adopted by the board of trustees. Such trustees shall have power to alter, amend or repeal the bylaws and from time to time enforce and adopt new bylaws. Such bylaws may contain any provisions for the regulation or management of the affairs of the Corporation that are not inconsistent with the law or these Articles of Incorporation, as the same may from time to time be amended. However, no bylaw at any time in effect, and no amendment to these articles shall have the effect of giving any trustee or officer of this Corporation any proprietary interest in the Corporation's property or assets, whether during the term of the Corporation's existence or as an incident to its dissolution.

Article VII REGISTERED AGENT AND OFFICE

The address of the nonprofit Corporation's initial registered office shall be:
1285 E 300 N
AMERICAN FORK UT 84003-2091

The nonprofit Corporation's initial registered agent at such address shall be:
Barbara Alldredge

■

I hereby acknowledge and accept appointment as the nonprofit Corporation registered agent:

Signature

Article VIII INCORPORATORS

The names and addresses of the incorporators are:

Barbara Alldredge
1285 E 300 N
AMERICAN FORK UT 84003-2091

Gary Fullmer
10489 COLONIAL DR
CEDAR HILLS UT 84602-8523

Tawna Brown
1375 E 300 N
AMERICAN FORK UT 84003-2093

Article IX PRINCIPAL PLACE OF BUSINESS

The Principal Place of Business of the nonprofit Corporation shall be 1285 E 300 N, American Fork, Utah. The business of the nonprofit Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

Article X DISTRIBUTIONS

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

Article XI DISSOLUTION

Upon the dissolution of the nonprofit Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the nonprofit Corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, We, Barbara Alldredge, Gary Fullmer, Tawna Brown, have executed these Articles of Incorporation in duplicate this ____ day of _____, 2008, and say:

That we 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.

Barbara Alldredge

Gary Fullmer

Tawna Brown

For Board of Trustees Approval, please see APPENDIX A.

**ARTICLES OF INCORPORATION
OF
QUAIL RUN PRIMARY SCHOOL FOUNDATION**

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 such Corporation:

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The name of the Corporation is Quail Run Primary School Foundation.

**Article II
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The period of duration of the Corporation is perpetual.

**Article III
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(b) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah.

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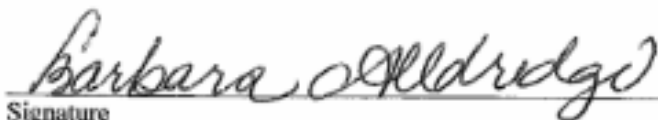
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The address of the nonprofit Corporation's initial registered office shall be:
1285 E 300 N
AMERICAN FORK UT 84003-2091

The nonprofit Corporation's initial registered agent at such address shall be:
Barbara Alldredge

I hereby acknowledge and accept appointment as the nonprofit Corporation registered agent:


Signature

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In Witness Whereof, We, Barbara Alldredge, Gary Fullmer, Tawna Brown, have executed these Articles of Incorporation in duplicate this 9 day of June, 2008, and say:

That we 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.


Barbara Alldredge


Gary Fullmer


Tawna Brown

Section 11: Comprehensive Program of Instruction

11. a: Curricular Emphasis

School Description

Facility

The QRPS building is a safe, beautiful, energy efficient, and stimulus rich facility that utilizes technology for security and instruction. The building and playgrounds exceed national accessibility requirements. The flexible learning spaces are filled with computers and comfortable, ergonomic furniture. Irregular shaped rooms help to redirect and absorb sound. Classroom design encourages students to be responsible for their own learning behaviors. Learning materials are stored in easily reached locations, each classroom has its own drinking fountain, and every learning area has a private toilet room. Students choose from a variety of workspaces including individual cubbies, reading nooks, traditional desks, group tables, desk free zones, outdoor rooms, and computer stations. The school grounds and indoor facilities feature interactive playscapes, classical and whimsical exhibits, and student designed artwork.

Student Body

QRPS serves students in grades Kindergarten through eight. Full day, self-contained kindergarten classes are held for children who are at least five years old on or before September 1st of the year of enrollment. Students in grades one through eight participate a variety of learning groups that may include students of diverse cultures, genders, ages, native languages, energy levels, academic abilities, and learning styles. A self contained, tuition based Pre-school for children age three to five is also available.

Family Involvement

Family involvement is an integral component of the QRPS philosophy and families can participate in a variety of long term or short term volunteer opportunities. Parents and guardians may volunteer in their students' classrooms each week or they may donate their time and expertise for special events. Families serve on school steering committees that make recommendations to the School Board of Trustees to enrich the educational experience of all students attending QRPS. Parents of students also serve on the School Board of Trustees. QRPS encourages family involvement throughout the year with events such as our back-to-school picnic, the spring gala, the fall fair, and parent education classes.

Educational Philosophy

"Imagine that you get to create the perfect school. Tell me about it."

Selected responses from a group of ten children aged 5 to 13:

- Nice teachers
- A principal who calls you to the office for a good slip
- More recess
- No bullies
- Eat lunch in the sunshine
- Better books to read
- Learn about women doctors
- Grow plants in a garden
- Write our own movies
- Huge playground
- Study the history of toilet paper
- More art

- Astronomy

- Learn about microorganisms
- Take ballet
- Play soccer
- Not have to sit down and be quiet so much
- Have enough balls and jump ropes for everyone

Children are inquisitive by nature. They do not need coercion to learn- they want to learn! They want to have places where they feel safe to explore, to learn and to grow. They want to be physically active. They crave more time outside. They yearn for friends, teachers and role models who are kind and who encourage positive behavior.

As Janet Eilber, artistic director at the Martha Graham Center of Contemporary Dance, eloquently states, "Infants and toddlers experiment with balance, locomotion and spatial relationships. They identify, imitate and communicate using sound and gesture. They respond to visual stimuli and clues. In this way, we all start out as fledgling dancers, actors, musicians and artists. We learn to move through and communicate with the world by using the basic elements of creativity: curiosity, observation, experimentation, translation, communication. When we arrive at school, we already have a highly successful system of learning that we have been perfecting all of our lives.

No wonder "sitting still and being quiet" is so difficult and discouraging for many young learners. We are being asked to abandon approaches to learning with which we have had great success. Those methods have made us who we are.

The argument that arts learning must take place only after basic academic skills have been mastered ignores the fact that we are already masters at gaining skills in ways that are the essence of learning through the arts. Doesn't it make sense to build on that successful model of learning rather than insisting on a completely different approach?" (Janet Eilber. (2007, November 19). A Child's First Method of Learning is Still the Best. Arts Education in the News.)

Instruction

Use of Technology

QRPS uses technology for security, interactive instruction, record keeping, communication, and special education needs. QRPS promotes access to technology at home as well as at school by providing laptops to older students, by integrating technology throughout its school-wide lesson plans, by utilizing traditional computer labs for after school access, and by dedicating a large portion of the yearly budget to technology services.

Instructional Practice

Teachers at QRPS are selected for their expertise in specialty subject areas and their willingness to seek additional professional development opportunities. Every teacher is licensed by the state of Utah and holds appropriate endorsements for the subject(s) they teach. All teachers are trained to identify and assist students with disabilities. In addition, all teachers work toward a gifted/talented endorsement beginning their first year of teaching. Teachers empower students to be responsible for their own education by using such educational practices as scaffolding and meta-cognition.

Teachers can gradually shift the power to control an academic situation to the student by using scaffolding. For example, a teacher may first demonstrate a problem for the student using metacognition techniques. Then, the teacher assists the student to do a similar problem. The teacher allows the student to do the work but reminds them of each step as it occurs. When the student is ready to try a problem alone, the teacher may offer prompts whenever a student is stuck. "Think back to the bubble gum problem yesterday. What did you

see me do when I was in your situation?"

- learn about microorganisms
- Take ballet
- Play soccer
- Not have to sit down and be quiet so much
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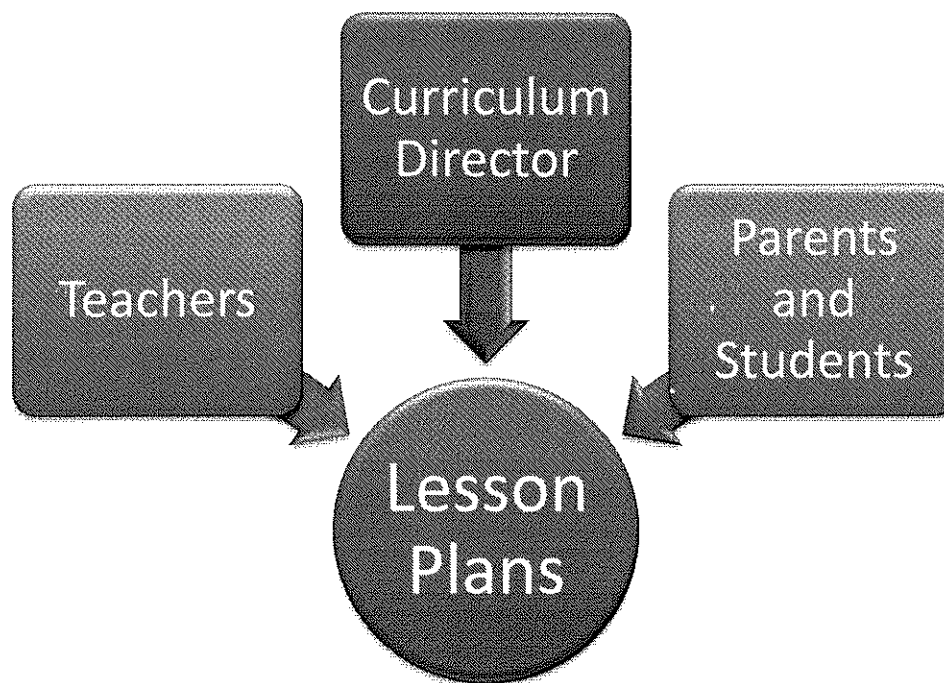
but reminds them of each step as it occurs. When the student is ready to try a problem alone, the teacher may offer prompts whenever a student is stuck. "Think back to the bubble gum problem yesterday. What did you see me do when I was in your situation?"

When a teacher demonstrates meta-cognition techniques, he/she shows students the process by which one learns. For example, a teacher might say aloud, "I wonder how much time is left before science class. I will check the clock. The big hand on the clock is on the 5 which tells me it is 10:25. That is two minutes before 10:27 so I have two minutes left." Teachers talk about how and why they do things so that students begin to visualize the process. "I don't know the answer to your question. I will check the Internet. I am pulling up my web browser where I type the word "copyright" in to the search box. Here are three options. I think that I will select Wikipedia first. This looks like some good information but I had better check several sources and see if the information matches. Maybe I can find a source that is more official like a government link... "

Lesson Planning

QRPS utilizes an organizational structure that allows teachers to focus on improving classroom teaching. While a first year teacher in a traditional public school can expect to prepare 1260 lesson plans during the year, the team-taught classes and subject area assignments at QRPS reduce this number to as few as 200 lesson plans each year per teacher. In addition, to ensure a consistent educational experience for all students, QRPS uses a school wide database of approved lesson plans, which teachers can fine-tune or modify, based on their students' needs. Throughout the year, teachers work collaboratively to refine these school-wide lesson plans, share educational strategies, and adapt school-wide discipline policies.

Veteran teachers and first year teachers thus share their creative teaching ideas and techniques. New teachers draw on the collective knowledge of experienced teachers who in turn welcome the addition of fresh ideas from beginning teachers. Daily lesson plans are available via the school's website so that parents can track the class's progress and suggest changes or additions to lesson plans. The Curriculum Director coordinates all adjustments to the lesson plan database.



Curriculum and Methodology

Students at Quail Run Primary School study English language arts, Mathematics, natural sciences, history and social science, world languages and cultures, healthy lifestyles, fine arts, and study habits through interdisciplinary lesson plans emphasizing practical application and environmental

responsibility. School-wide thematic units encourage cross-curricular connections while after-school enrichment classes give students the opportunity to explore specific subject areas in more depth.

Teachers at QRPS plan **hands-on activities and multi-sensory experiences that allow students to learn through discovery and make connections to real-life situations.** Teachers encourage student directed learning via content area reading opportunities and scientific exploration. Students participate in weekly "world classroom" experiences including virtual assemblies, walking tours, outdoor class periods, and traditional field trips. Teachers use project based lesson plans when possible and they take advantage of current educational technologies. All lesson plans used in QRPS classrooms incorporate gross motor activities. Teachers may use direct instruction when at least 50% of the planned activity time allows children to wiggle while they learn. Innovative teaching techniques are encouraged if they parallel the philosophy and mission of the school.

Mathematics

All students attend Mathematics classes daily. Students who need additional help with basic math skills can enroll in a free one-on-one tutoring class after school.

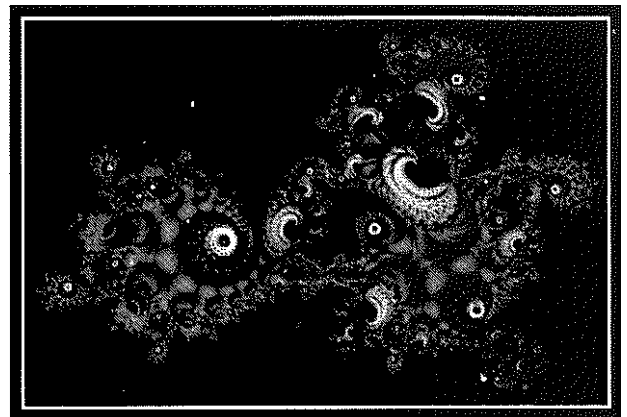
Elementary class size: 10-18 students

Middle school class size: 12-24 students

Teachers: Elementary Math Specialist, Elementary Math Specialist, Elementary Math Specialist, Middle School Math Specialist, Mathematics Teacher's Aide

Courses offered: Elementary Mathematics (K-6), Pre Algebra, Algebra, Geometry

Proposed enrichment classes: Chess Club, Elementary Math Circles, Middle School Math Circles, Fun with Multiplication, Math Tutoring



Selected Examples of the QRPS Mission Statement as Integrated in Mathematics Courses:

Environmentally Responsible:

Rather than using worksheets, students use computer programs such as Mortensen Math, MS Excel, or student designed programs to practice basic facts. Students use the building as part of their lesson plans: younger students may measure the temperature in different rooms and compare it to the number of windows while older students may compute the money saved each month by using solar panels for part of the school's electricity needs. The walls of the classroom are decorated with photos of Mathematics found in nature.

Multi-Sensory:

Manipulatives are used in nearly every lesson. In addition to commercial manipulatives, students use their bodies to create graphs, solve algebraic problems, explore geometry and memorize basic facts. Teachers use songs to help students learn Mathematics concepts and remember formulae. Students count and compute arithmetic using American Sign Language and or Chisenbop. Pictures of famous women mathematicians line one section of the classroom walls.

Student Responsibility:

Manipulatives are stored where students may easily reach them. Students choose which items will help them to solve the problem and are responsible for returning all materials. When no manipulative fits the situation, a student may create his/her own hands-on materials to solve problems. In many assignments, students are

allowed to choose the format of their report or the method of evaluation.

Philosophy and Description of Methods:

The QRPS Mathematics program is not based in a commercial textbook or program. Instead, teachers use the school-wide database of lesson plans to teach inquiry and project based units. The database has a curriculum map with lessons plans for daily Mathematics activities. Student progress is recorded using standards based report cards. Each student also has an electronic portfolio that documents his/her work for the year.

Teachers guide students in their journey through Mathematics with reflections and questions such as, "When I have a particularly tough problem to solve, I create a similar problem that is shorter. Then I look for a pattern that I can extrapolate. What problems have we done previously that use xxxx? How did you solve those problems?" Students work individually and in small groups to share ideas. Students are frequently given the opportunity to justify their answers or record their findings in written format.

English Language Arts-Reading

All students attend reading or English classes daily. Students who need additional help with reading skills can enroll in a free one-on-one tutoring class after school.

Elementary class size: 8-18 students

Middle school class size: 12-24 students

Teachers: Elementary Reading Specialist, Elementary Reading Specialist, Elementary Reading Specialist, Reading Interventions Specialist, Middle School English Teacher, Reading Teacher's Aide

Courses offered: Elementary (K-6) Reading, Middle School English

Proposed enrichment classes: Book Club, ELL Reading, Newspaper Staff, One-on-one Reading Tutoring, Yearbook

Selected Examples of the QRPS Mission Statement as Integrated in Reading Courses:*Environmentally Responsible:*

Children's literature with an environmental theme is used throughout the year. Books such as Alejandro's Gift by Richard E. Albert and Linnea in Monet's Garden by Cristina Bjork are chosen for their cross-cultural and inter-curricular ties. The walls of the classroom are decorated with examples of environmental print.

Multi-Sensory:

Teachers can use finger-spelling to help students with stuttering and encoding or Braille to help students with dyslexia. Younger students learn to break words into color-coded chunks representing phonemes.

Teachers teach phonics concepts through music. Students are encouraged to use mapping to increase their comprehension. Teachers use word walls to enrich the classroom atmosphere.

Student Responsibility:

Books and other reading materials are stored where students may easily reach them. Students choose which items they wish to read and are responsible for returning all materials. In most assignments, students choose the format of their book report.

Philosophy and Description of Methods:

The QRPS reading program is not based in a single commercial textbook or program. Instead, teachers use the school-wide database of lesson plans to teach themed units. The database has a curriculum map with lessons plans for daily activities. Student progress is recorded using standards based report cards. Each student also has an electronic portfolio that documents his/her work for the year.

The goal of the reading program is to help students love reading. By integrating phonics and whole language instruction, students learn multiple decoding strategies. Students have freedom to choose books that they enjoy but are also given assignments to expand their repertoire to include different genres of literature and types of print. Students read individually in the numerous nooks and cubbies throughout the classroom. They also participate in group reading time where they listen to favorite stories read by the teacher and join in group discussions.

English Language Arts-Writing

Elementary school students meet four times each week for creative writing practice, computer literacy, and integrated penmanship instruction. Each Friday, students meet with specialists in science, history and fine arts for technical writing instruction across the curriculum.

Elementary class size: 12-24 students

Teachers: Creative Writing Specialist, Technical Writing Specialist, Integrated Writing Specialist

Courses offered: Elementary Writing

Proposed enrichment classes: Writer's Workshop, Calligraphy, Fantasy Writer's Club, Spelling Bee

Selected Examples of the QRPS Mission Statement as Integrated in Reading Courses:

Environmentally Responsible:

Computer programs (with voice recognition software, when necessary) are used to reduce reliance on paper and pencil

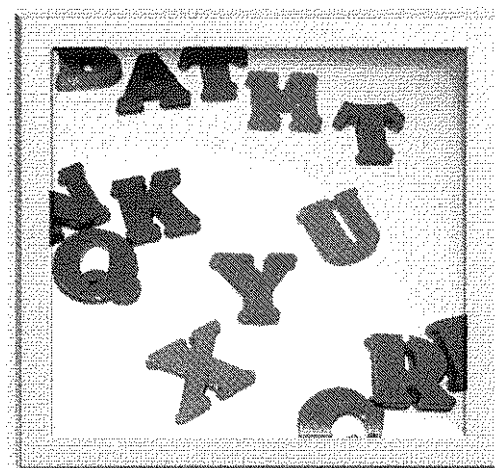
writing. Other computer programs, such as Pencil Pete, help students develop fluency in handwriting.

White-board and chalkboards allow students to practice penmanship without overusing precious paper resources.

Multi-Sensory:

Students use computers to express themselves. They learn letter formation with manipulatives such as clay, sandpaper, pipe cleaners and salt. Teachers can use American Sign Language to help students who have

difficulty spelling. Younger students learn to break words into color-coded chunks representing phonemes. Students memorize the spelling of difficult words through music.



Student Responsibility:

Books and other reading materials are stored where students may easily reach them. Students choose which items they wish to read and are responsible for returning all materials. In most assignments, students choose the format of their book report.

Philosophy and Description of Methods:

The QRPS reading program is not based in a single commercial textbook or program. Instead, teachers use the school-wide database of lesson plans to teach themed units. The database has a curriculum map with lessons plans for daily activities. Student progress is recorded using standards based report cards. Each student also has an electronic portfolio that documents his/her work for the year.

The goal of the writing program is to teach students to communicate clearly through writing. The Six Traits of Writing are emphasized throughout the year. Students publish and share their works with other students. They complete individual writing assignments and participate in group oral discussions. In

addition to creative writing assignments, students spend every Friday using their technical writing skills in cross curricular lesson plans taught by the science, history, and fine-arts teachers.

Natural Sciences

Elementary students meet twice each week for science classes. Seventh graders meet daily and eighth graders meet twice each week for integrated science classes.

Elementary class size: 14-24 students

Middle school class size: 24 students

Teachers: Science Specialist; Science, Engineering and Technology Instructor

Courses offered: Elementary Science, Middle School Science

Proposed enrichment classes: Botany, Science Club, Young Astronauts, Gardening and Composting, Physics, Science Fair

Selected Examples of the QRPS Mission Statement as Integrated in Science Courses:

Environmentally Responsible:

The school garden provides all students an opportunity to see science in action. Students can participate projects such as the butterfly garden, the xeriscape area, the vegetable plot or the Utah native plant garden. Students study the effects of humans on different ecosystems.

Multi-Sensory:

The science classroom is filled with hands-on materials to make science fun. Microscopes, live plants, insects, magnets, scales, thermometers, and rock collections are on display for students to see, explore or use. Teachers teach science concepts through music and chants.

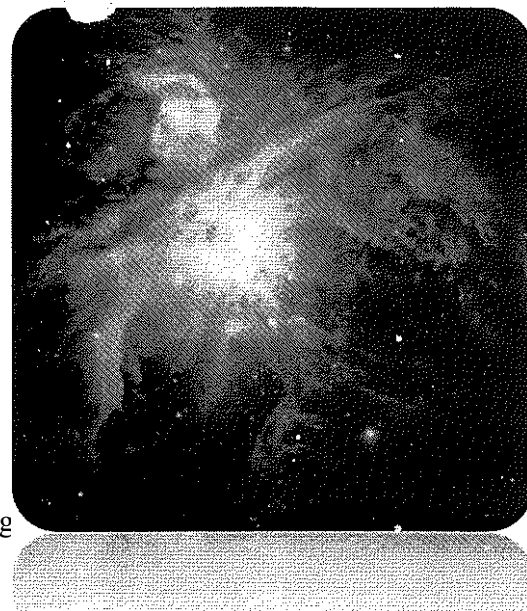
Student Responsibility:

Books and materials are stored where students may easily reach them. Students choose which items they wish to use and are responsible for returning all materials. Students create the science displays and models in the classroom.

Philosophy and Description of Methods:

The QRPS science program is not based in a single commercial textbook or program, although FOSS materials are used for many units. Instead, teachers use the school-wide database of lesson plans to teach themed units. The database has a curriculum map with lessons plans for daily activities. Student progress is recorded using standards based report cards. Each student also has an electronic portfolio that documents his/her work for the year.

Experimentation and exploration are at the core of the QRPS science program. Instead of lecturing, teachers focus on questioning techniques that pique students' curiosity and enable them to draw inferences. Teachers may direct student work with questions such as, "I see you chose to try xxxx and you got a different answer than group B who also chose that method. How can you double check your method?" Students have many opportunities to learn to work collaboratively. Such non-fiction books as the Delta Science Readers help students to make connections between science and other disciplines as do reflective thinking and writing



assignments.

Social Sciences

Elementary students meet twice each week for social studies and history classes. Seventh graders meet twice each week and eighth graders meet daily for history classes.

Elementary class size: 12-24 students

Middle school class size: 24 students

Teachers: Elementary Social Studies Specialist, Middle School History Teacher

Courses offered: Elementary (K-3) Social Studies, Utah History, U.S. History, World Studies and Geography

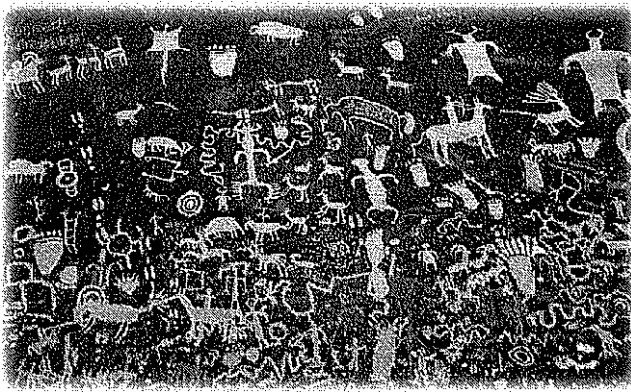
Proposed enrichment classes: Hope of America, World Cultures, Student Council, Ancient History, Geography Bee

Selected Examples of the QRPS Mission Statement as Integrated in Social Studies Courses:

Environmentally Responsible:

Cross-curricular units such as "Mountains: a Global Resource" developed by the NCSS and TMI help students to see the connections between science and social studies. Other grade specific units such as those in the fourth grade science and social studies curriculum help students see the impact that various cultural groups have had on Utah ecosystems. Students also study production, distribution and

consumption as it relates to both the environment and social studies concepts.



Multi-Sensory:

The internet provides students with a way to take virtual field trips and explore history as never before. In addition to traditional maps and globes, social studies classrooms are filled with donated displays and student created projects that make history come alive. Students memorize dates and history facts through music. Teachers use copies of historical documents and pictures of historical figures to enrich the classroom atmosphere.

Student Responsibility:

Books and other reading materials are stored where students may easily reach them. Students participate in group discussions of historical topics where they must demonstrate respect, turn taking, and age appropriate debate skills.

Philosophy and Description of Methods:

The QRPS social studies program is not based in a single commercial textbook or program. Instead, teachers use the school-wide database of lesson plans to teach cross-curricular units. The database has a curriculum map with lessons plans for daily activities. Student progress is recorded using standards based report cards. Each student also has an electronic portfolio that documents his/her work for the year.

In the QRPS social studies program, students learn through field trips, literature, role playing, debating, classroom economy ventures, history fairs, reflective journals, guest lectures and research projects to study history, culture and civic ideals.

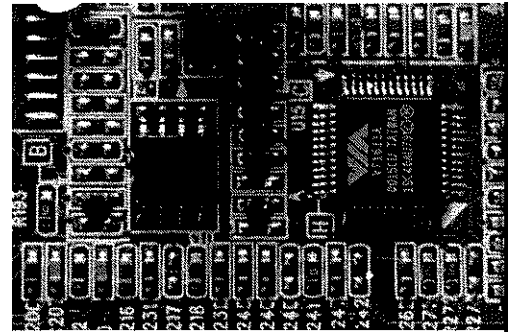
Technology

Elementary school classes meet each week for direct instruction. Technology is integrated throughout all subjects. Middle school students take CTE classes.

Elementary class size: 18 students

Middle school class size: 24 students

Teachers: Media Specialist, Business and Technology Specialist, Instructional Technology Specialist, HFCS Specialist



Courses offered: CTE Intro, Foods 1, Foods 2, Sewing 1, Sewing 2, Child Development

Proposed enrichment classes: Computer Programming, Website Design, Open Computer Lab, Lego League, Robotics, Sewing, Cooking

Selected Examples of the QRPS Mission Statement as Integrated in Technology Courses:

Environmentally Responsible:

Students study how technology (computers) reduces reliance on paper products. Students study the positive and negative effects of technology on the environment. The school gray water system shows students how low-tech ideas can help the environment while the school solar panels show students how high-tech ideas can help the environment.

Multi-Sensory:

Students use educational technology such as scanners, digital cameras, Digital Video Recorders, the Internet, microphones, digital thermometers, web publishing programs, digital graphic arts software, and word processing software such as MS Word.

Student Responsibility:

Students use school-only email and filtered internet services. They learn responsible and appropriate use of technology. They are responsible to respect intellectual property laws. Student responsibility and safety in emphasized in all CTE classes.

Philosophy and Description of Methods:

Student progress is recorded using standards based report cards. Each student also has an electronic portfolio that documents his/her work for the year. Students must meet grade level keyboarding rates.

Middle school CTE classes focus on integrating technology with career opportunities. By contrast, elementary technology classes focus on integrating technology with other academic areas.

World Languages

QRPS is a multilingual school. There are several languages spoken in Utah County. Elementary students meet twice each week for direct instruction in world languages. Students meet once each week for culture classes. Informal foreign language instruction is integrated in all classrooms. Middle school classes are offered as electives. Students may take classes two or three times each week.

Spanish will be taught the first three years. In subsequent years, the Curriculum Committee may change which world language is offered

Spanish was chosen because it is the language spoken by the largest minority population in the proposed area. QRPS is not currently a dual immersion school because the local population of native Spanish speakers is not a large enough percentage to support such a program. However, the possibility remains open for the future as the minority percentages in the area grow and shift. Integrated second

language activities facilitate communication between ELL students and native English speakers, direct instruction aides grammar and spelling, and world culture classes focus on diversity and tolerance.

American Sign Language was chosen for its benefit as a tactile learning method for Deaf individuals, hearing children, and students with disabilities. ASL is the third most spoken foreign language in the United States.

Elementary class size: 18 students

Middle school class size: 12-24 students

Teachers: ASL teacher, Spanish teacher, ESL teacher, ASL interpreter

Courses offered: Spanish, American Sign Language

Proposed enrichment classes: Spanish 1, Spanish 2, Spanish 3, Conversational Spanish, ASL 1, ASL 2, ASL 3, Advanced Finger Spelling, World Culture Club

Selected Examples of the QRPS Mission Statement as Integrated in World Language Courses:

Environmentally Responsible:

Bilingual music, drama and dance activities replace traditional worksheets.

Multi-Sensory:

Students participate in a variety of role-playing, listening, reading, and writing activities. Students complete multi-sensory projects that explore world cultures. American Sign Language gives students a chance to use a tactile language in any class. Music is used daily to reinforce vocabulary and pronunciation.

Student Responsibility:

Students and teachers speak world languages in all classes. Students who consciously make an effort to practice their language skills improve faster than those who do not accept this responsibility.

Philosophy and Description of Methods:

The QRPS multi-lingual program focuses on a practical and inter-disciplinary use of world languages. Students use Spanish science readers; they create health posters in Spanish; they use ASL during library periods; they study grammar differences between English and ASL.

Healthy Lifestyles- Physical Education

All students meet twice each week for Physical Education classes. Middle school students wear P.E. uniforms and have access to appropriate changing facilities.

Elementary class size: 18 students

Middle school class size: 36 students



Teachers: Physical Education and Health Specialists (K-12)

Proposed enrichment classes: Self Defense, Fencing, Tumbling, Track, Indoor Team Sports, Outdoor Team Sports

Selected Examples of the QRPS Mission Statement as Integrated in P.E. Courses:

Environmentally Responsible:

Students can only participate in outdoor physical activities when environmental air quality permits.

Multi-Sensory:

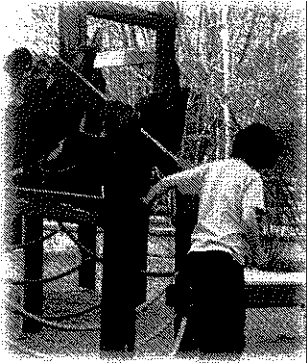
P.E. classes give students a chance to move their bodies.

Student Responsibility:

Through P.E. classes, students learn to be responsible for their own physical fitness.

Healthy Lifestyles- Health

Students meet on Fridays for health classes. The QRPS cafe is an extension of the regular classroom that focuses on healthy food choices and age appropriate exercise.



Elementary and middle school class size: 18-24 students

Selected Examples of the QRPS Mission Statement as Integrated in Health Courses:

Environmentally Responsible:

The student vegetable plot is part of the school gardening project where students grow healthy, organic foods.

Multi-Sensory:

Some lesson plans include food samples. Students learn kinesthetic techniques to reduce stress.

Student Responsibility:

Student responsibility is an integral part of the health curriculum. Students learn to make responsible choices regarding food, exercise, and drug use.

Fine Arts-Visual Art

Elementary students meet twice each week for art classes. Middle school students may take elective classes two or three times each week.

Elementary class size: 18 students

Middle school class size: 12-24 students

Teachers: K-12 Art Specialist, K-8 Art Specialist

Proposed enrichment classes: Drawing, Painting, Pottery, Arts and Crafts, Digital Graphic Design, Photography, Scrapbooking

Selected Examples of the QRPS Mission Statement as Integrated in Visual Art Courses:

Environmentally Responsible:

Students create works of art from discarded materials, they learn to make recycled paper, and they study artists whose work depicts nature.

Multi-Sensory:

Creating works of art is naturally a multi-sensory experience. Students have access to a variety of mediums, including clay, paints, crayons, computer graphics software, and craft materials. Classrooms and commons areas are decorated with prints of famous artists.



Student Responsibility:

Student art materials are stored where students have access to them. Students are responsible to put materials away after use. As students critique others' projects they learn to respect another person's feelings and values. Students are taught to respect intellectual property rights of artists.

Philosophy and Description of Methods:

Students study classic works of art and explore different techniques and mediums for artistic expression.

Fine Arts-Music



Elementary school students meet twice each week for large group instruction and once each week for instrument specific instruction. Students meet on Fridays for musical-dance-theater classes. Middle school students take elective classes.

Elementary class size: small group- 6 students; large group- 30 students

Middle school class size: 12-48 students

Teachers: K- 8 Vocal Music Specialist, K-8 Instrumental Music Specialist

Courses offered: Choir, Symphonic Band, Musical-Dance-Theater

Proposed enrichment classes: Choir, Orchestra, Band, Symphonic Band

Selected Examples of the QRPS Mission Statement as Integrated in Music Courses:

Environmentally Responsible:

Teachers use music to reinforce environmental themes. Students learn songs about nature and study the natural sounds of nature such as bird songs, the movement of water, frog chirps, and wind.

Multi-Sensory:

Music lessons are combined with multi-media presentations in core subjects. Students use manipulatives such as fruit counters or smiley stickers to learn note values and names. They explore different types of instruments including drums and homemade instruments.

Student Responsibility:

Proficiency on a musical instrument requires a student to develop a habit of daily home practice.

Philosophy and Description of Methods:

The focus of QRPS's music program for elementary students is to develop an appreciation for music and to explore the various types of music. Students will have an opportunity to perform but performance and skill level will not be emphasized for elementary students. Students participate in group singing, music theory activities, and instrument specific techniques.

Fine Arts-Dance

Elementary school classes meet twice each week for group instruction. Students meet on Fridays for musical-dance-theater classes.

Elementary class size: 18 students

Middle school class size: 12-24 students

Teachers: K-8 Dance Specialist, K-8 Dance Specialist

Courses offered: Dance, Musical-Dance-Theater



Proposed enrichment classes: Clogging, Tumbling, Jazz, Ballet, Creative Dance

Selected Examples of the QRPS Mission Statement as Integrated in Dance Courses:

Environmentally Responsible:

Students have the opportunity to express their appreciation for nature through improvisation and choreography.

Multi-Sensory:

Dance classes combine color, music and kinesthetic movement.

Student Responsibility:

Through dance classes, students learn to be responsible for their own physical fitness. They develop a sense of personal space and must learn to interact appropriately with other students.

Philosophy and Description of Methods:

Dance class provides students with a creative outlet that also increases physical fitness. Dance classes at QRPS focus on interdisciplinary themes. For example, Hop Jump by Ellen Stoll Walsh provides a literary connection where students can read the book and then use dance to express the feelings and actions of the characters in the book as well as their own feelings and emotions. Students also study folk dances that increase their awareness of other cultures.

Fine Arts-Theatre

Elementary school classes meet twice each week for group instruction. Students meet on Fridays for musical-dance-theater classes.

Elementary class size: 18 students

Middle school class size: 24 students

Teachers: Drama and Theater Arts Specialist

Courses offered: Drama, Musical-Dance-Theater

Proposed enrichment classes: School play, Debate

Selected Examples of the QRPS Mission Statement as Integrated in Theatre Courses:

Environmentally Responsible:

The outdoor amphitheater is the perfect forum for students to experience drama while in nature.

Multi-Sensory:

Drama is an active class. Students learn to raise their voices, to sing, and to even express themselves without words.

Student Responsibility:

Through dramatic improvisation, students can role-play assertive behavior techniques that help them to develop personal responsibility.

Philosophy and Description of Methods:

Teachers encourage student participation in solo and group performances. Students have the opportunity to critique professional performances. They learn stage presence and performance technique but the emphasis is on fun.

Assessment

Teachers at QRPS employ alternative assessment methods including oral exams, essays, presentations, electronic portfolios, written tests, quizzes, teacher observations, personal reflection, self-assessment, and student interviews. Parents, teachers and students meet together to review progress every 9 weeks. Teachers use standards based report cards for all students (grades **K-8** inclusive) and students who demonstrate competency of 80% or greater in any given academic subject by the end of the school year receive a cumulative "PASS" grade for that class.

Tracking

Subject area specialists teach students from all grades. This allows teachers to follow students from year to year, tracking their progress between grades. QRPS uses standards based report cards. The standards used on QRPS report cards are aligned with objectives, standards and indicators from the Utah State core. Each subject area teacher must be actively involved in verifying and evaluating student progress. Teachers use standards based report cards for all students (grades K-8 inclusive) and students who demonstrate competency of 80% or greater in any given academic subject by the end of the school year receive a cumulative "PASS" grade for that class. Teachers must substantiate a given grade with evidence by employing alternative assessment methods including oral exams, essays, presentations, electronic portfolios, written tests, quizzes, teacher observations, rubrics, personal reflection, self assessment, and student interviews. This portfolio follows each student and gives teachers an additional way to track student knowledge, to monitor a student's learning style, and to make necessary curriculum adjustments.

Middle School Requirements

Consistent with Utah State Law, all QRPS students in grades 7-8 shall earn at least 12 units of credit to be properly prepared for instruction in grades 9-12. These credits must include:

Mathematics

Required: 2.0 units of credit

Language Arts

Required: 2.0 units of credit

Science

Required: 1.5 units of credit Social

Studies

Required: 1.5 units of credit

Fine Arts (Students select courses from the following areas: Visual Arts, Music, Dance, Theatre) Required: 1.0 units of credit

Physical Education

Required: 1.0 units of credit

Health Education

Required: 0.5 units of credit

Career and Technical Education, Life, and Careers

Required: 1.0 units of credit

Electives

Required: 1.5 units of credit

Special Emphasis

Mission Statement

Quail Run Primary School is an environmentally responsible and multi-sensory learning center that empowers students to be accountable for their educational journey.

Selected Practical Applications

QRPS is an environmentally responsible learning center.

- Reduce, Reuse, Recycle is emphasized throughout the school and its curriculum.
- Composting is a part of the gardening program.
- Bussing and carpooling are encouraged.
- Science classes care for the school worm bin.
- The school waters its gardens with a gray water system.
- The butterfly garden is planted by students to attract native wildlife.
- Outdoor classrooms are used frequently for both formal and informal lessons.
- Solar panels generate electricity for the school.
- "Green" internet hosting is used for school servers.
- QRPS communicates with parents via email when possible.
- Students care for a slow food garden.

QRPS is a multi-sensory learning center.

- Core and specialty subject teachers use hands-on learning manipulatives.
- All classrooms have access to computers.
- Teachers use project based lesson plans.
- The school garden program includes multiple student projects.
- Lesson plans feature integrated American Sign Language activities.
- Students use email to communicate with teachers and group members.
- Student created DVD projects are used as instructional devices.
- Classrooms feature smart boards.
- Students in middle school grades have school loaned laptops.
- Students have recess three times daily with lunch recess preceding food service.
- Students have dance or PE classes daily.
- Yoga balls are used as alternative to chairs in selected classrooms.

QRPS empowers students to be accountable for their educational journey.

- Students are encouraged to use the Internet to find answers to their questions.
- Students have unrestricted access to toilets and drinking fountains.
- Teachers model continuing education through professional development classes.
- Lunches include foods that students recommend and enjoy.
- Students provide the school's interior decorating, including sculptures, photography, and mosaics.
- Students are frequently allowed to choose the format of their reports and assignments.

Specific Examples

The School Garden Program:

The school garden program consists of gardening projects created by students. Although teachers provide guidance and assistance, students are responsible for the gardens. They can get their hands dirty in a multi-sensory experience that allows them to smell flowers, eat vegetables, feel the dirt, hear birds or see the butterflies. They learn on a personal level how human beings interact with the environment in both positive and negative ways. They begin to understand how wonderful it feels to successfully care for another living thing. They learn how disappointment feels when they neglect their responsibilities and their plants die.

Book Birds:

Benjamin, age 10, had an inspiration while at the public library. "At my school, I think we should decorate one corner of the library with book birds. We could take old, damaged books that no one wants and glue them into a V-shape to represent the wings. We could hang them from the ceiling so that they look as if they are flying in formation across the library." Benjamin has begun to take responsibility for dreaming up his own projects. He sees ways to reuse old materials by turning them into art. He makes connections between nature and academics.

Merry-Go-Round:

Children are full of energy. What if we could bottle that energy and turn it into electricity? Engineering students at BYU have done just that. They have created a merry-go-round that uses children's play to generate electricity from motion. A science class that could work toward creating a similar device would allow students to participate in a truly multi-sensory experiment that has positive environmental implications. Students become responsible for creating their own electricity.

School Vision

Jasmine's carpool pulls up in front of the beautiful building. As the driver follows the traffic director's signals, Jasmine can see the solar paneled roof. Jasmine and several other children exit the car in the unloading zone. In a separate unloading zone around the other side of the building, children are getting off school busses. The teachers arrived at 8:00 am that morning and are inside finishing up their preparations for the day. "¡Hola!" says Mr. A, the school director (who arrived at 8:00 am). He wears a brown suit and a photo ID badge. Jasmine passes the xeriscaped gardens, which are watered by the first gray water system approved in the city, and waves to her friends. They are wearing clean white, collared shirts and navy pants. Some students wear plaid jumpers and skirts; a few wear ties. Jasmine pauses to look at a sculpture in the garden and to read the scientific name posted near one of her favorite trees. She checks the large clock tower for the time. It is 8:25. Class work starts at 8:30, so she must hurry inside.

Jasmine enters through the school's main doors and is greeted in the reception area by the smiling secretary. There is soft classical music playing in the background. She proceeds through the security doors with the other students. Jasmine swipes her student ID card and makes a silly face for the security camera. As she continues down the hallway, she looks at the wall displays and decorated floors. She passes the friendly custodian, Mr. Mike and a hall monitor, Mrs. H, who smile at her and greet her by name.

Jasmine arrives at her first class of the day: science. She enters the science lab and is welcomed with a handshake by Mr. Smith. Mr. Smith is wearing a lab coat over his clothing. Jasmine puts her own lab coat over her school uniform. Her eyes wander around the room. The science lab has frogs, worms, fish, a tarantula, a centipede, crickets, ladybugs, a chrysalis, a snake, mice, a turtle, a lizard, a guinea pig, an ant farm, a hermit crab, a hissing roach. She glances past the animals and her eyes stop on her favorite classroom feature, the plants. Live plants line an entire shelf: ferns, cacti, herbs, small vegetables, a Venus flytrap. Through the window, she can see the small patio outside the room that connects to gardens with sunflowers and cold frames full of vegetables. There are tables and Jasmine chooses one near the skeleton hanging in the corner. There is a smart board in the front where the class can watch movies, surf the internet or see the teacher solve problems and make notes. Today, however, the students are continuing a project started on a previous day. They need no additional instructions but get straight to work. During the lesson, Jasmine's partner retrieves project materials from the supply room. The quiet buzz of learning groups continues until the end of class.

During the short walk to their next class, the science teacher leads the students in a chant that helps them memorize the order of the periodic table. They stop outside the Mathematics department door.

The large, L-shaped math room allows for 72 students at a time with three teachers and an aide. The open area is broken into small learning spaces with flexible dividers. Jasmine is in a math class with two older students who are reviewing some concepts. There are three younger students who are learning advanced concepts. Several students are participating in a learning center with one of the teachers. They are using the overhead graphing calculator to solve math problems. Jasmine and a separate group of students are working on the computers. Jasmine uses the remaining side of a piece of scratch paper to compute some arithmetic. She emails her completed assignment to her teacher and drops the scratch paper in the class's recycling bin. Jasmine takes a quick break to use the in-class restroom while students who used manipulatives put them away on the shelf. Soon everyone is ready for recess.

During morning recess, Jasmine participates in an organized game run by the playground teacher.

After recess, Jasmine runs to the Writers' Workshop. She selects one of the chair free computer consoles. She practices her keyboarding skills while typing her history report in Microsoft Word. The room has various sized tables with sand, salt sugar bins, chalkboards, white boards, and different styles of lined paper for student use.

Jasmine and her friends choose to swing during the lunch recess. After ten minutes, they enter the cafeteria where a lunch aid is singing the alphabet pizza song over the loud speakers. Bulletin boards and displays give Jasmine something to study while she waits in line for her lunch. The school participates in the National School Lunch Program, although some students bring lunches from home. Most choose to bring re-useable lunch containers instead of paper sacks, following the school's zero waste policy. The principal is sitting at a table with a group of students and they are all enjoying healthy foods. When Jasmine finishes her lunch, she puts the paper in the recycling bin and the leftover food in the worm bin. She rinses her milk carton and drops it in the recycling bin. (In the back, the lunch workers have already begun collecting the packaging from lunch preparation for recycling).

Jasmine's next class is reading with Ms. Parker. This is Jasmine's favorite class because her mom volunteers in the class. She selects a science magazine and sits in one of the many reading nooks. Meanwhile, Jasmine's mom parks in the parking lot and enters through the front entrance. The smiling secretary greets her. Jasmine's mother checks in on the computer and receives a visitor badge, which she wears on her shirt. The secretary then lets her through the security doors. When she arrives at the reading room, a group of students is playing phonics games on the computers. One teacher is helping students create a group poem on the smart board. Jasmine's mom gathers 12 students around her on the large rug for group reading time.

When reading class is over, another student's parent leads the class upstairs to the dance studio. On her way to dance class, Jasmine practices a few of the dance steps she learned last week. They are working on an Israeli folk dance. Jasmine wants to do a good job because if they finish the dance today, they will be able to have improvisational time until class is over.

During afternoon recess, Jasmine plays on the merry go ride that generates electricity for the mini greenhouse.

When recess ends, Jasmine counts the steps it takes to arrive at the little theater, where she finds that they will be working on pantomimes. Jasmine's drama teacher, David takes the class to work in the outdoor amphitheater where they each take turns videoing their performances.

After drama, the class splits. Some students go to Spanish class but Jasmine goes to the library. No one is talking aloud in the quiet zone so Jasmine uses sign language to communicate with the librarian. Some days, the librarian teaches lessons on library skills. Today, however, Jasmine is allowed to choose a book and a comfortable couch on which to read.

After school, Jasmine stops at the cafeteria to have a snack, then skips to her enrichment class. She is taking fencing with a small group of other students. They have a great time sparring and then they say goodbye until tomorrow.

11.b: Effectiveness Goals

Goal	Specific Objectives	Measurement Criteria
<p>Quail Run Primary School will improve student learning in:</p> <p>English Language Arts</p> <p>Reading</p>	<p>QRPS will meet or exceed state proficiency standards for school-wide Adequate Yearly Progress in English Language Arts- Reading.</p> <p>QRPS students will master Utah State Core Curriculum grade-level learning objectives for English Language Arts-Reading.</p> <p>QRPS students receiving Special Education services shall demonstrate mastery of the Utah State Core Curriculum for English Language Arts.</p>	<p>Beginning school year 2010-2011, QRPS will track the percentage of students (grades 2-8 inclusive) who have attended QRPS for one full academic year or more and have received a 3 or 4 ("Proficient" or "Advanced" level) on the Spring English Language Arts CRT. The percentage of students achieving proficiency will increase by 2% each subsequent year until the overall percentage reaches at least 90%.</p> <p>Beginning school year 2010-2011, 90% of students in grades K-6 who have attended QRPS for one full academic year or more will achieve a "PASS" grade in Reading. Of students in grades 7-8 who have attended QRPS for one full academic year or more, 90% will achieve a "PASS" grade in English.</p> <p>Beginning school year 2010-2011, 80% of students in grades K-8 who have attended QRPS for one full academic year or more and are receiving special education services will achieve a "PASS" grade in Reading or English. If a student's disabling condition precludes such successful demonstration, the student's IEP team may modify the mastery</p>

<p>Writing</p>	<p>QRPS will meet or exceed state proficiency standards for school-wide Adequate Yearly Progress in English Language Arts- Writing.</p>	<p>demonstration above to accommodate the student's disability, as allowed by law, and on a case-by-case basis.</p> <p>Beginning school year 2010-2011, QRPS will track the percentage of students (grade 6) who have attended QRPS for one full academic year or more and have received a "Substantial" or "Sufficient" achievement level on the Direct Writing Assessment. The percentage of students achieving proficiency will increase by 2% each subsequent year until the overall percentage reaches at least 90%.</p>
<p>Mathematics</p>	<p>QRPS students will master Utah State Core Curriculum grade-level learning objectives for English Language Arts-Writing.</p> <p>QRPS will meet or exceed state proficiency standards for school-wide Adequate Yearly Progress in Mathematics.</p>	<p>Beginning school year 2010-2011, 90% of students in grades K-6 who have attended QRPS for one full academic year or more will achieve a "PASS" grade in Writing.</p> <p>Beginning school year 2010-2011, QRPS will track the percentage of students (grades 2-8 inclusive) who have attended QRPS for one full academic year or more and have received a 3 or 4 ("Proficient" or "Advanced" levels) on the Spring 2011 Mathematics CRT. The percentage of students achieving proficiency will increase by 2% each subsequent year until the overall percentage reaches at least 90%.</p> <p>Beginning school year 2011-2012, 90% of students who have attended QRPS for one full academic year or more will achieve a "PASS" grade in Mathematics.</p>

	<p>QRPS students receiving Special Education services shall demonstrate mastery of the Utah State Core Curriculum for Mathematics.</p>	<p>Beginning school year 2010-2011, 80% of students in grades K-8 who have attended QRPS for one full academic year or more and are receiving special education services will achieve a "PASS" grade in Mathematics. If a student's disabling condition precludes such successful demonstration, the student's IEP team may modify the mastery demonstration above to accommodate the student's disability, as allowed by law, and on a case-by-case basis.</p>
<p>Natural Sciences</p>	<p>QRPS will meet or exceed state level proficiency standards for school wide Adequate Yearly Progress in Science.</p> <p>QRPS students will master Utah State Core Curriculum grade-level learning objectives for science.</p>	<p>Beginning school year 2010-2011, QRPS will track the percentage of students (grades 4-8 inclusive) who have attended QRPS for one full academic year or more and have received a 3 or 4 ("Proficient" or "Advanced" levels) on the Spring Science CRT. The percentage of students achieving proficiency will increase by 2% each subsequent year until the overall percentage reaches at least 90%.</p> <p>Beginning school year 2011-2012, 90% of students who have attended QRPS for one full academic year or more will achieve a "PASS" grade in Science.</p>
<p>History and Social Science</p>	<p>QRPS students will participate in school-wide history events.</p>	<p>Student attendance will be taken at each history event. Every student will participate in a minimum of one event per year.</p>
<p>World Language and Culture</p>	<p>All QRPS faculty and administration will learn one of the world languages taught at QRPS School.</p>	<p>All faculty and administration will achieve at least a "High Novice Level of Proficiency" (as recognized by the ACTFL) in one world language currently taught at the school by the beginning of their second year of</p>

<p>Healthy Lifestyles</p>	<p>QRPS will become a Utah Gold Medal School.</p>	<p>employment. Teachers may demonstrate proficiency at any time during the school year.</p> <p>QRPS will achieve a Bronze Level in Utah's Gold Medal Schools Program by Spring 2011 and will achieve a minimum of one additional level per year thereafter until Gold Medal Status is achieved. Gold Medal Status will be retained in subsequent years.</p>
<p>Fine Arts</p>	<p>QRPS students will participate in school-wide fine arts exhibits, performance and concerts.</p>	<p>Teachers will record student participation in each fine arts event. Every student will participate in a minimum of one event per year.</p>
<p>Technology</p>	<p>QRPS students' tested keyboarding rates will meet or exceed Utah State Core Curriculum standards.</p>	<p>Beginning school year 2010-2011, 80% of students in grade 4 who have attended QRPS for one full academic year or more will type at a rate of 20 wpm or greater; 80% of students in grade 6 who have attended QRPS for one full academic year or more will type at a rate of 27 wpm or greater; and 80% of students in grades 7 and 8 who have attended QRPS for one full academic year or more will type at a rate of 45 wpm or greater when tested each spring.</p>
<p>Quail Run Primary School will create a multi-sensory learning center through its: World Classroom Experiences</p>	<p>Every student at QRPS will have the opportunity to attend nine world classroom experiences each year including traditional field trips, walking tours, and virtual assemblies.</p>	<p>Teachers will keep separate and accurate attendance records for all world classroom experiences. Spring attendance summaries will show the number of experiences offered to each student to be equal to or greater than nine.</p>

Multi-sensory Lesson Plans	QRPS will maintain a school wide database of lesson plans for every subject and grade level and will adapt the database yearly to reflect new core standards and to incorporate innovative teaching techniques.	Each year, every teacher will contribute or adapt at least nine lesson plans from his or her area of expertise.
Educational Technology	QRPS will provide sufficient student access to educational technology.	Beginning 2012-2013, QRPS will maintain a student to computer ratio of 2:1.5 or lower.
Student Centered Facility	QRPS will use student artwork, music, math projects and science experiments to create a sensory rich environment.	Every department will contribute one appropriate project per grade level each year.
Quail Run Primary School will create an environmentally responsible learning center as demonstrated by its:		
Operational Practices	QRPS will create and implement a green school policy and five-year green school plan.	Beginning with school year 2010-2011, science students will conduct an annual environmental audit to monitor levels of waste, recycling, energy use, purchases of environmentally preferable products, and financial savings and/or costs. These results will be presented to the Board each April/May to direct future green school practices.
Building	QRPS will incorporate environmental features into the school building.	The Assistant Director will record evidence of one new or innovative environmentally responsible technology, maintenance procedure, or building component that is incorporated each school year beginning 2010-2011.
Inter-disciplinary Curriculum	QRPS lesson plans will include connections to ecological and environmental issues.	Every lesson plan in the school-wide database will have at least one identified

<p>Quail Run Primary School will empower students to be accountable for their educational journey by means of:</p> <p>Study Skills Classes</p> <p>The School Garden</p> <p>A Learning Style Evaluation</p>	<p>QRPS students will learn independent study strategies.</p> <p>QRPS students will learn responsibility by participation in the school garden program.</p> <p>QRPS will assist students in identifying their preferred learning modalities.</p>	<p>curriculum connection to environmental responsibility as evidenced by the beginning of year curriculum map prepared by the Curriculum Director.</p> <p>Beginning school year 2011-2012, 90% of students in grades 1-8, who have attended QRPS for one full academic year or more will achieve a "PASS" grade in a study strategies course.</p> <p>Beginning Spring 2011 and continuing in all subsequent years, each science student in grades 4-8 will participate in the school garden program as evidenced by yearly self-evaluations and documented by digital photography contained in the student's electronic portfolio.</p> <p>The school counselor or faculty advisor for each student will complete a yearly learning modalities evaluation with each student, will discuss the results with the student and parent, and will record the results in the student's CUM folder.</p>
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11.c.1: Lesson Plans

Department:	English Language Arts
Course:	First Grade Writing
Lesson Number:	W1-8.6.a,b,d,e
Topic:	Shared Poetry
School Wide Theme:	Apple Week

Author:

Barbara Alldredge, barbara@matcheez.com

Utah State Core Focus:

Standard 8 (Writing): Students write daily to communicate purposes and audiences.

Objective 6: Write in different forms and genres.

Indicator a. Produce personal writing about personal experiences, family stories, life events.

Indicator b. Produce traditional and innovative shared writing activity.

Indicator d. Share writing with others and receive feedback on works.

Indicator e. Publish group and individual works.

Other State Core Standards Reviewed or Introduced:

Standard 4 (Phonics and Spelling), Objective 4, Indicator 1: Associate the spelling of new words with that of known words.

Standard 6 (Vocabulary), Objective 1, Indicator a: Use new vocabulary learned by listening, reading, and thinking.

Standard 7 (Comprehension), Objective 2, Indicator 1: Relate prior knowledge to make connections to new information.

Standard 8 (Writing), Objective 2, Indicator b: Revise draft using descriptive words.

Connections:

Gross motor: voting, 10 minute cap on each activity

Learning Modality

Visual: poem illustrations, favorites chart, apple chart

Tactile: handling apples, ASL, Braille

Auditory: listening to poetry, sounds of crunching

Sensory Awareness

Touch: feel apples, writing in sand

Taste: apples and juice

Hear: listening to poetry, sounds of crunching

See: colors of apples, chart of favorites, ASL

Smell: apples

Cross Curricular

Art: digital cameras used to illustrate poems

Drama: reading and recording poetry

Reading: reading poems of other students
Music: singing
Mathematics: chart of favorites
Environment: appreciation for nature
Technology: digital cameras, Microsoft Word, digital video

Lesson Duration: (2) 45 minute class periods

Prep Time: 10 minutes

Objectives: Students will publish two group poems about apples.



apple



yellow

Suggested Materials:

- Fresh apples, different varieties and colors
- Smart Board with markers
- Digital Cameras
- Personal Computers
- Handwriting
- Sand
- Digital Video Recorder

Activity Map:

Students will create and publish group formula poetry.

- Students will work in small groups to write a diamond poem and a cinquain about apples.
- Students will use digital photography or a digital graphic arts program to illustrate their work.
- Students will email their completed work to all students in the class.
- Students will record their poems with digital video.
- Teacher will post students' work on the class website.

DAY ONE

Activity One (15 minutes)

Taste test of apple varieties/Create a list of colorful adjectives/Vote for favorite apple

Prepare samples of the various apples. Allow students to taste each variety and describe the apples verbally. Draw students' attention to common descriptors, "I see that you are washing your hands, the apple must have been sticky." "Jason's apple is juicy; I can see the juice running down his chin."

On one side of the board, create a list of adjectives that describe apples. Encourage each student to contribute two or more adjectives that describe apples (both English and Spanish words might be included.) Appropriate nouns and verbs can be added but should be written in a contrasting color.

Encourage students to include adjectives that describe sight, taste, sound, texture, color, touch, smell.

(These words will be used in activities below and by the music classes to create an apple alphabet song.)

On the other side of the board, allow students to mark their favorite variety of apple on a pre-prepared chart. (This information will be used by the math classes to create different types of charts.)

Activity Two (30 minutes total/ 10 minutes each station)

Station #1

Create a group cinquain.

Cinquain
(one word)
(two words)
(three words)
(four words)
(one word)

Point out the formula for creating a cinquain. Allow students to select their favorite words from the list created in Activity One. Use the words to create an apple cinquain. Encourage students to read the poem in progress and edit their word choices.

Sample Apple Cinquain

Apples
Crunchy, juicy
Red, pink, peach
Yummy, delicious, crispy, healthy
Apples

Station # 2

Apple starts with the letter "A." Practice writing the letter "a" and "A" in sand and on paper. Practice recognizing the letter "a" in Braille by sight and touch.

Station #3

Create and publish small group diamond poems.

Diamond Poem
(When centered this poem will take the form of a diamond.)
(one word)
(two words)
(three words)
(two words)
(one word)

Point out the formula for creating diamond poems. Divide students into partners. Encourage them to use the list created on the board and to add new words to write a diamond poem. Each pair of students should type or use Dragon speak to create their final poem as a Microsoft word document, taking care to center the words.

Sample Apple Diamond Poem:

Apple
Red, pink
Delicious, crunchy, delicioso
Rosa, roja
Manzana

DAY TWO

Activity One (30 minutes total/ 10 minutes per activity)

Station #1

Each pair of students should be given a digital camera to take pictures that they can use to illustrate their poems. Use the leftover apples from day one or encourage students to find shapes and colors around the classroom that remind them of apples

Station #2

With the help of the teacher, students record themselves reading their poem.

Station #3

“Apple” begins with the short “a” sound. On the board, help students create a list of words that contain the short “a” sound. Encourage every student to contribute at least one word. The vowel sound can be at the beginning or at the end of a word. If a student has difficulty, give them two words and allow them to identify the word with the short “a” sound.

Activity Two (15 minutes)

Read poems about apples. Include students’ work from the class, from other classes, and from previous years. Include poetry written by professional authors and by teachers from the school. Include videos created by students during Activity One.

Assessment:

- Observe the students as they work and note whether each student completes the following:
 - Students’ diamond poem follows the prescribed pattern.
 - Students spelled grade level words accurately.
 - Poem has unique word choices.
- Note whether the student can correctly form uppercase and lower case “a” and “A.”
- Observe the ease or difficulty with which a student identifies the short “a” sound.

Department: Social Studies
Course: Fourth Grade Utah History
Lesson Number: H4-2.1.a,b,c,d,e (DRAFT)
Topic: Mormon Pioneers
School Wide Theme: Pioneer Trek

Author:
 Barbara Alldredge, barbara@matcheez.com



Utah State Core Focus (DRAFT):

Standard 2: Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

Objective 1: Describe the historical and current impact of various cultural groups on Utah.

Indicator a. Chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources.

Indicator b. Explain points of view about life in Utah from a variety of cultural groups using primary source documents.

Indicator c. Explore cultural influences from various groups found in Utah today (e.g. food, music, religion, dress, festivals).

Indicator d. Identify and describe leaders from various cultures who exemplify outstanding character and life skills.

Indicator e. Explain the importance of preserving cultural prehistory and history, including archaeological sites and other historic sites and artifacts.

Other State Core Standards Reviewed or Introduced:

Standard 1, Objective 2, Indicator d:

Make inferences about the relationships between the physical geography of Utah and the state's communication and transportation systems (e.g. trails, roads, telegraph, rail lines).

Standard 2, Objective 2, Indicators a,b:

Identify key events and trends in Utah history and their significance (e.g. American Indian settlement, European exploration, Mormon settlement, westward expansion, American Indian relocation, statehood, development of industry, World War I and II); Compare the experiences faced by today's immigrants with those faced by immigrants in Utah's history.

Fourth Grade Standard II: Benchmark: The history of Utah has been shaped by many diverse people, events, challenges, and ideas. People came to the land now known as Utah for many reasons, and from many different places around the world. The story of Utah includes Native American Indians, the Dominguez-Escalante exploration, explorers, trappers, Latinos, Mormon pioneers, Polynesians, Chinese, Japanese, Greeks, African-Americans, Middle Easterners, and many other groups seeking new homes, work and refuge. As each culture has come to Utah, Utah has changed. These changes have had and will continue to have significant impacts on all the people of Utah.

Vocabulary Words Students Should Understand and Use:

Journey	Washboard	Journal	Pioneer
Sepia	Clothesline	Square dancing	

ASL and Spanish vocabulary words students should understand and use:

Doll (la muñeca)	Jam (el atasco)	Pioneer (el pionero)	Journey
Bread (el pan)	Ice cream (el helado)	Pioneer (la pionera)	Walk
Butter (la mantequilla)	Game (el juego)	Journal	
Quilt (el edredon)	Family (la familia)	Dancing	



doll

Connections:

Gross motor: walking, relay games, pulling handcarts, square dancing

Learning Modality

Visual: quilt, illustrations in Betsy Buttons

Tactile: rag dolls, bread and butter, washing clothes, candles, crochet, cross stitch

Auditory: square dancing music

Sensory Awareness

Touch: cross stitch, washing clothes, dolls, square dancing

Taste: lunch, bread, jam, butter, ice cream

Hear: square dancing music, stories

See: quilt, costumes, photos

Smell: food

Cross Curricular

Art: quilt, cross stitch, crochet

Drama: 7th grade reenactment

Reading: pioneer stories

Writing: journal entries

Science: candles, ice cream, butter, jam

Mathematics: distance, roadometer

Environment: appreciation for outdoors

Technology: digital cameras, lack of other technology

Lesson Duration: 1 full school day

Prep Time: 30 minutes

Objectives: Students will participate in a variety of pioneer activities, including walking/pulling handcarts. Students will record their experiences through journal writing.

Materials Needed:

- Pioneer clothing: aprons, bandanas, bonnets, hats, etc.
- Digital cameras
- Handcarts or wagons
- Betsy Buttons by Erla Young
- Calico fabric
- Ingredients for bread dough
- Cream
- Clean baby food jars
- Washboards
- Clothesline
- Old-fashioned clothespins
- Wash tub
- "Dirty" clothes
- Sewing needles

- Gingham squares
- Embroidery floss
- Large craft needles
- Quilt fronts, backs, and batting
- Yarn
- Paraffin
- Wicks
- Double boiler
- Crochet hooks
- Ingredients for ice cream, zipper baggies, rock salt, ice
- Pedometers
- Red rags
- Pioneer journal entries and stories
- Individual chalkboards and chalk

Activity Map:

Opening Activity (30 minutes)

5 minutes- divide students into “families” of 4-8 students

10 minutes- students dress up in aprons, bandanas, bonnets, hats, etc.

10 minutes- math lesson on measurement, Orson Pratt and William Clayton’s roadometer, scale factors (coordinated by math teachers)

5 minutes- arrange handcarts and wagons

Pioneer Trek and Stations

Students begin walking- taking care to measure and track distances. Students periodically stop at stations to participate in various pioneer activities and lunch. They continue walking in between each stop.

1 hour 15 minutes- walking

30 minutes- lunch

30 minutes- read Betsy Buttons and make rag dolls

15 minutes- make bread dough and churn butter

5 minutes- wash clothes on a washboard and hang them on a clothesline

20 minutes- make a cross-stitch sampler on gingham

14 minutes- make jam

30 minutes- tie a quilt

30 minutes- make tin can ice cream and play relay races

10 minutes- dip candles

15 minutes- learn basic crochet stitches

Ending Activity

15 minutes- reenactment of the arrival of Brigham Young and others in the Salt Lake Valley by the 7th grade Utah history class (coordinated by middle school history teacher)

45 minutes- reading of pioneer journal entries; personal journal writing by students (coordinated by language arts teachers)

5 minutes- group sepia photographs (coordinated by art teachers)

30 minutes- square dancing (coordinated by dance teachers)

Assessment:

Participation for each student should be marked at each station. Journal entries might be graded on contents, including: text to self-connections, inclusion of a summary of activities, mention of specific things learned, description of feelings, mention of landmarks on the pioneer journey, use of vocabulary words, etc. Photographs can be taken of students to document their participation.

Department:	Mathematics
Course:	6 th grade Pre-Algebra
Lesson Number:	PA-3.1.a,b,c
Topic:	Algebraic Patterns
School Wide Theme:	Jelly Bean Day

Author:

Barbara Alldredge, barbara@matcheez.com

Utah State Core Focus:

Standard 3: Students will develop fluency with the language and operations of Algebra to analyze and represent relationships.

Objective 1: Generalize and express patterns using algebraic expressions.

Indicator a. Compare representations of a relation using tables, graphs, algebraic symbols, and mathematical rules.

Indicator b. Describe simple patterns using a mathematical rule or algebraic expression.

Indicator c. Create and extend simple numerical and visual patterns.

Other State Core Standards Reviewed or Introduced:

Standard 1, Objective 1, Indicator c:

Check the reasonableness of results using estimation.

Standard 1, Objective 2, Indicator a:

Use scientific notation (positive and negative exponents), and place numbers on a number line.

Standard 1, Objective 3, Indicator b:

Simplify numerical expressions, including those with whole number exponents and absolute values, using the order of operations.

Standard 3, Objective 3, Indicator c:

Model real-world problems using graphs, tables, equations, manipulatives, and pictures, and identify extraneous information.

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
6. Communicate mathematics through verbal, written, and visual representations, using precise mathematical language and symbolic notation.

Mathematical Language and Symbols Students Should Use:

table, algebraic expression, extraneous information

Connections:**Learning Modality**

Visual: jelly bean patterns, pic of Pres. Reagan

Tactile: jelly beans, manipulatives

Auditory:

Sensory Awareness

Touch: manipulatives

Taste: jelly beans

See: jelly beans, rainbow cubes, pic of Pres. Reagan,

Cross Curricular

Social Studies: President Reagan, holiday custom of Easter bunny

Reading: internet for information

Writing: justifying process

Careers: Mathematicians create formulas for readability of texts using patterns and word frequency. Scientists use formulas derived from patterns in weather cycles to predict future weather plans.

Technology: internet, digital scale, calculator, Excel for calculations, email, problems on computer

Lesson Duration: 45 minutes

Prep Time: 5 minutes

Objectives: By the end of the lesson, students will actively demonstrate each intended learning outcome as recommended by the Utah State Math Core. Students will also be able to describe simple patterns using a mathematical rule or algebraic expression.



candy

Suggested Materials:

- | | |
|--|--|
| ▪ Small bags of jelly beans for each group | ▪ Picture of Ronald Reagan |
| ▪ Rainbow centimeter cubes | ▪ Picture of Ronald Reagan made of Jelly Belly Beans |
| ▪ Personal Computers | ▪ Large white board |
| ▪ Inch graph paper | ▪ Small white boards |
| ▪ Digital scale | ▪ January calendar |
| ▪ Blank paper | |
| ▪ Calculators | |
| ▪ Lined paper | |
| ▪ Colored pencils | |
| ▪ White board pens | |
| ▪ Computers with internet access | |

Prerequisite:

Students should already be familiar with the process of retrieving their assignments from the class website and emailing their completed work to the teacher. Students should have previous experience with algebraic expressions. Students who have little problem solving experience may need encouragement and guidance. Teachers can make the following suggestions: try creating a similar problem with fewer numbers and look for a pattern, use manipulatives to create a visual reference, use the internet to locate similar types of problems or missing information.

Activity Map:

This lesson requires no direct instruction from the teacher. The teachers should walk around the classroom, observe students work, make notes of students problems and strengths, and assist with problem solving techniques.

Activity # 1

Ronald Reagan worksheet

Activity # 2

Jelly Bean worksheet

Activity # 3

Easter Bunny worksheet

Activity #4

Typical pattern problems found on a multiple-choice test

Assessment:**Rubric**

Each item below is worth 4 points according to the following scale:

Never 0 points

Occasionally 2 points

Almost Always 4 points

Student demonstrates a positive attitudes toward mathematics, including confidence, creativity, enjoyment, and perseverance.

Student poses appropriate questions.

Student selects appropriate methods, employing a variety of strategies, and exploring alternative approaches.

Student answered all questions correctly and completely on each worksheet.

Student justifies answers or shows steps involved.

Student uses precise mathematical language and symbolic notation in answers.

Assignment #1 Group Work

This assignment must be done with at least two other people. Record your answer on the computer in any form and submit your completed work to the teacher via email.



The favorite candy of the 40th President of the United State of America, Ronald Reagan, was jelly beans. He kept a glass jar of jelly beans on his desk to serve to guests and staff.

- If Ronald Reagan ate one jelly bean on January 20, 1981 (his first day in office) and each day after that, he ate double the number of jelly beans he had eaten the day before, how many jelly beans would he have eaten by the end of the month?
- How many jelly beans would he have eaten after one month in office?
- What would the monthly cost of these jelly beans be?
- What was Ronald Reagan's favorite flavor of jelly bean?
- How many popcorn jelly beans would Ronald Reagan be likely to have eaten by day 22?
- Write an algebraic expression for the number of jelly beans Ronald Reagan would have eaten by his n th day in office.

Assignment # 2 Individual Work

This assignment must be done individually. Submit the completed assignment via email.

Start with the beans on the left side.

Eat beans or add beans to end up with the beans on the right side.

What is the rule?

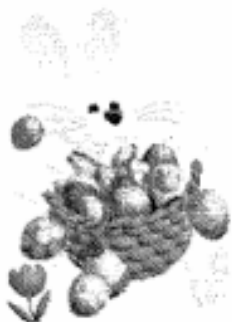


Assignment # 3 Partner Work

This assignment must be done with a partner. Use any classroom materials to solve the problem. Submit your answer via email. Include an explanation of how you arrived at your answers.

The Easter Bunny needs help filling Easter baskets this year so he enlists the help of his 99 brothers and sisters. He sets up a training course to teach them how to fill Easter baskets. He sets 100 baskets out in a row and gives each bunny a sack of jelly beans. He walks down the row of baskets stopping in front of each basket and depositing one jelly bean. His siblings follow one by one behind him. But the next bunny only stops at every second basket (#2, #4, #6, etc.), the third bunny only stops at every third basket (#3, #6, #9, etc.), and so on until every bunny has walked past all 100 baskets. Whenever a bunny stops at a basket, he puts a jelly bean in the basket only if it is empty and he eats the jelly bean if there is one.

- At the end of the “training session” which baskets contain a jelly bean?
- Explain how you arrived at your answer. Include your methods, how you tested your answer, patterns you observed, and any questions you asked yourself.
- Extend the problem to include a larger number of baskets and write an algebraic expression that gives the answer for n baskets.



Assignment # 4 Individual Work

These are typical problems you might see on a multiple choice test. This assignment must be done alone. Use any classroom materials to solve the problem. Submit your answers via email. Include an explanation of how you arrived at each of your answers.

1. A bicycle tire has a radius of 9.5 inches. With each pump of the tire pump the diameter increases $\frac{1}{4}$ inch. What is the diameter of the tire after 8 pumps?
 - a. 21 inches
 - b. 8 inches
 - c. 17.5 inches
 - d. 11.5 inches
2. Which number comes next in the pattern?
143, 120, 99, 80, 63, __
 - a. 40
 - b. 48
 - c. 43
 - d. 37
3. What is the rule used to generate this number pattern?
0, 3, 8, 15, 24, ... , n
 - a. $n + 3$
 - b. $n^2 - 1$
 - c. $(n - 1)^2$
 - d. $(n + n) - 2$
4. Kanisha is using jelly beans to create a pattern. If the pattern continues how many jelly beans will Kanisha need to make the next figure?



- a. 28
 - b. 41
 - c. 16
 - d. 52
5. Using the table provided, predict the value of y when x = 1.
 - a. 0
 - b. 3
 - c. 2
 - d. 8

x	y
2	6
4	18
7	51

11.c.2 Quail Run Primary School Course Catalog Grades 7-8

Course Catalog.docx

Quail Run Primary School Course Catalog

Course Offerings by Department

CTE- FAMILY AND CONSUMER SCIENCES

Clothing I

Prerequisite:

None

Credit:

0.5 CTE credit (7th and 8th grade)

Course Description:

This course introduces students to basic sewing and pressing equipment, textiles, introductory level project construction techniques, and techniques for constructing edge finishes.

Clothing II

Prerequisite:

Clothing I

Credit:

0.5 CTE credit (7th and 8th grade)

Course Description:

This course introduces students to basic sewing, serger, and pressing equipment, reviews the types of fabric construction, makes an intermediate level project using correct construction techniques.

CTE-Introduction (TLC)

Prerequisite:

None

Credit:

1.0 CTE credit (satisfies the CTE-Intro requirement for 7th grade)

Course Description:

The Technology, Life, and Careers (TLC) core course is an integrated exploratory program. The purpose is to allow students to be involved in activity-centered lessons that explore careers, utilize technology, and develop beginning skills. The course introduces students to career exploration and selection processes and provides information regarding additional courses and training related to the students' career fields of interest. The applied technology areas of agriculture, business, family and consumer sciences, health science, information technology, marketing, economics, and technology education are explored. The overall goals of TLC focus on 1) Self-Knowledge, 2) Education and Occupation Exploration, and 3) Career Planning.

Food and Nutrition I

Prerequisite:

None

Credit:

0.5 CTE credit (7th and 8th grade)

Course Description:

This course is designed for students who are interested in understanding the principles of nutrition and in maintaining a healthy life style. Attention will be given to the selection and preparation of food and personal health and well-being.

Food and Nutrition II

Prerequisite:

Food and Nutrition I, or teacher approval

Credit:

0.5 CTE credit (7th and 8th grade)

Course Description:

This course is designed for students who are interested in understanding the principles of nutrition and food preparation. Attention will be given to the selection and preparation of food and personal health. Emphasis will be on foods to create meals for families. Use of regional, ethnic and foreign foods is used to increase cultural awareness and appreciation of diversity.

CTE-BUSINESS AND TECHNOLOGY

Accounting I

Prerequisite:

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

Students will develop skill beginning with an understanding of the basic elements and concepts of double-entry accounting systems. Skills will include a knowledge of the accounting cycle, entering transactions in journals, posting to ledgers, compiling end-of-period worksheets, adjusting and payroll systems, and writing and communication examples.

Business Communications I

Prerequisite:

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

Business Communications impacts all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological and employment. Listening skills will be incorporated throughout. The overriding goal is to provide students with a solid communication base so they are able to communicate effectively.

Computers in Business**Prerequisite:**

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

Students will explore Economics, Marketing, Desktop Publishing, and Web Page Design. Computers will be used as an integral part of this class to incorporate and review these business concepts. Prerequisite: Keyboarding I and/or Keyboarding Applications

CTE-Introduction (TLC)**Prerequisite:**

None

Credit:

1.0 CTE credit (satisfies the CTE-Intro requirement for 7th grade)

Course Description:

The Technology, Life, and Careers (TLC) core course is an integrated exploratory program. The purpose is to allow students to be involved in activity-centered lessons that explore careers, utilize technology, and develop beginning skills. The course introduces students to career exploration and selection processes and provides information regarding additional courses and training related to the students' career fields of interest. The applied technology areas of agriculture, business, family and consumer sciences, health science, information technology, marketing, economics, and technology education are explored. The overall goals of TLC focus on 1) Self-Knowledge, 2) Education and Occupation Exploration, and 3) Career Planning.

Educational Technology**Prerequisite:**

None

Credit:

0.5 CTE credit (7th or 8th grade)

Course Description:

An introductory course available to middle school students who wish to explore educational technologies.

Core Standards of the Course:

Standard 1: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

Standard 2: Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

Standard 3: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Standard 5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Standard 6: Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

Standard 7: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

Standard 8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

Standard 9: Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical applications to learning and problem solving.

Standard 10: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Entrepreneurship

Prerequisite:

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

This course helps students gain an understanding of the business/marketing principles necessary to start and operate a business. They will develop an awareness of the opportunities for small business ownership and develop the planning skills needed to open a small business. Students will explore the traits and characteristics of successful entrepreneurs. Students gain an awareness of knowledge needed in research, planning, operations, and regulations affecting small business. They will learn strategies of business management and marketing and the economic role of the entrepreneur in the market system.

Keyboarding

Prerequisite:

None

Credit:

0.5 CTE credit (7th or 8th grade)

Course Description:

Students who need direct instruction in keyboarding techniques may take this class. Students will be assessed during the spring. The assessment will include a keyboarding skill test, a technolog

literacy self-assessment, and the inclusion of at least two pieces of student work in an electronic portfolio.

Core Standards of the Course:

Standard 1: The student will demonstrate correct keyboarding techniques while increasing speed and maintaining accuracy.

Objective 1: The student will achieve minimum keyboarding competency on one- or two minute timed writings.

Standard 2: The student will use the computer 10-key pad.

Objective 1: On the 10-key pad, the student will demonstrate correct techniques in keying the numbers, decimal, enter, and arithmetic keys.

Standard 3: The student will be able to identify and use proofreader's marks.

Objective 1: The student will be able to identify and use the following common proofreader's marks:

Objective 2: The student will be able to use common proofreader's marks.

CTE- TECHNOLOGY AND ENGINEERING

Computer Technology

Prerequisite:

Keyboarding I, or teacher approval

Credit:

0.5 CTE credit (7th and 8th grade)

Course Description:

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.

CTE-Introduction (TLC)

Prerequisite:

None

Credit:

1.0 CTE credit (satisfies the CTE-Intro requirement for 7th grade)

Course Description:

The Technology, Life, and Careers (TLC) core course is an integrated exploratory program. The purpose is to allow students to be involved in activity-centered lessons that explore careers, utilize technology, and develop beginning skills. The course introduces students to career exploration and selection processes and provides information regarding additional courses and training related to the students' career fields of interest. The applied technology areas of agriculture, business, family and consumer sciences, health science, information technology,

marketing, economics, and technology education are explored. The overall goals of TLC focus on 1) Self-Knowledge, 2) Education and Occupation Exploration, and 3) Career Planning.

Introduction to Communications Technology

Prerequisite:

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

Communications Technology will teach students to create, store, analyze, manipulate, record, and transmit information through four major areas:

1. Drafting and design.
2. Electronic communications.
3. Audio visual/multi-media communications.
4. Graphic communications.

Students will explore the impacts of communication technology on our society; and they will explore related careers.

Introduction to Construction Technology

Prerequisite:

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

Construction technology provides students with an understanding of how construction impacts their life, both socially and professionally. Students will explore and demonstrate an understanding of five elements of construction:

- * Career opportunities
- * Design
- * Measurements
- * Tools
- * Materials

Introduction to Transportation & Energy Technology

Prerequisite:

None

Credit:

0.5 CTE credit (8th grade)

Course Description:

This course introduces the basic operational aspects of power energy and transportation systems using problem solving skills, laboratory environments, and student driven activities.

ENGLISH LANGUAGE ARTS

Seventh Grade Language Arts

Prerequisite:

None

Credit:

1.0 Language Arts credit (7th grade)

Course Description:

Seventh Grade Language Arts focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that distinguishes literal meanings of words from more complex meanings, comprehension that focus on text features and structures, retelling and paraphrasing, and distinguishing main idea and details. Writing instruction emphasizes personal or self connections, basic skills in analytical evaluation and assessment of writing, and editing skills that are specific and clearly delineated. The research or inquiry skills identified are fundamental to investigation of a topic or question, with basic oral and written reporting skills.

Intended Learning Outcomes:

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
2. Demonstrate Appreciation for the Role of Language Arts
3. Demonstrate Understanding of the Nature of Language
4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
5. Use the Skills, Strategies, and Processes of Reading
6. Use the Skills, Strategies, and Processes of Writing

Core Goals and Standards of the Course:

Standard 1: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.

Objective 2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).

Objective 3: (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.

Standard 2: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1: (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.

Objective 2: (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)

Objective 3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions

Standard 3: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1: (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.

Objective 2: (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.

Objective 3: (Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.

Eighth Grade Language Arts

Prerequisite:

None

Credit:

1.0 Language Arts credit (8th grade)

Course Description:

Eighth Grade Language Arts focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that begins to explore more nuanced meanings of words (connotation, synonyms) and comprehension that focuses on text features and structures, distinguishing fact from opinion, identifying themes in texts, and simple figurative language. Writing emphasizes ordering, comparing and contrasting, basic skills in analytical evaluation and assessment of writing, and editing skills that are specific and clearly delineated.

The research or inquiry skills identified focus on gathering information to address a chosen topic and beginning to form results of inquiry.

Intended Learning Outcomes:

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
2. Demonstrate Appreciation for the Role of Language Arts
3. Demonstrate Understanding of the Nature of Language
4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
5. Use the Skills, Strategies, and Processes of Reading
6. Use the Skills, Strategies, and Processes of Writing

Core Goals and Standards of the Course:

Standard 1: (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.

Objective 2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).

Objective 3: (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.

Standard 2: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

- Objective 1: (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.
- Objective 2: (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)
- Objective 3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

Standard 3: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

- Objective 1: (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.
- Objective 2: (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.
- Objective 3: (Oral Communication of Inquiry): Participate in and report on small group learning activities.

FINE ARTS- DANCE

Dance IA

Prerequisite:

None

Credit:

0.5 Fine Arts Credit (in 8th grade)

Course Description:

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curriculum areas.

Core Standards:

Standard 1 Dance - Technique- Students will demonstrate technical proficiency and knowledge of the body.

- Objective 1 Value dance as contributing to healthy human development.
- Objective 2 Develop knowledge and skills of axial movements and basic locomotor steps.
- Objective 3 Develop an awareness of performing techniques.

Standard 2: Dance - Elements of Dance- Students will demonstrate knowledge and skills in the elements of dance.

- Objective 1 Develop knowledge and skills in space.
- Objective 2 Develop knowledge and skills in time.
- Objective 3 Develop knowledge and skills in energy and motion.

Standard 3: Dance - Creative/Choreographic Processes- Students will understand choreographic principles, processes, and structures.

- Objective 1: Improvise within a structure.
- Objective 2: Demonstrate choreographic principles, processes, and structures.

Standard 4: Dance - Meaning- Students will gain an understanding of dance as a means to create and communicate meaning.

Objective 1: Develop knowledge and skills in the creative process of abstraction.

Objective 2: Demonstrate how dance communicates meaning.

Objective 3: Identify the various purposes served by dance throughout time and in world cultures.

Objective 4: Demonstrate aesthetic perception.

Dance 1B

Prerequisite:

Dance IA, or audition

Credit:

0.5 Fine Arts Credit (7th and 8th grade)

Course Description:

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This is a beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

Core Standards:

Standard 1 Dance - Technique- Students will demonstrate technical proficiency and knowledge of the body.

Objective 1 Value dance as contributing to healthy human development.

Objective 2 Develop knowledge and skills of axial movements and basic locomotor steps.

Objective 3 Develop an awareness of performing techniques.

Standard 2: Dance - Elements of Dance- Students will demonstrate knowledge and skills in the elements of dance.

Objective 1 Develop knowledge and skills in space.

Objective 2 Develop knowledge and skills in time.

Objective 3 Develop knowledge and skills in energy and motion.

Standard 3: Dance - Creative/Choreographic Processes- Students will understand choreographic principles, processes, and structures.

Objective 1: Improvise within a structure.

Objective 2: Demonstrate choreographic principles, processes, and structures.

Standard 4: Dance - Meaning- Students will gain an understanding of dance as a means to create and communicate meaning.

Objective 1: Develop knowledge and skills in the creative process of abstraction.

Objective 2: Demonstrate how dance communicates meaning.

Objective 3: Identify the various purposes served by dance throughout time and in world cultures.

Objective 4: Demonstrate aesthetic perception.

Dance IIA

Prerequisite:

Dance IB, or audition

Credit:

0.5 Fine Arts Credit (7th and 8th grade)

Course Description:

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This intermediate level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

Core Standards:

Standard 1 Dance - Technique- Students will demonstrate technical proficiency and knowledge of the body.

Objective 1 Value dance as contributing to healthy human development.

Objective 2 Develop knowledge and skills of axial movements and basic locomotor steps.

Objective 3 Develop an awareness of performing techniques.

Standard 2: Dance - Elements of Dance- Students will demonstrate knowledge and skills in the elements of dance.

Objective 1 Develop knowledge and skills in space.

Objective 2 Develop knowledge and skills in time.

Objective 3 Develop knowledge and skills in energy and motion.

Standard 3: Dance - Creative/Choreographic Processes- Students will understand choreographic principles, processes, and structures.

Objective 1: Improvise within a structure.

Objective 2: Demonstrate choreographic principles, processes, and structures.

Standard 4: Dance - Meaning- Students will gain an understanding of dance as a means to create and communicate meaning.

Objective 1: Develop knowledge and skills in the creative process of abstraction.

Objective 2: Demonstrate how dance communicates meaning.

Objective 3: Identify the various purposes served by dance throughout time and in world cultures.

Objective 4: Demonstrate aesthetic perception.

Dance IIB**Prerequisite:**

Dance IIA, or audition

Credit:

0.5 Fine Arts Credit (7th and 8th grade)

Course Description:

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This intermediate level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

Core Standards:

Standard 1 Dance - Technique- Students will demonstrate technical proficiency and knowledge of the body.

Objective 1 Value dance as contributing to healthy human development.

Objective 2 Develop knowledge and skills of axial movements and basic locomotor steps.

Objective 3 Develop an awareness of performing techniques.

Standard 2: Dance - Elements of Dance- Students will demonstrate knowledge and skills in the elements of dance.

Objective 1 Develop knowledge and skills in space.

Objective 2 Develop knowledge and skills in time.

Objective 3 Develop knowledge and skills in energy and motion.

Standard 3: Dance - Creative/Choreographic Processes- Students will understand choreographic principles, processes, and structures.

Objective 1: Improvise within a structure.

Objective 2: Demonstrate choreographic principles, processes, and structures.

Standard 4: Dance - Meaning- Students will gain an understanding of dance as a means to create and communicate meaning.

Objective 1: Develop knowledge and skills in the creative process of abstraction.

Objective 2: Demonstrate how dance communicates meaning.

Objective 3: Identify the various purposes served by dance throughout time and in world cultures.

Objective 4: Demonstrate aesthetic perception.

Musical Dance Theatre I

Prerequisite:

None

Credit:

0.25 Fine Arts credit (7th and 8th grade)

Course Description:

This inter-disciplinary course combines three areas of fine arts instruction: music, dance, and theatre.

Theatre: In this course, students discover meaning in works of musical-dance-theatre (MDT) through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of MDT projects and performances.

Music: This course provides opportunities for beginning students to develop their musical potential and aesthetic understanding through solo and group singing. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the building of technical skills, team spirit, and responsible rehearsal habits.

Dance: This beginning level dance course builds knowledge and skills in technique, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

Musical Dance Theatre II

Prerequisite:

Musical Dance Theatre I, or teacher approval

Credit:

0.25 Fine Arts credit (8th grade)

Course Description:

This inter-disciplinary course combines three areas of fine arts instruction: music, dance, and theatre. Skills in this intermediate level course are refined as students gain confidence in their abilities.

Theatre: In this course, students discover meaning in works of musical-dance-theatre (MDT) through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of MDT projects and performances.

Music: This course provides opportunities for beginning students to develop their musical potential and aesthetic understanding through solo and group singing. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the building of technical skills, team spirit, and responsible rehearsal habits.

Dance: This intermediate level dance course builds knowledge and skills in technique, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

FINE ARTS- MUSIC

Beginning Choir**Prerequisite:**

None

Credit:

0.5 Fine Arts Credit (7th and 8th grade)

Course Description:

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development.

Core Goals and Standards of the Course:

Standard 1 :Music - Perform- Students will use body, voice, and instruments as means of musical expression.

Objective 1: Produce a beautiful tone.

Objective 2: Demonstrate technical performance skills.

Objective 3: Demonstrate notational literacy.

Objective 4: Demonstrate productive rehearsal habits.

Objective 5: Perform varied repertoire.

Standard 2: Music - Create- Students will improvise and compose music.

Objective 1: Improvise rhythmic and melodic ideas and phrases.

Objective 2: Record musical thoughts in standard notation.

Standard 3: Music - Listen/Analyze/Evaluate- Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective 1: Analyze and evaluate musical examples.

Objective 2: Evaluate ensemble performances.

Objective 3: Document personal growth as a musician.

Standard 4: Music - Discover Meaning- Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective 1: Examine how music relates to personal development and enjoyment of life.

Objective 2: Experience how music connects us to history, culture, heritage, and community.

Beginning Band

Prerequisite:

None

Credit:

0.5 Fine Arts Credit (7th and 8th grade)

Course Description:

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society.

Core Goals and Standards of the Course:

Standard 1: Music - Perform- Students will use body, voice, and instruments as means of musical expression.

Objective 1: Produce a beautiful tone.

Objective 2: Demonstrate technical performance skills.

Objective 3: Demonstrate notational literacy.

Objective 4: Demonstrate productive rehearsal habits.

Objective 5: Demonstrate knowledge, use, and care of selected instruments.

Objective 6: Perform varied repertoire.

Standard 2: Music - Create- Students will improvise and compose music.

Objective 1: Improvise rhythmic and melodic ideas and phrases.

Objective 2 Record musical thoughts in standard notation.

Objective 3 Write original melodies and short compositions.

Standard 3: Music - Listen/Analyze/Evaluate- Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective 1: Analyze and evaluate musical examples.

Objective 2: Evaluate ensemble performances.

Objective 3: Document personal growth as a musician.

Standard 4: Music - Discover Meaning- Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective I: Examine how music relates to personal development and enjoyment of life.

Objective 2: Experience how music connects us to history, culture, heritage, and community.

Beginning Orchestra

Prerequisite:

None

Credit:

0.5 Fine Arts Credit (7th and 8th grade)

Course Description:

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society.

Core Goals and Standards of the Course:

Standard 1: Music - Perform- Students will use body, voice, and instruments as mean of musical expression.

Objective I: Produce a beautiful tone.

Objective 2: Demonstrate technical performance skills.

Objective 3: Demonstrate notational literacy.

Objective 4: Demonstrate productive rehearsal habits.

Objective 5: Perform varied repertoire.

Standard 2: Music - Create- Students will improvise and compose music.

Objective I: Improvise rhythmic and melodic ideas and phrases.

Objective 2: Record musical thoughts in standard notation.

Objective 3: Write original melodies and short compositions.

Standard 3: Music - Listen/Analyze/Evaluate- Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective I: Analyze and evaluate musical examples.

Objective 2: Evaluate ensemble performances.

Objective 3: Document personal growth as a musician.

Standard 4: Music - Discover Meaning- Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective I: Examine how music relates to personal development and enjoyment of life.

Objective 2: Experience how music connects us to history, culture, heritage, and community.

Intermediate Choir

Prerequisite:

Beginning Choir, or audition

Credit:

1.0 Fine Arts Credit (7th and 8th grade)

Course Description:

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society.

Core Goals and Standards of the Course:

Standard 1: Music - Perform- Students will use body, voice, and instruments as means of musical expression.

Objective 1: Produce a beautiful tone.

Objective 2: Demonstrate technical performance skills.

Objective 3: Demonstrate notational literacy.

Objective 4: Demonstrate productive rehearsal habits.

Objective 5: Perform varied repertoire.

Standard 2: Music - Create- Students will improvise and compose music.

Objective 1: Improvise rhythmic and melodic ideas and phrases.

Objective 2: Record musical thoughts in standard notation.

Standard 3: Music - Listen/Analyze/Evaluate- Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective 1: Analyze and evaluate musical examples.

Objective 2: Evaluate ensemble performances.

Objective 3: Document personal growth as a musician.

Standard 4: Music - Discover Meaning- Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective 1: Examine how music relates to personal development and enjoyment of life.

Objective 2: Experience how music connects us to history, culture, heritage, and community.

Intermediate Band

Prerequisite:

Beginning Band, or audition

Credit:

1.0 Fine Arts Credit (7th and 8th grade)

Course Description:

This course further develops and refines core concepts and fundamentals introduced in Beginning Band. Study includes the care and cultivation of a beautiful tone, the ability to read

music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society.

Core Goals and Standards of the Course:

Standard 1: Music - Perform- Students will use body, voice, and instruments as means of musical expression.

Objective 1 Produce a beautiful tone.

Objective 2 Demonstrate technical performance skills.

Objective 3 Demonstrate notational literacy.

Objective 4 Demonstrate productive rehearsal habits.

Objective 5 Demonstrate knowledge, use, and care of selected instruments.

Objective 6 Perform varied repertoire.

Standard 2: Music - Create- Students will improvise and compose music.

Objective 1 Improvise rhythmic and melodic ideas and phrases.

Objective 2 Record musical thoughts in standard notation.

Objective 3 Write original melodies and short compositions.

Standard 3: Music - Listen/Analyze/Evaluate- Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective 1: Analyze and evaluate musical examples.

Objective 2: Evaluate ensemble performances.

Objective 3: Document personal growth as a musician.

Standard 4: Music - Discover Meaning- Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective 1: Examine how music relates to personal development and enjoyment of life.

Objective 2: Experience how music connects us to history, culture, heritage, and community.

Intermediate Orchestra

Prerequisite:

Beginning Orchestra, or audition

Credit:

1.0 Fine Arts Credit (7th and 8th grade)

Course Description:

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society.

Core Goals and Standards of the Course:

Standard 1: Music - Perform- Students will use body, voice, and instruments as means of musical expression.

Objective 1: Produce a beautiful tone.

Objective 2: Demonstrate technical performance skills.

Objective 3: Demonstrate notational literacy.

Objective 4: Demonstrate productive rehearsal habits.

Objective 5: Perform varied repertoire.

Standard 2: Music - Create- Students will improvise and compose music.

Objective 1: Improvise rhythmic and melodic ideas and phrases.

Objective 2: Record musical thoughts in standard notation.

Objective 3: Write original melodies and short compositions.

Standard 3: Music - Listen/Analyze/Evaluate- Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective 1: Analyze and evaluate musical examples.

Objective 2: Evaluate ensemble performances.

Objective 3: Document personal growth as a musician.

Standard 4: Music - Discover Meaning- Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective 1: Examine how music relates to personal development and enjoyment of life.

Objective 2: Experience how music connects us to history, culture, heritage, and community.

Musical Dance Theatre I**Prerequisite:**

None

Credit:

0.25 Fine Arts credit (7th and 8th grade)

Course Description:

This interdisciplinary course combines three areas of fine arts instruction: music, dance, and theatre.

Theatre: In this course, students discover meaning in works of musical-dance-theatre (MDT) through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of MDT projects and performances.

Music: This course provides opportunities for beginning students to develop their musical potential and aesthetic understanding through solo and group singing. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the building of technical skills, team spirit, and responsible rehearsal habits.

Dance: This beginning level dance course builds knowledge and skills in technique, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

Musical Dance Theatre II**Prerequisite:**

Musical Dance Theatre I, or teacher approval

Credit:

0.25 Fine Arts credit (8th grade)

Course Description:

This inter-disciplinary course combines three areas of fine arts instruction: music, dance, and theatre. Skills in this intermediate level course are refined as students gain confidence in their abilities.

Theatre: In this course, students discover meaning in works of musical-dance-theatre (MDT) through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of MDT projects and performances.

Music: This course provides opportunities for beginning students to develop their musical potential and aesthetic understanding through solo and group singing. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the building of technical skills, team spirit, and responsible rehearsal habits.

Dance: This intermediate level dance course builds knowledge and skills in technique, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

FINE ARTS- THEATRE

Theatre Foundations I**Prerequisite:**

None

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

This course introduces the two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art.

Core Standards of the Course:

Standard 1: Theatre - Script Writing- Students will integrate character and plot in scripting dramatic presentations.

Objective 1: CHARACTER- Create appropriate character dialogue and physical attributes within a dramatic presentation.

Objective 2: PLOT- Create linear and non-linear plot structures.

Standard 2: Theatre -Acting- Students will develop the basic techniques of acting; i.e., movement, voice, sensory/emotional recall, character building, and ensemble/rehearsal techniques.

Objective 1: MOVEMENT- Develop expressive use of stage movement through body awareness and spatial perception.

Objective 2: VOICE- Develop expressive use of the voice.

Objective 3: SENSORY/EMOTIONAL RECALL- Develop sensory/emotional recall techniques.

Objective 4: CHARACTERIZATION- Develop character building techniques. Objective 5: ENSEMBLE/REHEARSAL TECHNIQUES- Develop ensemble/rehearsal techniques.

Standard 3: Theatre - Constructing Meaning- Students will develop critical thinking skills to construct meaning.

Objective 1: APPLYING LIFE SKILLS- Connect personal experiences with dramatic presentations to own life.

Objective 2: SELF-ASSESSING- Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.

Theatre Foundations II

Prerequisite:

Theater Foundations I

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

This course expands on the two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art.

Core Standards of the Course:

Standard 1: Theatre - Script Writing- Students will integrate character and plot in scripting dramatic presentations.

Objective 1: UNITY- Interrelate all environments, situations, and characters when creating dramatic presentations.

Objective 2: CHARACTER- Create appropriate character dialogue and physical attributes within a dramatic presentation.

Objective 3: PLOT- Create linear and non-linear plot structures.

Standard 2: Theatre -Acting- Students will develop the basic techniques of acting; i.e., movement, voice, sensory/emotional recall, character building, and ensemble/rehearsal techniques.

Objective 1: MOVEMENT- Develop expressive use of stage movement through body awareness and spatial perception.

Objective 2: VOICE- Develop expressive use of the voice.

Objective 3: SENSORY/EMOTIONAL RECALL- Develop sensory/emotional recall techniques.

Objective 4: CHARACTERIZATION- Develop character building techniques. Objective 5: ENSEMBLE/REHEARSAL TECHNIQUES- Develop ensemble/rehearsal techniques.

Standard 3: Theatre - Constructing Meaning- Students will develop critical thinking skills to construct meaning.

Objective 1: COMPARING/INTEGRATING ART FORMS- Compare and/or integrate other art forms with theatre.

Objective 2: ANALYZING/CRITIQUING- Analyze and/or critique personal preferences acquired through experiencing theatre as a participant and an observer.

Objective 3: APPLYING LIFE SKILLS- Connect personal experiences with dramatic presentations to own life.

Objective 4: SELF-ASSESSING- Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.

Musical Dance Theatre I

Prerequisite:

None

Credit:

0.25 Fine Arts credit (7th and 8th grade)

Course Description:

This interdisciplinary course combines three areas of fine arts instruction: music, dance, and theatre.

Theatre: In this course, students discover meaning in works of musical-dance-theatre (MDT) through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of MDT projects and performances.

Music: This course provides opportunities for beginning students to develop their musical potential and aesthetic understanding through solo and group singing. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the building of technical skills, team spirit, and responsible rehearsal habits.

Dance: This beginning level dance course builds knowledge and skills in technique, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

Musical Dance Theatre II

Prerequisite:

Musical Dance Theatre I, or teacher approval

Credit:

0.25 Fine Arts credit (8th grade)

Course Description:

This interdisciplinary course combines three areas of fine arts instruction: music, dance, and theatre. Skills in this intermediate level course are refined as students gain confidence in their abilities.

Theatre: In this course, students discover meaning in works of musical-dance-theatre (MDT) through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of MDT projects and performances.

Music: This course provides opportunities for beginning students to develop their musical potential and aesthetic understanding through solo and group singing. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the building of technical skills, team spirit, and responsible rehearsal habits.

Dance: This intermediate level dance course builds knowledge and skills in technique, artistic expression, performance, history, culture, life skills, and connections to other curricular areas.

FINE ARTS- VISUAL ARTS

Foundations of Art I

Prerequisite:

None

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

Foundations of Art I 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.

Painting I

Prerequisite:

Foundations of Art I, or teacher approval

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

Painting includes wet media with processes such as transparent and opaque painting and focuses on the operations of color. 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.

Drawing I

Prerequisite:

Foundations of Art I, or teacher approval

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. 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.

Photography

Prerequisite:

Foundations of Art I, or teacher approval

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

Photography includes the inventive use of light and photographic equipment to create art. 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.

3D Design

Prerequisite:

Foundations of Art I, or teacher approval

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

3-D Design provides an overview and introduction to fine crafts, their media, and the cultures they represent. 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.

Ceramics

Prerequisite:

Foundations of Art I, or teacher approval

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

Ceramics develops basic skills in the creation of 3D forms and pottery from clays. 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.

Sculpture

Prerequisite:

Foundations of Art I, or teacher approval

Credit:

0.5 Fine Arts credit (7th and 8th grade)

Course Description:

Sculpture is an overview of basic skills used to create three-dimensional works of art. 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.

Core Standards of all Visual Arts Courses:

Standard 1: Making- Students will assemble and create works of art by experiencing a variety of art media and by learning the art elements and principles.

Objective 1: Explore a variety of art media, techniques, and processes.

Standard 2: Perceiving- Students will find meaning by analyzing, criticizing, and evaluating works of art.

Objective 1: Critique works of art.

Objective 2: Evaluate works of art.

Standard 3: Expressing- Students will create meaning in art.

Objective 1: Create content in works of art.

Objective 2: Curate works of art ordered by medium and content.

Standard 4: Contextualizing- Students will find meaning in works of art through settings and other modes of learning.

Objective 1: Align works of art according to history, geography, and personal experience. Objective 2: Synthesize art with other educational subjects.

Objective 3: Evaluate the impact of art on life outside of school.

HEALTH EDUCATION

Health Education I**Prerequisite:**

None

Credit:

0.5 Health Education (7th and 8th grade)

Course Description:

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through the seven different content sections, the development of process and life skills and attitudes has been incorporated throughout the entire curriculum.

Core Standards and Objectives of the Course:

Standard 1: Students develop skills and processes that contribute to the development of a healthy self

Objective 1: Use strategies for managing stressful situations.

Objective 2: Apply decision-making skills to address an issue.

Objective 3: Analyze factors that impact mental/emotional health.

Objective 4: Analyze the correlation between acceptance of responsibility and personal growth and maturity.

Objective 5: Analyze the impact of body image and other factors on disordered eating.

Standard 2: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Objective 1: Analyze the results of individual choice and consequences related to drug use and/or non-use.

Objective 2: Practice Refusal Skills® and other strategies for maintaining healthy personal limits.

Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.

Objective 1: Demonstrate healthy expressions regarding interpersonal relationships.

Objective 2: Develop ways to manage and/or adapt to changes in relationships.

Objective 3: Demonstrate the ability to manage unhealthy or dangerous relationships or situations.

Objective 4: Summarize the physical, social, and emotional changes that occur during adolescence.

Objective 5: Determine how abstinence from sexual activity can enhance the development of relationships.

Standard 4: Students summarize issues related to health promotion and disease prevention.

Objective 1: Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each.

Objective 2: Analyze the impact of HIV disease.

Standard 5: Students assess how individual behavior affects personal and community health and safety.

Objective 1: Determine an individual's role and responsibilities in creating a safe and caring community.

Objective 2: Practice assertive communication, problem-solving, and conflict management skills.

Objective 3: Determine the impact of suicide and the importance of prevention.

Objective 4: Create safety plans to mitigate a variety of risks.

Objective 5: Critically analyze media influences regarding violence and safety.

Objective 6: Demonstrate ability to respond effectively in an emergency situation.

Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.

Objective 1: Analyze the benefits of good nutrition and physical fitness.

Objective 2: Analyze the impact of the seven dietary guidelines on helping prevent diet related illnesses.

Standard 7: Students evaluate basic health information needed to advocate for personal, peer, and family health.

Objective 1: Evaluate the reliability of health information and services based on established criteria.

Objective 2: Create an advocacy plan to address a health-related need.

MATHEMATICS

Pre-Algebra

Prerequisite:

Proficiency in Sixth Grade Mathematics

Credit:

1.0 Mathematics (Satisfies the Mathematics requirement for 7th or 8th grade)

Course Description:

The goal of Pre-Algebra is to develop fluency with rational numbers and proportional relationships. Students will extend their elementary skills and begin to learn algebra concepts that serve as a transition into formal Algebra and Geometry. Students will learn to think flexibly about relationships among fractions, decimals, and percents. Students will learn to recognize and generate equivalent expressions and solve single-variable equations and inequalities. Students will investigate and explore mathematical ideas using technology and models to develop multiple strategies for analyzing complex situations. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally or informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
6. Communicate mathematics through writing, modeling, and visualizing, using precise mathematical language and symbolic notation.

Core Standards of the Course:

Standard I: Students will expand number sense to understand, perform operations, and solve problems with rational numbers.

Objective 1: Compute fluently with understanding and make reasonable estimates with rational numbers.

Objective 2: Analyze relationships among rational numbers, including negative rational numbers, and operations involving these numbers.

Objective 3: Solve problems involving rational numbers using addition, subtraction, multiplication, and division.

Standard II: Students will use proportion and similarity to solve problems.

Objective 1: Model and illustrate meanings of ratios, percents, and decimals. Objective 2: Solve a wide variety of problems using ratios and proportional reasoning.

Objective 3: Recognize similar polygons and use properties of similar triangles to solve problems and define the slope of a line.

Standard III: Students will develop fluency with the language and operations of Algebra to analyze and represent relationships.

Objective 1: Generalize and express patterns using algebraic expressions. Objective 2: Evaluate, simplify, and solve algebraic expressions, equations, and inequalities.

Objective 3: Represent relationships using graphs, tables, and other models.

Standard IV: Students will use algebraic, spatial, and logical reasoning to solve Geometry and measurement problems.

Objective 1: Apply the properties of proportionality of different units of measure.

Objective 2: Derive formulas for surface areas and volume of three-dimensional figures.
Standard V- Students will understand concepts from probability and statistics and apply statistical methods to solve problems.

Objective 1: Calculate probabilities of events and compare theoretical and experimental probability.

Objective 2: Formulate questions and answer the questions by organizing and analyzing data.

Algebra

Prerequisite:

Successful completion of Pre-Algebra or equivalent proficiency

Credit:

1.0 Mathematics (Satisfies the Mathematics requirement for 7th or 8th grade)

Course Description:

The main goal of Algebra is to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations and solve linear equations and inequalities and systems of linear equations and inequalities. Students will extend their knowledge of the number system to include irrational numbers. Students will generate equivalent expressions and use formulas. Students will simplify polynomials and begin to study quadratic relationships. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations.

Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally or informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
6. Communicate mathematics through writing, modeling, and visualizing, using precise mathematical language and symbolic notation.

Core Standards of the Course:

Standard I: Students will expand number sense to understand, perform operations, and solve problems with real numbers.

Objective 1: Represent real numbers as points on the number line and distinguish rational numbers from irrational numbers.

Objective 2: Compute fluently and make reasonable estimates with rational and irrational numbers.

Standard II: Students will extend concepts of proportion to represent and analyze linear relations.

Objective 1: Represent and analyze the slope of a line.

Objective 2: Model and interpret problems having a constant rate of change using linear functions.

Objective 3: Represent and analyze linear relationships using algebraic equations, expressions, and graphs.

Standard III: Students will develop fluency with the language and operations of algebra to analyze and represent relationships.

Objective 1: Simplify polynomials and the quotient of monomials.

Objective 2: Solve and interpret linear equations and inequalities in various situations including real-world problems.

Objective 3: Solve and interpret pairs of linear equations and inequalities. Objective 4: Factor polynomials with common monomial factors and factor simple quadratic expressions.

Objective 5: Solve quadratic equations using factoring or by taking square roots.

Standard IV: Students will understand concepts from statistics and apply statistical methods to solve problems.

Objective 1: Summarize, display, and analyze bivariate data.

Objective 2: Estimate, interpret, and use lines fit to bivariate data.

Geometry

Prerequisite:

Successful completion of Algebra I

Credit:

1.0 Mathematics (Satisfies the Mathematics requirement for 7th or 8th grade)

Course Description:

The main goal of Geometry is for students to develop a Euclidean geometric structure and apply the resulting theorems and formulas to address meaningful problems. Students will use experimentation and inductive reasoning to construct geometric concepts, discover geometric relationships, and formulate conjectures. Students will employ deductive logic to prove theorems and justify conclusions. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate geometry, and probability. Students will use dynamic geometry software, compass and straightedge, and other tools to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to life's experiences.

Intended Learning Outcomes:

1. Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
2. Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
3. Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally or informally.
4. Cooperatively and independently explore mathematics, using inquiry and technological skills.
5. Make connections between mathematical ideas, between mathematics and other disciplines, and to life.

6. Communicate mathematics through writing, modeling, and visualizing, using precise mathematical language and symbolic notation.

Core Standards of the Course:

Standard I: Students will use algebraic, spatial, and logical reasoning to solve geometry problems.

Objective 1: Use inductive and deductive reasoning to develop mathematical arguments.

Objective 2: Analyze characteristics and properties of angles.

Objective 3: Analyze characteristics and properties of triangles.

Objective 4: Analyze characteristics and properties of polygons and circles.

Objective 5: Perform basic geometric constructions, describing and justifying the procedures used.

Objective 6: Analyze characteristics and properties of three-dimensional figures.

Standard II: Students will use the language and operations of algebra to explore geometric relationships with coordinate geometry.

Objective 1: Describe the properties and attributes of lines and line segments using coordinate geometry.

Objective 2: Describe spatial relationships using coordinate geometry.

Standard III: Students will extend concepts of proportion and similarity to trigonometric ratios.

Objective 1: Use triangle relationships to solve problems.

Objective 2: Use the trigonometric ratios of sine, cosine, and tangent to represent and solve for missing parts of triangles.

Standard IV: Students will use measurement tools, formulas, and techniques to explore geometric relationships and solve problems.

Objective 1: Find measurements of plane and solid figures.

Objective 2: Solve real-world problems using visualization and spatial reasoning.

SCIENCE

Integrated Science I**Prerequisite:**

None

Credit:

0.5 Science (Satisfies the Science requirement for 7th grade)

Course Description:

Physical, earth, and life science content are integrated with two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. The theme for Integrated Science I is structure. The concept of density is used to help understand the sorting and distribution of matter on Earth. Seventh graders should begin to relate the structure of matter to the properties of materials. All substances are made of smaller parts and are themselves parts of larger wholes. When parts come together, the whole often has properties that are very different from its parts.

Inherited traits are carried on structures called genes. Structure is used to classify plants, animals, rocks, stars, and other things. Classification is a way to give a unique description to all things.

Core Standards of the Course:

Standard 1: Students will understand the structure of matter.

Objective 1: Describe the structure of matter in terms of atoms and molecules.

Objective 2: Accurately measure the characteristics of matter in different states.

Objective 3: Investigate the motion of particles.

Standard 2: Students will understand the relationship between properties of matter and Earth's structure.

Objective 1: Examine the effects of density and particle size on the behavior of materials in mixtures.

Objective 2: Analyze how density affects Earth's structure.

Standard 3: Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions.

Objective 1: Observe and describe cellular structures and functions.

Objective 2: Identify and describe the function and interdependence of various organs and tissues.

Standard 4: Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment.

Objective 1: Compare how sexual and asexual reproduction passes genetic information from parent to offspring.

Objective 2: Relate the adaptability of organisms in an environment to their inherited traits and structures.

Standard 5: Students will understand that structure is used to develop classification systems.

Objective 1: Classify based on observable properties. Objective

2: Use and develop a simple classification system.

Objective 3: Classify organisms using an orderly pattern based upon structure.

Integrated Science IIA & B

Prerequisite:

Integrated Science I

Credit:

1.0 Science (Satisfies the Science requirement for 8th grade)

Course Description:

Physical, earth, and life science content are integrated with two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. The themes for Integrated Science II are change and energy. When matter combines, energy is absorbed or released and matter is rearranged to make new substances with new properties. The essential change that occurs in living organisms involves photosynthesis and respiration. The processes of change that shape and reshape the Earth continue today as in the past and require energy. Objects require energy to move, and this motion can be described, measured, and predicted.

Core Standards of the Course:

Standard 1: Students will understand the nature of changes in matter.

Objective 1: Describe the chemical and physical properties of various substances.

Objective 2: Observe and evaluate evidence of chemical and physical change. Objective 3: Investigate and measure the effects of increasing or decreasing the amount of energy in a physical or chemical change, and relate the kind of energy added to the motion of the particles.

Objective 4: Identify the observable features of chemical reactions.

Standard 2: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.

Objective 1: Compare ways that plants and animals obtain and use energy.

Objective 2: Generalize the dependent relationships between organisms.

Objective 3: Analyze human influence on the capacity of an environment to sustain living things.

Standard 3: Students will understand the processes of rock and fossil formation.

Objective 1: Compare rocks and minerals and describe how they are related.

Objective 2: Describe the nature of the changes that rocks undergo over long periods of time.

Objective 3: Describe how rock and fossil evidence is used to infer Earth's history.

Objective 4: Compare rapid and gradual changes to Earth's surface.

Standard 4: Students will understand the relationships among energy, force, and motion.

Objective 1: Investigate the transfer of energy through various materials.

Objective 2: Examine the force exerted on objects by gravity.

Objective 3: Investigate the application of forces that act on objects, and the resulting motion.

Objective 4: Analyze various forms of energy and how living organisms sense and respond to energy.

SOCIAL STUDIES

U.S. History

Prerequisite:

None

Credit:

1.0 Social Studies (Satisfies U.S. History requirement for 8th graders)

Course Description:

United States History for 8th graders covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to: exploration, colonization, Revolutionary War, constitutional issues, nation building, Civil War, Reconstruction, and western movement.

Core Standards of the Course:

Standard 1: Students will interpret the role of geography in shaping United States history.

Objective 1: Determine how geography affected the development of the United States.

Objective 2: Utilize geographic skills as they relate to the study of the United States.

Standard 2: Students will investigate the relationship between events of different time periods.

Objective 1: Develop an awareness of current events.

Objective 2: Analyze how contemporary concerns and events affect and are affected by history.

Standard 3: Students will understand the changes caused by European exploration in the Americas.

Objective 1: Explore life among the various American Indian nations prior to European exploration of the New World.

Objective 2: Analyze the reasons for European exploration.

Objective 3: Assess the impact of European exploration on African slaves and American Indian nations.

Standard 4: Students will analyze European colonization and settlement of North America.

Objective 1: Explain where and why European countries colonized North America, e.g., the Netherlands, England, France, Spain.

Objective 2: Assess the reasons for settlement of the English colonies.

Objective 3: Examine the economic, political, and social patterns in the development of the 13 English colonies.

Standard 5: Students will understand the significance of the American Revolution in the development of the United States.

Objective 1: Analyze what ideas and events led to the Revolutionary movement.

Objective 2: Assess the factors affecting the course of the war and contributing to American victory.

Objective 3: Evaluate the contributions of key people and groups to the Revolution.

Objective 4: Examine the effects of the Revolution on the United States.

Standard 6: Students will understand the structure and function of the United States government established by the Constitution.

Objective 1: Assess the foundations and principles that led to the development of the Constitution.

Objective 2: Analyze the compromises that led to the ratification of the Constitution.

Objective 3: Examine the basic structure of the Constitution.

Objective 4: Analyze the rights, liberties, and responsibilities of citizens.

Standard 7: Students will explore the territorial growth of the United States before the Civil War.

Objective 1: Describe the ideas and events that motivated the expansion of the United States.

Objective 2: Examine the conflicts that arose during the American expansion.

Objective 3: Analyze how new inventions and transportation methods stimulated western expansion.

Objective 4: Assess the impact of the Industrial Revolution on the United States.

Standard 8: Students will examine the expansion of the political system and social rights before the Civil War.

Objective 1: Investigate the development of the American political party system.

Objective 2: Analyze the evolution of democracy and the extension of democratic principles.

Objective 3: Analyze the impact of social reforms on Americans during the 19th century.

Standard 9: Students will understand the significance of the Civil War Era to the United States.

Objective 1: Analyze differences and events that led to the Civil War.

Objective 2: Determine the factors that affected the course of the war and contributed to Union victory.

Objective 3: Evaluate the Reconstruction period and how it affected the United States following the Civil War.

Standard 10: Students will understand the development of the American West following the Civil War.

Objective 1: Analyze the factors that brought people west.

Objective 2: Analyze the settlement of the American West.

Objective 3: Investigate the conflict among various groups involved in the settlement of the West.

Standard II: Students will use proportion and similarity to solve problems.

Utah Studies

Prerequisite:

None

Credit:

0.5 Social Studies (Satisfies Utah History requirement for 7th graders)

Course Description:

Utah is a state diverse in landscape and people. This course is designed to help students understand the state of Utah at a deeper level by reviewing Utah's early history and particularly emphasizing Utah from statehood to the present. Students will understand the interaction between Utah's geography and its inhabitants, as well as the formative contributions of Native American Indians, explorers, and Utah pioneers. The course will also investigate relationships between government and the people of Utah, the many opportunities people have to make a living in Utah, the diverse nature of Utah's people and cultures, and the impact of contemporary events on the land and people of Utah.

Core Standards of the Course:

Standard 1: Students will understand the interaction between Utah's geography and its inhabitants.

Objective 1: Investigate the relationship between physical geography and Utah's settlement, land use, and economy.

Objective 2: Examine the interrelationship between Utah's climate, location, landforms, and life.

Objective 3: Assess how natural resources sustain and enhance people's lives.

Objective 4: Examine how people affect the geography of Utah.

Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.

Objective 1: Examine the contributions of Native American Indians to the culture of Utah.

Objective 2: Investigate the importance of explorers to Utah's settlement.

Objective 3: Describe the significance of pioneers in Utah history.

Standard 3: Students will understand the relationship between government and the people of Utah.

Objective 1: Examine Utah's struggle for statehood.

Objective 2: Examine the structure and function of city, county, and state governments.

Objective 3: Assess the rights and responsibilities of citizenship.

Standard 4: Students will understand the diverse ways people make a living in Utah.

Objective 1: Explore the components of Utah's economy.

Objective 2: Investigate the past and present role of agriculture in Utah.

Objective 3: Examine aspects that have broadened Utah's economy.

Objective 4: Investigate the current status of Utah's economy.

Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.

Objective 1: Assess the cultural diversity of Utah.

Objective 2: Investigate the contributions of Utah's religious and ethnic groups, including Native American Indians.

Objective 3: Assess the diverse cultural and recreational opportunities available in Utah.

Standard 6: Students will understand the impact of major contemporary events that concern the land and people of Utah.

Objective 1: Identify and investigate major contemporary events that affect individuals, institutions, and society.

PHYSICAL EDUCATION

Physical Education Middle School Activities

Prerequisite:

None

Credit:

0.5 Physical Education credit (7th and 8th grade)

Course Description:

Physical Education Middle School Activities offers a wide range of developmentally appropriate activities that are increasingly complex in content, concept, and skill development and execution. Students continue to practice skills but also begin to participate in regulation games with more complex playing environments. Teams are kept small, allowing maximum participation and involvement by all students. Cooperative as well as traditional sports activities are included in the curriculum.

Physical Education Middle School Activities incorporates in-depth instruction and application of the elements of physical fitness. Students begin to see the relationship between proper nutritional choices and physical activity for the maintenance of a lifelong healthy lifestyle.

Core Standards of the Course:

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of movement skills. Objective 2: Apply correct techniques of basic skills in a number of individual, dual, and team sport-specific activities.

Objective 3: Demonstrate correct technique in a variety of improvised rhythmic activities,

Standard 2: Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Demonstrate ways to link and transfer basic manipulative skills and concepts to specialized sports activities.

Objective 2: Set goals and monitor changes in the development of movement skills to improve performance.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and maintain a basic exercise plan that incorporates all elements of physical fitness. Caution: Assessment of body composition is inappropriate at this level.

Objective 2: Participate in activities that promote physical fitness.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the elements of physical fitness.

Objective 2: Describe the relationship between physical activity and proper nutritional choice.

Objective 3: Demonstrate the biomechanical principles of posture during activity.

Objective 4: Adjust and monitor fitness and exercise programs using a variety of technological resources.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

Objective 2: Demonstrate the ability to work with others in activity settings.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective 1: Appreciate the benefits of living a healthy lifestyle.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

STUDY SKILLS

Study Strategies I A& B

Prerequisite:

None

Credit:

0.25 Elective credit (7th and 8th grade)

Course Description:

Students learn educational strategies that empower them to be responsible for their own educational experience. Student instruction will focus on the following topics: attitude, organization, assertive learning skills, meta-cognition, memory strategies, time management, homework strategies, study skills, test taking tactics, learning styles, multiple intelligences, adaptive technology, effective note taking, and creativity.

Study Strategies II A& B

Prerequisite:

Study Strategies I A & B

Credit:

0.25 Elective credit (7th and 8th grade)

Course Description:

Students continue to learn educational strategies that empower them to be responsible for their own educational experience. Student instruction will focus on the following topics: attitude, organization, assertive learning skills, meta-cognition, memory strategies, time management, homework strategies, study skills, test taking tactics, learning styles, multiple intelligences, adaptive technology, effective note taking, and creativity. This course will focus on applying study skills to other classes.

WORLD LANGUAGES AND CULTURE

World Languages I**Prerequisite:**

None

Credit:

1.0 Elective credit (1st and 8th grade)

Course Description:

Language and communication are at the heart of the human experience. This envisions a future in which all students will develop and maintain proficiency in English and at least one other language. Utah's unique location continues to attract an ever increasing number of national and international visitors and businesses. Such an increase demands a work force which has the knowledge and skills to communicate effectively. The state of Utah must educate students who will be able to communicate linguistically and culturally, both at home and abroad.

Core Goals and Standards of the Course:*Goal 1: Communicate in Languages Other Than English*

Standard 1: Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.

Standard 2: Students understand, interpret, and respond to written and spoken language on a variety of topics.

Standard 3: Students present information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal 2: Gain Knowledge and Understanding of Other Cultures

Standard 4: Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Standard 5: Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal 3: Connect With Other Disciplines and Acquire Information

Standard 6: Students reinforce and expand their knowledge of other disciplines through the target language.

Standard 7: Students acquire information and recognize viewpoints available through the target language and its cultures.

Goal 4: Use Comparisons to Develop Insight Into the Nature of Language and Culture

Standard 8: Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.

Standard 9: Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.

Goal 5: Participate in Multilingual Communities

Standard 10: Students use language skills and cultural knowledge to connect with local, national, and international communities.

of the United States and its role in the world arena as viewed by other cultures. Standard

11: Students develop skills of lifelong learners by using language for personal development.

World Languages II

Prerequisite:

World Languages I

Credit:

1.0 Elective credit (7th and 8th grade)

Course Description:

Language and communication are at the heart of the human experience. This envisions a future in which all students will develop and maintain proficiency in English and at least one other language. Utah's unique location continues to attract an ever increasing number of national and international visitors and businesses. Such an increase demands a work force which has the knowledge and skills to communicate effectively. The state of Utah must educate students who will be able to communicate linguistically and culturally, both at home and abroad.

Core Goals and Standards of the Course:

Goal 1: Communicate in Languages Other Than English

Standard 1: Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.

Standard 2: Students understand, interpret, and respond to written and spoken language on a variety of topics.

Standard 3: Students present information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal 2: Gain Knowledge and Understanding of Other Cultures

Standard 4: Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Standard 5: Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal 3: Connect With Other Disciplines and Acquire Information

Standard 6: Students reinforce and expand their knowledge of other disciplines through the target language.

Standard 7: Students acquire information and recognize viewpoints available through the target language and its cultures.

Goal 4: Use Comparisons to Develop Insight Into the Nature of Language and Culture

Standard 8: Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.

Standard 9: Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.

Goal 5: Participate in Multilingual Communities

Standard 10: Students use language skills and cultural knowledge to connect with local, national, and international communities.

of the United States and its role in the world arena as viewed by other cultures. Standard

11: Students develop skills of lifelong learners by using language for personal development.

11. d: Program of Instruction

Monitoring

The Curriculum Director and Faculty Mentor (Curriculum Director) is the administrator responsible monitoring for the school's program of instruction. The Curriculum Director shall:

- Prepare the *Curriculum Manual*.
- Ensure that the Utah Core Curriculum Standards are integrated into school wide lesson plans.
- Download the Utah Core Standards and Objectives yearly, summarize major and minor changes, and present them to the Board along with recommended changes in the curriculum.
- Recommend steering committees as needed to implement curriculum changes.
- Disseminate the core changes to the appropriate teachers.
- Be responsible for school wide curriculum mapping, noting when/how individual standards and objectives of the Utah State Core are introduced, taught in depth, assessed and reviewed.
- Report students test results to USOE, Board of Trustees, faculty, and school patrons.
- Prepare a new hire packet for teachers that familiarizes teachers with the mission, curricular emphasis and effectiveness goals of the school.

Coordination between faculty members is crucial for the success of the academic program at QRPS. Teachers have daily individual prep time, daily departmental collaboration time and weekly faculty meeting and faculty members use technology to ensure frequent contact between departments. Money is budgeted to provide professional development opportunities to all teachers. Teachers specialize in one subject area. This allows each department to follow changes in the curriculum.

Faculty Orientation

To ensure that teachers understand the curricular emphasis and effectiveness goals of the school, QRPS provides the following support:

- During the application for employment process, all potential teachers are provided with a summary of the mission statement, goals, philosophy and curricular emphasis.
- During the interviewing process, the Curriculum director discusses the curricular emphasis with the applicant.
- Employment contracts for new employees contain an agreement to uphold the philosophy and emphasis of the school.
- New hire orientations are conducted to ensure that teachers understand the extent to which they will be responsible for implementation of the curricular emphasis.
- The Curriculum Director plans teacher training days during the week preceding the first day of school. Such training includes, but is not limited to, application of the school mission statement and instructional philosophy, monitoring of the educational program, and use of the *Curriculum Manual*.
- All teachers work with partner teachers and new teachers work with a mentor to collaborate and report progress toward implementation of the mission and philosophy of QRPS.
- Faculty members complete self-assessments throughout the year.
- Several times each year, the Curriculum Director observes each teacher at work in the classroom, notes teacher strengths and recommends areas for improvement.

Curriculum Manual

The QRPS *Curriculum Manual* is an invaluable resource for its teachers. This electronic manual is updated yearly and lists school-wide themes along with a calendar. The Utah State Core is included for

contains a detailed curriculum map for each subject and grade, which notes when and how individual standards and objectives of the Utah State Core are introduced, taught in depth, assessed and reviewed. The bulk of the *Curriculum Manual* contains the school-wide database of lesson plans .

E. X.A.M.P.L.E:

Requirement	Introduced	Applied	Applied	Applied	Assessed	Reviewed
Math Grade 2 Standard 6 Objective 2	Art 2.4.5 Math 2.6.2	Art 2.4.7 Math 2.6.3 Language 2.5.1	Language 2.5.4 Spanish 2.1.1 History 2.1.5	Science 2.3.7 Science 2.3.8 Math 2.5.2	Math 2.5.8 Math2.5.8 Language 2.8.4	Language 2.9.5 Math 2.9.2 Art 2.5.6

The Curriculum Director prepares and updates the *Curriculum Manual* and presents it to the Board for formal approval. Parents, teachers and other interested parties shall have online access to the *Curriculum Manual* once approved.

Student Progress Toward Mastery

EXAMPLE 1:

Hypothetical School Report- Summary				
	by Grade			
Grade 5	CRT	Iowa	DWA	PASS
Math	95%	80%	N/A	93%
Reading	80%	75%	N/A	87%
Writing	N/A	62%	N/A	65%
Science	98%	92%	N/A	95%
Social Studies	N/A	95%	N/A	98%
PE	N/A	N/A	N/A	100%
Dance	N/A	N/A	N/A	100%
Health	N/A	N/A	N/A	100%
Visual Art	N/A	N/A	N/A	100%
Music	N/A	N/A	N/A	98%
Musical Dance Theater	N/A	N/A	N/A	100%
Social Studies	N/A	N/A	N/A	100%
Study Skills	N/A	N/A	N/A	100%
ASL	N/A	N/A	N/A	95%
Spanish	N/A	N/A	N/A	94%
Drama	N/A	N/A	N/A	100%
Technology	N/A	N/A	N/A	62%

A passing grade indicates that a student knows the material and is ready to move to the next level. The QRPS goal is for every child to be at passing grade level (80% mastery) by the end of the year, in each subject. Because teachers teach students from multiple grades, they can easily follow a student's progress in a given subject from year to year. Test scores and report cards will be used to refine school wide lesson plans. The Curriculum Director will prepare yearly summaries and note inconsistencies between student grades and end of year test scores.

Note that in Example 1 (above) students in the 5th grade did not perform well in Technology, indicating that the curriculum and methodology for that course needs to be reevaluated. In addition, students passed reading classes at a higher rate than they passed the reading test. This could indicate problems with the curriculum or may simply indicate that students do not perform well on standardized tests. The Curriculum Director should analyze other data such as individual student portfolios to determine what changes or additions should be made to the curriculum to help students succeed in testing situations as well as in the classroom. Finally, in writing both student grades and standardized tests indicate that the teaching methods or curriculum are not adequate .

EXAMPLE 2:

Hypothetical Subject Report - Summary MATH- Grade 4									
Standard 1	86%	Standard 2	94%	Standard 3	95%	Standard 4	98%	Standard 5	92%
<i>Objective 1</i>	97%	<i>Objective 1</i>	100%	<i>Objective 1</i>	89%	<i>Objective 1</i>	96%	<i>Objective 1</i>	90%
a	100%	a	100%	a	75%	a	95%	a	85%
b	95%	b	100%	b	85%	b	100 %	b	87%
c	89%	c	100%	c	95%	c	98%	c	96%
d	100%	<i>Objective 2</i>	89%	d	100%	d	95%	d	93%
e	100%	a	85%	<i>Objective 2</i>	97%	e	92%	<i>Objective 2</i>	94%
	95%	b	87%	a	95%	<i>Objective 2</i>	100%	a	92%
<i>Objective 2</i>	68%	c	88%	b	96%	a	100%	b	95%
a	45%	d	95%	c	98%	b	100 %	c	96%
b	25%			d	97%	c	100%		
c	85%			<i>Objective 3</i>	100%	d	100%		
d	85%			a	100%	e	100%		
e	100%			b	100%	f	100%		
<i>Objective 3</i>	85%								
a	95%								
b	85%								
c	65%								
d	95%			Standards	93%				
<i>Objective 4</i>	85%			Objectives	92%				
a	45%			Overall	91%				
b	95%								
c	100%								
d	100%								
<i>Objective 5</i>	94%								
a	95%								
b	92%								
c	93%								
d	94%								

Note that in Example 2 (above), although most students passed 4th grade Mathematics overall, *Standard 1: Objective 2: Indicator (a)* shows consistently low student performance. The Curriculum Director can use this information to adjust the year map to include additional instruction for this topic, and refine lesson plans that teach this topic. The Curriculum Director can correlate Subject summaries with overall school summaries to identify consistent problems with certain topics school wide. New programs may need to be incorporated and classroom teachers may need professional development opportunities to raise student performance in these areas.

EXAMPLE 3:

Hypothetical Student Report- Summary MATH- Grade 4, Juan Frank									
Standard 1	88%	Standard 2	100%	Standard 3	83%	Standard 4	82%	Standard 5	50%
Objective 1	83%	Objective 1	100%	Objective 1	75%	Objective 1	80%	Objective 1	0%
a	100%	a	100%	a	100%	a	100%	a	0%
b	100%	b	100%	b	0%	b	100%	b	0%
c	100%	c	100%	c	100%	c	100%	c	0%
d	100%	Objective Z	100%	d	100%	d	100%	d	0%
e	0%	a	100%	Objective Z	75%	e	0%	Objective Z	100%
f	100%	b	100%	a	100%	Objective Z	83%	a	100%
Objective Z	80%	c	100%	b	100%	a	100%	b	100%
a	100%	d	100%	c	100%	b	100%	c	100%
b	0%			d	0%	c	100%		
c	100%			Objective 3	100%	d	100%		
d	100%			a	100%	e	0%		
e	100%			b	100%	f	100%		
Objective 3	75%								
a	100%								
b	100%								
c	0%								
d	100%			Standards	81%				
Objective 4	100%			Objectives	82%				
a	100%			Overall	81%				
b	100%								
c	100%								
d	100%								
Objective 5	100%								
a	100%								
b	100%								
c	100%								
d	100%								

Note that in the Student Report (above) Standard 5 shows that the student did not master any objectives for the given topic. The Curriculum Director should use Grade level summaries to see if this is a trend that exists in multiple students. If few students show this pattern, this could indicate that the particular student has individual needs that are not being met in the classroom setting.

Summary

Using year-end reports, the Curriculum Director will suggest changes to the program of instruction. Recommendations might be to increase the number of instructional days spent on a particular objective or to implement classes emphasizing additional test taking skills for students who may be at risk for test anxiety. In collaboration with teachers from each department, the Curriculum Director will identify reasons for lack of student progress. Such reasons might include considering whether students were not taught in an appropriate method or if an inappropriate assessment method was used. Individual teachers may use this information to identify goals for IEPs and to implement appropriate accommodations.

Classroom Integration

As part of the school monitoring program, each faculty member will meet with the Faculty Mentor Coordinator at 18 weeks and 36 weeks to review his or her professional portfolio and professional goals. Teachers are responsible to create their own electronic professional portfolios. The portfolio should include:

- Original lesson plans submitted for future use in the classroom
- A record of revisions made to existing school lesson plans

- Digital videos of classroom teaching on three separate occasions
- Reflections and improvement goals
- Copies of mentor or partner teacher observations
- Observations of classroom volunteers
- Yearly observation of Director
- 10 week and 30 week student reviews
- 16 week and 34 week Curriculum Director evaluations
- Documentation of professional development

The Curriculum Director shall use each teacher's professional portfolio along with classroom observation to ensure that classroom teachers are integrating the Utah State Core standards and objectives into their instructional practices.

11.e: Calendar & Master Schedule

Quail Run Primary School Bell Schedule

QRPS holds school 180 days each year. Students are in class from 8:30 am until 3:00 pm. There are two recess periods and one lunch break for all students and teachers. Students may attend optional after school, enrichment classes from 3:05 pm until 4:00 pm. Enrichment classes are held Monday through Thursday.

8:30AM	9:15 AM	Class I
9:15AM	9:20AM	1st Break
9:20AM	10:05 AM	Class II
10:05 AM	10:20AM	Morning Assembly/Recess
10:20AM	11:05 AM	Class III
11:05 AM	11:10AM	2nd Break
11:10 AM	11:55 AM	Class IV
11:55 AM	12:25 PM	Lunch
12:25 PM	1:10 PM	Class V
1:10PM	1:15 PM	3rd Break
1:15 PM	2:00PM	Class VI
2:00PM	2:15 PM	Afternoon Recess
2:15 PM	3:00PM	Class VII
3:00PM	3:05 PM	4th Break
3:05 PM	4:00PM	Enrichment

Quail Run Primary School Teacher Schedule

QRPS teachers work eight hours per day, 190 days per school year. They arrive at school at 8:00 am and work until 4:30 pm. Each teacher has two 15 paid breaks daily. These breaks are taken during the students' recess period. Teachers are not responsible for students during this time. Teachers take their unpaid lunch during the 30 minute lunch break (11:55-12:25.) Teachers are not responsible for students during this time. Each teacher teaches an enrichment class from 3:05 pm until 4:00 pm, Monday through Thursday. Faculty meetings are held every Friday. Teachers have daily preparation time each morning and a collaborative period each afternoon.

8:00 am - 8:30 am	Preparation Period	
8:30 am - 12:00 pm	Morning Instruction	
12:00 pm - 12:30 pm	Lunch	
12:30 pm - 3:00 pm	Afternoon Instruction	
3:00 pm - 4:00 pm		M-Th Optional Enrichment Classes F Faculty Meeting
4:00 pm - 4:30 pm		Collaboration Period

Quail Run Primary School Summary of School Days and Hours

<u>Type of School Day</u>	<u>Number of Days</u>	<u>Hours per Day</u>
Teacher Comp	2	8.25
Regular	178	5.5
TOTAL	180	995.5

School Year 2010-2011 Important Dates

First Day of School:

August 30, 2010 Last Day of School:
May 27, 2011

Parent Teacher Conferences:

October 7, 2010

February 2, 2011

November 16, 2010 Grading Periods:

April 18, 2011

Quarter I August 30, 2010-November 1 2010

Quarter 3 January 19, 2011 -March 23, 2011

Quarter 2 November 2, 2010 - January 18, 2011

Quarter 4 March 24, 2011-May 27, 2011

Board Meetings:

August 10, 2010

February 8, 2011

October 12, 2010

April 12, 2011

December 14,

June 14, 2011

2010 Vacation Days:

Labor Day September 6, 2010

Teacher Comp Day October 22, 2010

Fall Break November 24, 2010 -November 28, 2010

Winter Break December 23, 2010-January 2, 2011

Civil Rights Day January 17, 2011

Presidents' Day February 14, 2011

Teacher Comp Day March 18, 2011

Spring Break April 21, 2011 -April 24, 2011

Summer Break starts May 28, 2011

Quail Run Elementary School Calendar 2010-2011

AUGUST

Sun	Mon	Tue	Wed	Thu	Fri	Sat
22	23	24	25	26	27	28
29	30	31				

JANUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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					

SEPTEMBER

			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		

FEBRUARY

		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					

OCTOBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21		23
24	25	26	27	28	29	30
31						

MARCH

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17		19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

	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				

APRIL

					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

DECEMBER

			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	

MAY

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				

	No School
	First Day of School- August 30, 2010
	Regular School Day
	Vacation Day- No School
	Teacher Comp Day- No School
	Last Day of School- May 27, 2011

	9 Week Progress Report
	Parent, Student, Teacher Conference
	6th Grade DWA Testing Window
	CRT Testing Window
	3rd & 6th Grade Iowa Testing Window
	3rd Grade Spring Iowa Testing Window

Quail Run Primary School Master Schedule by Teacher

MATHEMATICS DEPARTMENT Early Childhood Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	P	P	P	P	P
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	P	P	P	P	P

MATHEMATICS DEPARTMENT Elementary Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	K	K	K	K	K
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	6	6	6	6	6

MATHEMATICS DEPARTMENT Elementary Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	K	K	K	K	K
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	6	6	6	6	6

MATHEMATICS DEPARTMENT Middle School Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	GEO	GEO	GEO	GEO	GEO
2	ALG	ALG	ALG	ALG	ALG
3	ALG	ALG	ALG	ALG	ALG
4	PRE	PRE	PRE	PRE	PRE
5	PRE	PRE	PRE	PRE	PRE
6	ALG	ALG	ALG	ALG	ALG
7	6 PRE	6 PRE	6 PRE	6 PRE	6 PRE

MATHEMATICS DEPARTMENT Teachers' Aide

	Mon	Tue	Wed	Thu	Fri
1	(R1)	(R1)	(R1)	(R1)	(R1)
2	1	1	1	1	1
3	2	2	2	2	2
4	(R2)	(R2)	(R2)	(R2)	(R2)
5					
6					
7					

READING NOOK Elementary Reading Specialist

	Mon	Tue	Wed	Thu	Fri
1	1	1	1	1	1
2	P	P	P	P	P
3	4	4	4	4	4
4	2	2	2	2	2
5	3	3	3	3	3
6	P	P	P	P	P
7	5	5	5	5	5

READING NOOK Elementary Reading Specialist

	Mon	Tue	Wed	Thu	Fri
1	1	1	1	1	1
2	5	6	6	6	6
3	4	4	4	4	4
4	2	2	2	2	2
5	3	3	3	3	3
6	K	K	K	K	K
7	5	5	5	5	5

READING NOOK Elementary Reading Specialist

	Mon	Tue	Wed	Thu	Fri
1	1	1	1	1	1
2	6	6	6	6	6
3	4	4	4	4	4
4	2	2	2	2	2
5	3	3	3	3	3
6	K	K	K	K	K
7	5	5	5	5	5

READING NOOK

Middle School English Teacher

	Mon	Tue	Wed	Thu	Fri
1	8	8	8	8	8
2	6	6	6	6	6
3	8	8	8	8	8
4	7	7	7	7	7
5	7	7	7	7	7
6	7	7	7	7	7
7	8	8	8	8	8

READING NOOK

Reading Interventions Specialist

	Mon	Tue	Wed	Thu	Fri
1	1	1	1	1	1
2	P	P	P	P	P
3	(W6)	(W6)	(W6)	(W6)	(W6)
4	2	2	2	2	2
5	(W2)	(W2)	(W2)	(W2)	(W2)
6	K	K	K	K	K
7	(W1)	(W1)	(W1)	(W1)	(W1)

READING NOOK

Teachers' Aide

	Mon	Tue	Wed	Thu	Fri
1	1	1	1	1	1
2	(M1)	(M1)	(M1)	(M1)	(M1)
3	(M2)	(M2)	(M2)	(M2)	(M2)
4	2	2	2	2	2
5					
6					
7					

WRITERS' WORKSHOP

Writing Specialist

	Mon	Tue	Wed	Thu	Fri
1	4	4	4	4	4
2	5	5	5	5	5
3	6	6	6	6	6
4	K	K	K	K	K
5	2	2	2	2	2
6	3	3	3	3	3
7	1	1	1	1	1

WRITERS' WORKSHOP

Writing Specialist

	Mon	Tue	Wed	Thu	Fri
1	4	4	4	4	4
2	5	5	5	5	5
3	6	6	6	6	6
4	K	K	K	K	K
5	2	2	2	2	2
6	3	3	3	3	3
7	1	1	1	1	1

WRITERS' WORKSHOP

Writing Specialist

	Mon	Tue	Wed	Thu	Fri
1	4	4	4	4	4
2	5	5	5	5	5
3	6	6	6	6	6
4	K	K	K	K	K
5	2	2	2	2	2
6	3	3	3	3	3
7	1	1	1	1	1

TIME MACHINE

Elementary Social Studies Specialist

	Mon	Tue	Wed	Thu	Fri
1	3	3	3	3	4
2	4	4	4	4	5
3	1	1	1	1	6
4	5	5	5	5	K
5	6	6	6	6	2
6	2	2	2	2	3
7	K	7/8E	K	7/8E	1

TIME MACHINE

Middle School History Specialist

	Mon	Tue	Wed	Thu	Fri
1	3	8C	3	8C	8C
2	4	7A	4	7A	8C
3	1	8A	1	8A	7/8E
4	5	8A	5	8A	7B
5	6	7C	6	7C	7B
6	2	8B	2	8B	7/8E
7	7/8E	8B	7/8E	8B	7/8E

Quail Run Primary School Master Schedule by Teacher

SCIENCE LAB

Science Specialist					
Mon	Tue	Wed	Thu	Fri	
1	3	3	3	3	
2	4	4	4	4	
3	1	1	1	1	
4	5	5	5	5	
5	6	6	6	6	
6	2	2	2	2	
7	7/E	K	7/E	K	K

SCIENCE LAB

Science, Engineering and Technology					
Mon	Tue	Wed	Thu	Fri	
1	8C	3	8C	3	3
2	7B	4	7B	4	7B
3	7C	5	7C	5	7B
4	7C	5	7C	5	7/E
5	8A	6	8A	6	7/E
6	7A	2	7A	2	8B
7	7A	7/E	7A	7/E	8B

SALLE DE LA MONDE

ASL Instructor					
Mon	Tue	Wed	Thu	Fri	
1					
2					
3					
4					
5					
6					
7					

SALLE DE LA MONDE

Language Instructor					
Mon	Tue	Wed	Thu	Fri	
1					
2					
3					
4					
5					
6					
7					

DANCE SPACE

K-8 Dance Specialist					
Mon	Tue	Wed	Thu	Fri	
1	5D	5D	5B	MDT	
2	K	7/E	K	7/E	MDT
3	3D	3B	3D	3B	MDT
4	6D	6B	6D	6B	MDT
5	1D	1B	1D	1B	MDT
6	4D	4B	4D	4B	MDT
7	2D	2B	2D	2B	MDT

DANCE SPACE

K-8 Dance Specialist					
Mon	Tue	Wed	Thu	Fri	
1	5C	5A	5C	5A	5-Hr
2	7/E	7/E	7/E	7/E	K-Hr
3	3C	3A	3C	3A	3-Hr
4	6C	6A	6C	6A	6-Hr
5	1C	1A	1C	1A	1-Hr
6	4C	4A	4C	4A	4-Hr
7	2C	2A	2C	2A	2-Hr

MUSIC HALL

Instrumental Music Specialist					
Mon	Tue	Wed	Thu	Fri	
1	2A/B	2C/D	2A/B	2C/D	3
2	3A/B	3C/D	3A/B	3C/D	4
3	5A/B	5C/D	5A/B	5C/D	1
4	1A/B	1C/D	1A/B	1C/D	5
5	SYMPHONIC BAND II				
6	SYMPHONIC BAND I				
7	4A/B	4C/D	4A/B	4C/D	K

MUSIC HALL

Vocal Music Specialist					
Mon	Tue	Wed	Thu	Fri	
1	2A/B	2C/D	2A/B	2C/D	MDT
2	3A/B	3C/D	3A/B	3C/D	MDT
3	5A/B	5C/D	5A/B	5C/D	MDT
4	1A/B	1C/D	1A/B	1C/D	MDT
5	CHOIR II				
6	CHOIR I				
7	4A/B	4C/D	4A/B	4C/D	MDT

GYM

PE/Health Specialist					
Mon	Tue	Wed	Thu	Fri	
1				5-Hr	
2				7-Hr	
3				7-Hr	
4				8-Hr	
5				8-Hr	
6				8-Hr	
7				7-Hr	

GYM

PE/Health Specialist					
Mon	Tue	Wed	Thu	Fri	
1				5-Hr	
2				K-Hr	
3				3-Hr	
4				6-Hr	
5				1-Hr	
6				4-Hr	
7				2-Hr	

ART STUDIO

K-8 Art Specialist					
Mon	Tue	Wed	Thu	Fri	
1	2C	2A	2C	2A	3
2	3C	3A	3C	3A	4
3	5C	5A	5C	5A	1
4	1C	1A	1C	1A	5
5	7/E	7/E	7/E	7/E	6
6	6C	6A	6C	6A	2
7	4C	4A	4C	4A	K

ART STUDIO

K-8 Art Specialist					
Mon	Tue	Wed	Thu	Fri	
1	2D	2B	2D	2B	3
2	3D	3B	3D	3B	7/E
3	5D	5B	5D	5B	7/E
4	1D	1B	1D	1B	7/E
5	7/E	7/E	7/E	7/E	7/E
6	6D	6B	6D	6B	7/E
7	4D	4B	4D	4B	7/E

TECHNOLOGY CENTER

Library Media Specialist					
Mon	Tue	Wed	Thu	Fri	
1	6D	6A	6B	6C	3
2					4
3					1
4					5
5					6
6					2
7					K

TECHNOLOGY CENTER

Engineering and Technology					
Mon	Tue	Wed	Thu	Fri	
1	CTE	CTE	CTE	CTE	
2	2D	2B	2D	2B	
3	AN	AN	AN	AN	
4	4D	4B	4D	4B	
5	AN	AN	AN	AN	
6	1D	1B	1D	1B	
7	AN	AN	AN	AN	

TECHNOLOGY CENTER

Family and Consumer Science					
Mon	Tue	Wed	Thu	Fri	
1	CTE	CTE	CTE	CTE	
2	AN	AN	AN	AN	
3	AN	AN	AN	AN	
4	AN	AN	AN	AN	
5	AN	AN	AN	AN	
6	AN	AN	AN	AN	
7	AN	AN	AN	AN	

TECHNOLOGY CENTER

Business and Technology					
Mon	Tue	Wed	Thu	Fri	
1	CTE	CTE	CTE	CTE	
2	2A	2A	2C	2C	
3	7/E	7/E	4C	4C	
4	4A	4A	5B	5B	
5	5D	5D	1A	1A	
6	1A	1A	3B	3B	
7	3D	3D			

Quail Run Primary School Master Schedule by Teacher

KIDS' GARDEN

Kindergarten Teacher					
Mon	Tue	Wed	Thu	Fri	
1	K	K	K	K	K
2	K	K	K	KHth	
3	K				
4	K	K	K	K	K
5	K	K	K	K	K
6	K	K	K	K	K
7	K	K	K	K	K

KIDS' GARDEN

Kindergarten Teacher					
Mon	Tue	Wed	Thu	Fri	
1	K	K	K	K	K
2	K	K	K	KHth	
3	K				
4	K	K	K	K	K
5	K	K	K	K	K
6	K	K	K	K	K
7	K	K	K	K	K

KIDS' GARDEN

Kindergarten Teacher					
Mon	Tue	Wed	Thu	Fri	
1	K	K	K	K	K
2	K	K	K	KHth	
3	K				
4	K	K	K	K	K
5	K	K	K	K	K
6	K	K	K	K	K
7	K	K	K	K	K

LITTLE THEATER

K-8 Theatre Specialist					
Mon	Tue	Wed	Thu	Fri	
1				MDT	
2				MDT	
3				MDT	
4				MDT	
5				MDT	
6				MDT	
7				MDT	

SPECIAL EDUCATION

Special Education Teacher (mild/mod)					
Mon	Tue	Wed	Thu	Fri	
1	K	K	K	K	K
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	6	6	6	6	6

SPECIAL EDUCATION

Special Education Teacher (mild/mod)					
Mon	Tue	Wed	Thu	Fri	
1	1	1	1	1	1
2	6	6	6	6	6
3	4	4	4	4	4
4	2	2	2	2	2
5	3	3	3	3	3
6	K	K	K	K	K
7	5	5	5	5	5

SPECIAL EDUCATION

Special Education Teacher (severe)					
Mon	Tue	Wed	Thu	Fri	
1	SC	SC	SC	SC	SC
2	SC	SC	SC	SC	SC
3	SC	SC	SC	SC	SC
4	SC	SC	SC	SC	SC
5	SC	SC	SC	SC	SC
6	SC	SC	SC	SC	SC
7	SC	SC	SC	SC	SC

SPECIAL EDUCATION

Special Education Aide					
Mon	Tue	Wed	Thu	Fri	
1					
2					
3					
4					
5					
6					
7					

Quail Run Primary School Estimated Pupil Count by Teacher

MATHEMATICS DEPARTMENT

Early Childhood Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	10	10	10	10	10
2	14	14	14	14	14
3	14	14	14	14	14
4	18	18	18	18	18
5	18	18	18	18	18
6	18	18	18	18	18
7	18	18	18	18	18

MATHEMATICS DEPARTMENT

Primary Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	14	14	14	14	14
3	14	14	14	14	14
4	18	18	18	18	18
5	18	18	18	18	18
6	18	18	18	18	18
7	18	18	18	18	18

MATHEMATICS DEPARTMENT

Elementary Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	14	14	14	14	14
3	14	14	14	14	14
4	18	18	18	18	18
5	18	18	18	18	18
6	18	18	18	18	18
7	18	18	18	18	18

MATHEMATICS DEPARTMENT

Middle School Math Specialist

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	24	24	24	24	24
3	24	24	24	24	24
4	24	24	24	24	24
5	24	24	24	24	24
6	24	24	24	24	24
7	24	24	24	24	24

MATHEMATICS DEPARTMENT

Teachers' Aide

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	14	14	14	14	14
3	14	14	14	14	14
4	14	14	14	14	14
5					
6					
7					

READING NOOK

Elementary Reading Specialist

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	8	8	8	8	8
3	24	24	24	24	24
4	14	14	14	14	14
5	24	24	24	24	24
6	8	8	8	8	8
7	24	24	24	24	24

READING NOOK

Elementary Reading Specialist

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	24	24	24	24	24
3	24	24	24	24	24
4	14	14	14	14	14
5	24	24	24	24	24
6	12	12	12	12	12
7	24	24	24	24	24

READING NOOK

Elementary Reading Specialist

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	24	24	24	24	24
3	24	24	24	24	24
4	14	14	14	14	14
5	24	24	24	24	24
6	12	12	12	12	12
7	24	24	24	24	24

READING NOOK

Middle School English Teacher

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	24	24	24	24	24
3	24	24	24	24	24
4	24	24	24	24	24
5	24	24	24	24	24
6	24	24	24	24	24
7	24	24	24	24	24

READING NOOK

Interventions Specialist

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	8	8	8	8	8
3	18	18	18	18	18
4	14	14	14	14	14
5	18	18	18	18	18
6	12	12	12	12	12
7	18	18	18	18	18

READING NOOK

Teachers' Aide

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	14	14	14	14	14
3	14	14	14	14	14
4	14	14	14	14	14
5					
6					
7					

WRITERS' WORKSHOP

Writing Specialist

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	24	24	24	24	24
3	18	18	18	18	18
4	12	12	12	12	12
5	18	18	18	18	18
6	24	24	24	24	24
7	18	18	18	18	18

WRITERS' WORKSHOP

Writing Specialist

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	24	24	24	24	24
3	18	18	18	18	18
4	12	12	12	12	12
5	18	18	18	18	18
6	24	24	24	24	24
7	18	18	18	18	18

WRITERS' WORKSHOP

Writing Specialist

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	24	24	24	24	24
3	18	18	18	18	18
4	12	12	12	12	12
5	18	18	18	18	18
6	24	24	24	24	24
7	18	18	18	18	18

TIME MACHINE

Elementary Social Studies Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	18	18	18	18	24
3	18	18	18	18	18
4	18	18	18	18	12
5	18	18	18	18	18
6	18	18	18	18	24
7	14	24	14	24	18

TIME MACHINE

Middle School History Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	24	18	24	24
2	18	24	18	24	24
3	18	24	18	24	24
4	18	24	18	24	24
5	18	24	18	24	24
6	18	24	18	24	24
7	14	24	14	24	24

SCIENCE LAB

Science Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	18	18	18	18	24
3	18	18	18	18	18
4	18	18	18	18	12
5	18	18	18	18	18
6	18	18	18	18	24
7	24	24	24	24	18

SCIENCE LAB

Science, Engineering and Technology

	Mon	Tue	Wed	Thu	Fri
1	24	18	24	18	24
2	24	18	24	18	24
3	24	18	24	18	24
4	24	18	24	18	24
5	24	18	24	18	24
6	24	18	24	18	24
7	24	24	24	24	24

SALLE DE LA MONDE

ASL Instructor

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	36
2	18	18	18	18	36
3	24	24	24	24	24
4	18	18	18	18	36
5	18	18	18	18	36
6	18	18	18	18	36
7	18	18	18	18	36

SALLE DE LA MONDE

Spanish Instructor

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	36
2	18	18	18	18	36
3	24	24	24	24	24
4	18	18	18	18	36
5	18	18	18	18	36
6	18	18	18	18	36
7	18	18	18	18	36

DANCE SPACE

K-12 Dance Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	18	24	18	24	24
3	18	18	18	18	24
4	18	18	18	18	24
5	18	18	18	18	24
6	18	18	18	18	24
7	18	18	18	18	24

DANCE SPACE

K-12 Dance Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	24	24	24	24	24
3	18	18	18	18	24
4	18	18	18	18	24
5	18	18	18	18	24
6	18	18	18	18	24
7	18	18	18	18	24

MUSIC HALL

Instrumental Music Specialist

	Mon	Tue	Wed	Thu	Fri
1	6	6	6	6	24
2	6	6	6	6	24
3	6	6	6	6	24
4	6	6	6	6	24
5	48	48	48	48	24
6	48	48	48	48	24
7	6	6	6	6	14

MUSIC HALL

Vocal Music Specialist

	Mon	Tue	Wed	Thu	Fri
1	30	30	30	30	24
2	30	30	30	30	24
3	30	30	30	30	24
4	30	30	30	30	24
5	48	48	48	48	24
6	48	48	48	48	24
7	30	30	30	30	24

GYM

PE/Health Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	36	18	36	18	24
3	18	18	18	18	24
4	18	18	18	18	24
5	18	18	18	18	24
6	18	18	18	18	24
7	18	18	18	18	24

GYM

PE/Health Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	36	36	36	36	24
3	18	18	18	18	24
4	36	36	36	36	24
5	18	18	18	18	24
6	18	18	18	18	24
7	18	18	18	18	24

ART STUDIO

K-12 Art Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	18	18	18	18	24
3	18	18	18	18	24
4	18	18	18	18	24
5	24	24	24	24	24
6	18	18	18	18	24
7	18	18	18	18	14

ART STUDIO

K-12 Art Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	18	18	18	18	24
3	18	18	18	18	24
4	18	18	18	18	24
5	24	24	24	24	24
6	18	18	18	18	24
7	18	18	18	18	24

TECHNOLOGY CENTER

Media Specialist

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	
2					24
3					24
4					24
5					24
6					24
7					

TECHNOLOGY CENTER

Engineering and Technology

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	18	24	18	24	24
3	24	18	24	18	24
4	18	24	18	24	24
5	24	18	24	18	24
6	18	24	18	24	24
7	24	18	24	18	24

TECHNOLOGY CENTER

Family and Consumer Sciences

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2	24	24	24	24	24
3	24	24	24	24	24
4	24	24	24	24	24
5	24	24	24	24	24
6	24	24	24	24	24
7	24	24	24	24	24

TECHNOLOGY CENTER

Business and Technology/ IT Director

	Mon	Tue	Wed	Thu	Fri
1	24	24	24	24	24
2		18		18	
3	24		24		
4		18		18	
5	18		18		
6		18		18	
7	18		18		

KIDS' GARDEN

Kindergarten Teacher

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	18	18	18	18	14
3	24	24	24	24	24
4	12	12	12	12	12
5	24	24	24	24	24
6	12	12	12	12	12
7	14	24	14	24	14

KIDS' GARDEN

Kindergarten Teacher

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	18	18	18	18	14
3	24	24	24	24	24
4	12	12	12	12	12
5	24	24	24	24	24
6	12	12	12	12	12
7	14	24	14	24	14

KIDS' GARDEN

Kindergarten Teacher

	Mon	Tue	Wed	Thu	Fri
1	12	12	12	12	12
2	18	18	18	18	14
3	24	24	24	24	24
4	12	12	12	12	12
5	24	24	24	24	24
6	12	12	12	12	12
7	14	24	14	24	14

LITTLE THEATER

Drama Teacher

	Mon	Tue	Wed	Thu	Fri
1	18	18	18	18	24
2	18	18	18	18	24
3	24	24	24	24	24
4	18	18	18	18	24
5	18	18	18	18	24
6	18	18	18	18	24
7	18	18	18	18	24

Quail Run Primary School Master Schedule by Classroom

MATHEMATICS DEPARTMENT Elementary Classroom

	Mon	Tue	Wed	Thu	Fri
1	K	K	K	K	K
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	6	6	6	6	6

MATHEMATICS DEPARTMENT Middle School Classroom

	Mon	Tue	Wed	Thu	Fri
1	GEO	GEO	GEO	GEO	GEO
2	ALG	ALG	ALG	ALG	ALG
3	ALG	ALG	ALG	ALG	ALG
4	PRE	PRE	PRE	PRE	PRE
5	PRE	PRE	PRE	PRE	PRE
6	ALG	ALG	ALG	ALG	ALG
7	6 PRE	6 PRE	6 PRE	6 PRE	6 PRE

WRITERS' WORKSHOP

	Mon	Tue	Wed	Thu	Fri
1	4	4	4	4	4
2	5	5	5	5	5
3	6	6	6	6	6
4	K	K	K	K	K
5	2	2	2	2	2
6	3	3	3	3	3
7	1	1	1	1	1

ART STUDIO

	Mon	Tue	Wed	Thu	Fri
1	2	2	2	2	2
2	3	3	3	3	3
3	5	5	5	5	5
4	1	1	1	1	1
5	7/8	7/8	7/8	7/8	7/8
6	6	6	6	6	6
7	4	4	4	4	4

READING NOOK

Middle School Classroom

	Mon	Tue	Wed	Thu	Fri
1	8	8	8	8	8
2	6	6	6	6	6
3	8	8	8	8	8
4	7	7	7	7	7
5	7	7	7	7	7
6	7	7	7	7	7
7	8	8	8	8	8

READING NOOK

Elementary Classroom

	Mon	Tue	Wed	Thu	Fri
1	1	1	1	1	1
2	6	6	6	6	6
3	4	4	4	4	4
4	2	2	2	2	2
5	3	3	3	3	3
6	K	K	K	K	K
7	5	5	5	5	5

TOUS LA MONDE

	Mon	Tue	Wed	Thu	Fri
1					
2					
3					
4					
5					
6					
7					

LITTLE THEATER

	Mon	Tue	Wed	Thu	Fri
1					MDT
2					MDT
3					MDT
4					MDT
5					MDT
6					MDT
7					MDT

SCIENCE LAB

Lab 1

	Mon	Tue	Wed	Thu	Fri
1	3	3	3	3	3
2	4	4	4	4	4
3	1	1	1	1	1
4	5	5	5	5	5
5	6	6	6	6	6
6	2	2	2	2	2
7		K		K	

SCIENCE LAB

Lab 2

	Mon	Tue	Wed	Thu	Fri
1	8A		8A		
2	7A		7A		7A
3	7B		7B		7A
4	7B		7B		7/8E
5	8B		8B		7/8E
6	7/8E		7/8E		8C
7	7C	7C	7C	7C	8C

TIME MACHINE

Elementary Classroom

	Mon	Tue	Wed	Thu	Fri
1	3	3	3	3	
2	4	4	4	4	
3	1	1	1	1	
4	5	5	5	5	
5	6	6	6	6	
6	2	2	2	2	
7	K	7/8E	K	7/8E	

Middle School Classroom

	Mon	Tue	Wed	Thu	Fri
1		8A		8A	8A
2		7A		7A	8A
3		8B		8B	7/8E
4		8B		8B	7/8E
5		7B		7B	7/8E
6		8C		8C	7C
7		8C		8C	7C

DANCE SPACE

	Mon	Tue	Wed	Thu	Fri
1	5	6	7	6	
2	7/8K	7/8	7/8K	7/8	
3	3	3	3	3	
4	6	6	6	6	
5	1	1	1	1	
6	4	4	4	4	
7	2	2	2	2	

MUSIC HALL

Band Room

	Mon	Tue	Wed	Thu	Fri
1	2	2	2	2	
2	3	3	3	3	
3	5	5	5	5	
4	1	1	1	1	
5	SYMPHONIC BAND II				
6	SYMPHONIC BAND I				
7	4	5	6	7	

MUSIC HALL

Choir Room

	Mon	Tue	Wed	Thu	Fri
1	2	2	2	2	
2	3	3	3	3	
3	5	5	5	5	
4	1	1	1	1	
5	CHOIR II				
6	CHOIR I				
7	4	5	6	7	

KIDS' GARDEN

Kindergarten Teacher

	Mon	Tue	Wed	Thu	Fri
1					
2					K
3	K				
4					
5	K	K	K	K	K
6					
7					K

GYM

	Mon	Tue	Wed	Thu	Fri
1					5Hth
2					7Hth
3					7Hth
4					8Hth
5					8Hth
6					8Hth
7					7Hth

TECHNOLOGY CENTER

Computer Lab/ Media Center

	Mon	Tue	Wed	Thu	Fri
1	5:07B	5:07B	5:07B	5:07B	3
2	2	2	2	2	4
3	7B	7B	7B	7B	1
4	2	2	2	2	5
5	5	5	5	5	6
6	1	1	1	1	2
7	3	3	3	3	K

TECHNOLOGY CENTER

Workshop

	Mon	Tue	Wed	Thu	Fri
1	5:07B	5:07B	5:07B	5:07B	3
2	2	2	2	2	4
3	7B	7B	7B	7B	1
4	2	2	2	2	5
5	5	5	5	5	6
6	1	1	1	1	2
7	3	3	3	3	K

TECHNOLOGY CENTER

Kitchen/ Sewing Area

	Mon	Tue	Wed	Thu	Fri
1	5:07B	5:07B	5:07B	5:07B	3
2	2	2	2	2	4
3	7B	7B	7B	7B	1
4	2	2	2	2	5
5	5	5	5	5	6
6	1	1	1	1	2
7	3	3	3	3	K

SPECIAL EDUCATION

Self Contained Classroom

	Mon	Tue	Wed	Thu	Fri
1	SC	SC	SC	SC	SC
2	SC	SC	SC	SC	SC
3	SC	SC	SC	SC	SC
4	SC	SC	SC	SC	SC
5	SC	SC	SC	SC	SC
6	SC	SC	SC	SC	SC
7	SC	SC	SC	SC	SC

All self-contained classes may be integrated as needed. Specialty classrooms may be used when free. The Kindergarten and Special Ed self contained classes may alternate using specialty classrooms.

Quail Run Primary School Subject Schedule

Kindergarten - 6th Grades		
Reading		DAILY
Writing		DAILY
Mathematics		DAILY
Physical Health	PE	M/W or T/TH
	Dance	M/W or T/TH
	Health	FRIDAY
Fine Arts	Art	M/W or T/TH
	Music	M/W or T/TH
	Musical Dance Theater	FRIDAY
Sciences	Science	M/W or T/TH
	Social Studies	M/W or T/TH
	Study Skills	FRIDAY
Enrichment Skills	Foreign Language	M/W/F or T/TH/F
	Drama	WEEKLY
	Technology	WEEKLY

7th Grade		
English		DAILY
Mathematics		DAILY
CTE		DAILY
Physical Health	PE	M/W or T/TH
	Health	FRIDAY
Sciences	Science	FOUR PERIODS PER WEEK
	Social Studies	TWO PERIODS PER WEEK
	Other	AVAILABLE AS ELECTIVE CREDIT
Fine Arts	Art	AVAILABLE AS ELECTIVE CREDIT
(choose at least one)	Music	AVAILABLE AS ELECTIVE CREDIT
	Musical Dance Theater	AVAILABLE AS ELECTIVE CREDIT
	Dance	AVAILABLE AS ELECTIVE CREDIT
	Drama	AVAILABLE AS ELECTIVE CREDIT
Enrichment Skills	Foreign Language	AVAILABLE AS ELECTIVE CREDIT
	Study Skills	AVAILABLE AS ELECTIVE CREDIT

8th Grade		
English		DAILY
Mathematics		DAILY
Physical Health	PE	M/W or T/TH
	Health	FRIDAY
Sciences	Science	TWO PERIODS PER WEEK
	Social Studies	FOUR PERIODS PER WEEK
	Other	AVAILABLE AS ELECTIVE CREDIT
Fine Arts	Art	AVAILABLE AS ELECTIVE CREDIT
(choose at least one)	Music	AVAILABLE AS ELECTIVE CREDIT
	Musical Dance Theater	AVAILABLE AS ELECTIVE CREDIT
	Dance	AVAILABLE AS ELECTIVE CREDIT
	Drama	AVAILABLE AS ELECTIVE CREDIT
Enrichment Skills	Foreign Language	AVAILABLE AS ELECTIVE CREDIT
	Study Skills	AVAILABLE AS ELECTIVE CREDIT
	CTE	AVAILABLE AS ELECTIVE CREDIT

Quail Run Primary School Master Schedule by Grade

PRE SCHOOL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class II	reading	reading	reading	reading	reading
Class III					
Class IV					
Class V					
Class VI	reading	reading	reading	reading	reading
Class VII	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics

KINDERGARTEN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class II	dance	physical education	dance	physical education	health
Class III	technology	Spanish	drama	ASL	world culture
Class IV	writing	writing	writing	writing	writing
Class V	music	art	music	art	MDT
Class VI	reading	reading	reading	reading	reading
Class VII	social studies	science	social studies	science	study skills

FIRST GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	reading	reading	reading	reading	reading
Class II	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class III	social studies	science	social studies	science	study skills
Class IV	music	art	music	art	MDT
Class V	dance	physical education	dance	physical education	health
Class VI	technology	Spanish	drama	ASL	world culture
Class VII	writing	writing	writing	writing	writing

SECOND GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	music	art	music	art	MDT
Class II	technology	Spanish	drama	ASL	world culture
Class III	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class IV	reading	reading	reading	reading	reading
Class V	writing	writing	writing	writing	writing
Class VI	social studies	science	social studies	science	study skills
Class VII	dance	physical education	dance	physical education	health

THIRD GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	social studies	science	social studies	science	study skills
Class II	music	art	music	art	MDT
Class III	dance	physical education	dance	physical education	health
Class IV	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class V	reading	reading	reading	reading	reading
Class VI	writing	writing	writing	writing	writing
Class VII	technology	Spanish	drama	ASL	world culture

FOURTH GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	writing	writing	writing	writing	writing
Class II	social studies	science	social studies	science	study skills
Class III	reading	reading	reading	reading	reading
Class IV	technology	Spanish	drama	ASL	world culture
Class V	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class VI	dance	physical education	dance	physical education	health
Class VII	music	art	music	art	MDT

FIFTH GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	dance	physical education	dance	physical education	health
Class II	writing	writing	writing	writing	writing
Class III	music	art	music	art	MDT
Class IV	social studies	science	social studies	science	study skills
Class V	technology	Spanish	drama	ASL	world culture
Class VI	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Class VII	reading	reading	reading	reading	reading

SIXTH GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class I	technology	Spanish	drama	ASL	world culture
Class II	reading	reading	reading	reading	reading
Class III	writing	writing	writing	writing	writing
Class IV	dance	physical education	dance	physical education	health
Class V	social studies	science	social studies	science	study skills
Class VI	music	art	music	art	MDT
Class VII	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics

11. f: Special Education

In accordance with Federal and State Law, Quail Run Primary School shall ensure that a free appropriate public education (FAPE) is available to any qualified student with a disability who needs special education and related services, including students with disabilities who have been suspended or expelled from school and students who are advancing from grade to grade.

General Program Description

Quail Run Primary School Special Education Department Goals

- To encourage accurate diagnosis of students with disabilities
- To reduce the stigma attached to labels such as "resource student" or "Special Ed student"
- To provide appropriate accommodations and modifications for students with all types of disabilities, regardless of severity

Facility

The QRPS facility meets or exceeds ADA recommendations for building and playground accessibility. In addition to basic recommendations such as Braille signs, wide hallways, and automatic doors, the QRPS facility includes other standard designs to assist students and visitors with disabilities. At least 50% of playground equipment is accessible. All restrooms and drinking fountains located within classrooms are wheelchair accessible. QRPS classrooms feature a variety of desk, chair, and table heights. In addition, desk free zones allow students of all abilities to participate in both group and individual activities. Natural lighting is emphasized and the school design avoids the use of transparent dividers, step-down areas, hazards and blocks in pathways, and other line dividers that are difficult for the visually impaired to navigate. The library media center features numerous accommodative devices for students and visitors with disabilities. All classrooms are equipped with adequate audiovisual equipment, including microphones. The lunchroom, auditorium, and stage have easy access for wheelchairs and walkers. The school building has a single main entrance for student safety but provides additional accessible exits for safe evacuation during emergencies.

Curriculum and Methodology

The physically active and hands-on methodology at QRPS benefits students with learning disabilities, Deaf and hard of hearing students, students with ADHD/ADD, and students with speech impairments by allowing them to learn and communicate in a variety of non-traditional ways. School effectiveness goals include provisions for students with disabilities.

Integration

QRPS offers appropriate integration opportunities for all students. Whenever possible, special education students are served within the regular classrooms. However, there are nine separate special services rooms with rooms for therapy services, self-contained classrooms, secure records rooms and adequate toileting facilities. There are also many flexible learning spaces and individual cubbies that help to reduce noise and light distractions. QRPS supports inclusion of students with severe disabilities in school-wide and grade level activities, including adaptive physical education. QRPS uses such inclusion models as co-teaching, push-in, and "peer buddy" models to provide options for students with disabilities to access the general curriculum. After-school enrichment classes are open to all students regardless of disability.

Interim alternative educational settings (IAES) will be available to address the needs of students with disabilities who must be removed from their regular placements.

Extended School Year Services

Extended school year services shall be provided to a student with a disability beyond the normal school year, in accordance with the student's IEP and at no cost to the parent of the student, if the IEP team has determined that such services are appropriate and necessary.

Safeguards

Personally Identifiable Information

QRPS shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. The Curriculum Director shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures regarding appropriate safeguards. QRPS shall maintain, for public inspection, a current listing of the names and positions of those employees at QRPS who may have access to personally identifiable information on students with disabilities. Records shall be kept in locked filing cabinets in the Curriculum Directors Office.

Destruction of Information

QRPS shall inform parents or student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student. The information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.

Students ' Rights

In accordance with State and Federal Law, the rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order. Under the regulations for FERPA at 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18. Because the rights accorded to parents under Part B of the IDEA are transferred to a student who reaches the age of 18, the rights regarding educational records must also be transferred to the student. However, QRPS shall provide any notice required under Section 615 of Part B of the IDEA to the student and the parents.

Special Education Services Team

Special Education Services Team Leader

The Curriculum Director is the Special Education Team Leader and coordinates the special education program at QRPS. The Curriculum Director will ensure compliance with all federal and state requirements, including IDEA 2004, and section 504 accommodations for regular education students. The Curriculum Director conducts and documents periodic training for QRPS staff and faculty regarding the special education program.

The Curriculum Director shall be responsible for interviewing and hiring special education teachers and Paraeducators and for defining the responsibilities of Para-educators. The Curriculum Director shall ensure that special education teachers meet the standards for highly qualified personnel under the ESEA (see Educator Qualifications.)

The Curriculum Director shall oversee the caseload of each special educator (including psychologists, social workers, speech/language pathologists, occupational therapists, physical therapists, adaptive P.E. specialists, and any other related servers) to ensure that a free appropriate public education is available to all eligible students with disabilities.

The Curriculum Director is responsible for appropriate, timely reporting to the State of Utah, including, but not limited to:

- QRPS Policy and Procedures Manual
- Application for Part B Funds
- Fiscal Audit Report
- Federal Data Reports
- Formal Complaints & Due Process Hearing Requests
- LRBI Annual Report
- Early Intervening Services Report

The Curriculum Director must ensure that the proper forms/paperwork are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Preschool Referral
- Consent To Evaluate/Re-Evaluation
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individualized 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

Faculty and Staff

To serve students of all abilities, QRPS has an on-site school nurse; a school psychologist; a speech and language pathologist; an ASL interpreter; an occupational therapist; and several special education faculty members. All regular education teachers receive training to aid them in developing the skills necessary to serve students with special needs and to educate them about current legislation regarding special education services. All faculty and staff members are First Aid and CPR certified. One professional development day during the week preceding the first day of school is dedicated to teacher training regarding students with disabilities, IDEA, section 504 compliance, confidentiality, and related topics. Collaboration with the Curriculum Director ensures that the school wide lesson plans have documented success with students with disabilities. QRPS utilizes a co-teaching model to provide

special education services. Professional development is provided to all staff including special education teachers, Para-educators and bus drivers. QRPS will provide each special education teacher with a laptop computer.

Parents

Parents play an important role in their child's education. QRPS special education programs provide the following guidelines to encourage parental input:

- Parental involvement encouraged by teachers in the classrooms
- An open door policy in which parents are invited to visit any classroom at any time
- School Director to serve as parent liaison
- Consent from parents obtained prior to evaluation and initial placement in special education
- Parents receive Procedural Safeguards
- Parents included in team meetings and participation by any means is documented within special education files
- Parent signatures included on required forms
- Email used to communicate with parents whenever possible
- Staff and faculty use parent contact Jogs
- IEPs scheduled at convenient times for parents
- Interpreters at IEP meetings for families whose primary language is other than English
- A library of resources and books regarding students with disabilities, which is available to all parents
- Parent education workshops which include topics of interest for parents of students with disabilities

Identification of Students with Disabilities

Child Find

As a charter school, QRPS's Child Find procedures focus on students who are currently enrolled or may enroll at the charter school. Faculty and staff are trained annually and parent notification occurs in the newsletter and is posted on the school website. Ongoing data is analyzed frequently and leads to early identification of students with disabilities, including students suspected of being a student with a disability even though they are advancing from grade to grade. Notice of Child Find shall be available in all world languages taught at QRPS. Teachers shall be trained to accurately describe child find processes and procedures.

Referral

Either a parent or a QRPS representative may initiate a request for an initial evaluation to determine if a student is a student with a disability under Part B of the IDEA. As per Utah State law, initial evaluations shall be completed within 45 school days of receipt of parent consent.

Transfer Students

In the case of a student with a disability with a current IEP who transfers from one LEA within the State of Utah to QRPS within the same school year, QRPS, in consultation with the parents, shall provide a FAPE to the student, including services comparable to those described in the previously held IEP, until such time as QRPS either adopts the previously held IEP, or develops, adopts, and implements a new IEP that is consistent with Federal regulations and State rules.

In the case of a student with a disability with a current IEP who transfers from one LEA outside of the State of Utah to QRPS within the same school year, and who has an IEP that was in effect in another

State, QRPS, in consultation with the parents, must provide the student with a FAPE, including services comparable to those described in the previously held IEP, until such time as QRPS both conducts an evaluation, if determined to be necessary by QRPS special education staff and develops a new IEP, if appropriate, that is consistent with Federal and State law.

QRPS shall promptly contact the previous LEA to obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student. QRPS shall make every effort to have a current IEP in place for an eligible student regardless of any difficulty experienced in obtaining the IEP from the previous LEA.

For students transferring from QRPS to another LEA, QRPS shall promptly respond to any request from the new LEA attempting to obtain the student's records.

Parental Consent for Evaluation

After providing written notice to the parent, QRPS shall obtain informed consent from the parent before conducting the initial evaluation to determine if a student qualifies as a student with a disability. Parental consent is not required before administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

Evaluation

Evaluations will include a variety of assessments, both formal and informal, and must be sufficiently comprehensive to address all areas of educational need. When psychological reports are included, they should be both easy to understand and comprehensive.

Individualized Education Program (IEP)

At the beginning of each school year, QRPS shall have in effect, for each enrolled student with a disability, an IEP. A meeting to develop an IEP for an eligible student must be conducted within thirty (30) calendar days of a determination that a student needs special education and related services.

During the collaborative period during the professional development days preceding the first week of school, the special education team shall meet to ensure that each student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Curriculum Director shall be responsible to see that each teacher and provider is informed of his/her specific responsibilities related to implementing the student's IEP and of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

IEP Team

Each student with a disability shall have an IEP team. The IEP team shall include: the parents of the students, at least one regular education teacher of the student, at least one special education teacher of the student, one administrative representative (either the School Director or the Curriculum Director), the student with a disability (whenever appropriate.) The IEP team can also include an individual with special knowledge or expertise (if invited by the parent or QRPS.)

Notice of IEP meeting

Parents shall be given notice of all IEP meetings. Such notice shall indicate the purpose, time, and location of the meeting and who will attend; and shall inform the parents of the provision for

participation of other individuals who have knowledge or special expertise about the student on the IEP team.

One or both parents of a student with a disability shall be present at each meeting or shall be afforded the opportunity to participate. QRPS shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend; and all IEP meetings shall be held at a mutually agreed-on time and place. If neither parent can attend, other methods shall be used to ensure parent participation, including individual or conference telephone calls. The parent of a student with a disability and QRPS may agree to use alternative means of meeting participation, such as video conferences and conference calls. A meeting may be conducted without a parent in attendance if QRPS is unable to convince the parents that they should attend. In this case, QRPS shall keep a record of its attempts to arrange a mutually agreed on time and place, such as:

- a. Detailed records of telephone calls made or attempted and the results of those calls;
- b. Copies of correspondence sent to the parents and any responses received; and
- c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

IEP Meeting

A required member of the IEP team is not required to attend a particular IEP team meeting, in whole or in part, if the parent of a student with a disability and QRPS agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. A required member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the QRPS consent to the excusal; and the member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.

QRPS shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

IEP Development

The term individualized education program or IEP means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting. QRPS shall give the parent a copy of the student's IEP at no cost to the parent.

- An 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.
- An IEP must also include a statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and meet each of the student's other educational needs that result from the student's disability.
- An IEP must address how the student will access the general education curriculum, as well as participate in U-PASS.
- Assistive technology is considered for each student and provided when determined necessary by the IEP team.

- An IEP shall include the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- An IEP must address how progress will be measured and reported to parents.
- Extended school year is discussed and student participation is determined.
- If the IEP team determines that the student must take an alternate assessment instead of a particular regular State-wide assessment of student achievement, a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student must be included.
- Other elements may be included in an IEP as required by Federal law and State rules.

Section 12: Admission, Suspension, and Expulsion Procedures

Admission

Quail Run Primary School is a public charter school that will not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

QRPS fills student enrollment based on the following priority:

1. Preferential Enrollment
2. Early Kindergarten Enrollment
3. Open Enrollment
4. Lottery Selection

Preferential Enrollment

First preferential enrollment for any grade is given to children of founding members. Secondary preferential enrollment is given to children of teachers at QRPS. Final preferential enrollment will be given to siblings of students already admitted to or attending QRPS.

Early Kindergarten Enrollment

Consistent with federal law, QRPS will hold an early kindergarten enrollment period and lottery for students wishing to attend the K-8 school following their 4-year-old pre-school year. Students who do not participate in the early lottery but who attend the pre-school may participate in the second lottery or may be added to the waiting list for enrollment to the K-8 school. The early kindergarten enrollment period will be held July 1 through July 31, thirteen months prior to the school year for which enrollment is being applied. A maximum of 48 kindergarten openings will be available during this early enrollment period. Students do not need to attend the pre-school to apply during the early enrollment period.

Open Enrollment

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. The open enrollment period is January 1 through February 15, seven months prior to the school year for which enrollment is being applied.

Lottery Selection

A lottery is a random selection process by which QRPS admits applicants. QRPS will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. Students who have preferential enrollment or early kindergarten enrollment are exempt from participation in the lottery process. Students who apply for admission to a grade that has more students apply than can be admitted will be assigned a random number. Student numbers will be selected using an accepted lottery process and the lottery number and corresponding student name will be recorded in order until all lottery numbers have been selected. Students will then be admitted to the school in the order created by the lottery process until all openings for each grade level are filled. Remaining student names are added to the waiting list, preserving the order created by the lottery process. When a student is admitted to the school through the lottery process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. QRPS will notify applicants of the lottery results within 2 weeks. Students placed on the waiting list will be given the opportunity to attend the school if spots become available during the school year. Families

will be notified and students have 3 school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list. Waiting lists become void at the end of the school year.

Rules of Behavior

QRPS has two school-wide rules of behavior that all students follow and all classroom teachers enforce:

Be responsible.

Be respectful.

The Student and Parent Handbook shall contain a summary of Admission, Suspension and Expulsion, Policies and QRPS Rules of Behavior. The handbook shall be given to all students at the beginning of the year and shall be made available online.

Suspension/Expulsion

Note: When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on research-based intervention procedures.

When a student fails to follow the school rules of behavior, a teacher may determine appropriate disciplinary action. Such disciplinary action may include a student behavior contract, a parent-teacher conference, or a behavior conference with the Director. A teacher may refer any student to the Director for a behavior conference. The teacher shall immediately report to the Director of the school and take the student to the Director for appropriate action. The Director shall immediately conference with the student. The Director shall explain to the student any reasons for the suspension. The students shall have the opportunity to tell his/her side of the story. The Director shall document the student conference.

In an emergency situation which constitutes a clear and present danger to students or school personnel, suspension may be imposed without affording the student the opportunity of a conference. When such an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, school staff shall complete and submit a emergency behavior information form and shall notify the student's parents within 24 hours.

If the Director suspends the student, a parent or emergency contact shall be notified immediately. If a student is suspended before the end of the school day, the student shall only be released to a parent or emergency contact. The Director shall immediately notify the parent or guardian that the student has been suspended, the grounds for suspension, and the period of time for which the student is suspended. The Director shall ask the parent or guardian of the student to attend a parent/teacher conference regarding the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension. The Director or other authorized school administrator must attend the conference. The student shall not be returned to the class from which he was suspended, during the period of suspension, without the concurrence of the teacher of the class and the Director. During the time of suspension from the class, a place shall be provided by the administration for the student to report, until the situation is resolved. Students shall be allowed to complete make-up work or substitute assignments for those missed while the student is suspended.

The Director may suspend a student for up to ten consecutive school days. The length of time that a student is suspended shall be related to the seriousness of the offense.

If a student is suspended for more than 10 school days or is subject to expulsion, the Director shall give notice to the student and parents, in writing, the reasons for suspension or expulsion. The director shall also notify the parents, in writing, of the opportunity to request a hearing. If a parent requests a hearing, such a

hearing shall be conducted in accordance with the following State recommended procedures:

- The parent shall have and receive notice of:
 - a. Names of witnesses against him and opportunity to present witnesses (witnesses names may be protected if school determines they would suffer physical/psychological harm; student cannot compel witnesses);
 - b. Reasonable time to prepare the case;
 - c. The opportunity for counsel, if school district/local board uses an attorney;
 - d. The right to notice of procedures for the hearing in writing, in student handbook or on district website;
 - e. The right to have the hearing recorded;
 - f. A fair hearing officer (credible and objective person or panel – not necessarily uninformed);
- The decision must not be based solely on hearsay, rules of evidence do not control.
- The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- A decision must be made only on evidence presented at the hearing.
- Student/parent has the right to written findings.
- Decision is by a preponderance (>50%) of the evidence.
- Student should have at least one level of appeal.
- Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

Discipline Procedures for Students With Disabilities.

If the pupil qualifies as a disabled student under IDEA or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, School Director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student's IEP and are carefully documented.

QRPS follows Utah Special Education Rules regarding discipline procedures for students with disabilities which states;

AUTHORITY OF SCHOOL PERSONNEL

1. School personnel may consider any unique circumstances on a case-by case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
3. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.
4. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students

with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

SERVICES

1. A student with a disability who is removed from the student's current placement must:
 - a. Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and
 - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an interim alternative educational setting.
3. An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5. If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
 - a. The removal is for more than ten (10) consecutive school days; or
 - b. The student has been subjected to a series of removals that constitute a pattern:
 - i. (1) Because the series of removals total more than ten (10) school days in a school year;
 - ii. (2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - iii. (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
2. The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

MANIFESTATION DETERMINATION

1. Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the

- student's disability; or
 - b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
- 2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.
- 3. If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.
- 4. If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:
 - a. Either:
 - i. (1) Conduct a functional behavioral assessment (FUBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
 - ii. (2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and
 - b. Unless the misconduct falls under the definition of special circumstances in V.E.5, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan,
- 5. Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA, or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.
 - d. Definitions. For purposes of this section, the following definitions apply:
 - i. (1) Controlled substance means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).
 - ii. (2) Illegal drug means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC 812).
 - iii. (3) Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC 1365).
 - iv. (4) Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily

injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches (18 USC 930).

PROCEDURAL SAFEGUARDS NOTICE

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice.

DETERMINATION OF SETTING

The student's IEP team determines the interim alternative educational setting for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in V.E.

APPEALS BY PARENT OR LEA

1. The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.
2. Authority of hearing officer
 - a. A due process hearing officer hears, and makes a determination regarding an appeal.
 - b. In making the determination, the hearing officer may:
 - i. (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or
 - ii. (2) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
 - c. The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
3. Expedited due process hearing.
 - a. Whenever a hearing is requested, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.
 - b. The LEA is responsible for arranging the expedited due process hearing with the USOE, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten (10) school days after the hearing.
 - c. Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use mediation:
 - i. (1) A resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint; and
 - ii. (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of the receipt of the due process complaint.
 - d. The decisions on expedited due process hearings are appealable,

PLACEMENT DURING APPEALS

When an appeal has been made by either the parent or the LEA, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified, whichever occurs first, unless the parent and the SEA or LEA agree otherwise.

PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2. An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a. The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of special education and related services;
 - b. The parent of the student requested an evaluation of the student; or
 - c. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.
3. An LEA would not be deemed to have knowledge that a student is a student with a disability if:
 - a. The parent of the student:
 - i. (1) Has not allowed an evaluation of the student; or
 - ii. (2) Has refused services under this part; or
 - b. The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.
4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
 - a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - i. (1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 - ii. (2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA must provide special education and related services.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
2. Transmittal of records.
 - a. An LEA reporting a crime committed by a student with a disability must ensure that copies

of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.

- b. An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Section 13: Procedures to Review Complaints

Parents play an integral role in their child's education and Quail Run Primary School welcomes parent involvement in all school aspects. Occasionally, a parent may have concerns about their child's education but they may be unsure of how to proceed or they may be uncomfortable contacting the individuals involved. Parents have the right to take their concerns directly to the School Director. Parents can contact the School Director by phone, via email or in person.

When parents have suggestions or complaints about a child's classroom experience, they are encouraged to speak directly with their child's teacher. If any issue cannot be resolved with a parent-teacher conference, a parent may request an administrative conference. The School Director of Student and Family Services will schedule such a conference at a mutual agreeable time, preferably within 3 school days of the request. A conference must be held within 10 school days of such a request and documentation of parties unable to attend is required. All individuals involved will be given the opportunity to attend or to send a written statement. The Director of Student Services serves as the advocate for the parent and the student, the Curriculum Director serves as the faculty advocate when complaints are made that involve educators, and the Operations Director serves as the staff advocate when complaints are made that involve other school staff.

Parents whose problems are not satisfactorily resolved at the school level may contact either the Parent Liaison/Board Trustee at Large or the Board Trustee of Public Relations. In addition, School Board meeting times and locations are posted at the school and on the school website. Such postings also include procedures for patrons to have their concerns added to the meeting agenda.

QRPS follows all state laws regarding complaints of parents of students served under Section 504 or IDEA 2004. The Curriculum Director oversees regular education programs (Section 504) and Special Education programs (IDEA) at the school level. Parents who have concerns regarding the treatment of a student suspected of having a disability may contact either the Curriculum Director or the School Director,

The following briefly describes Utah's Dispute Resolution System available to parents of special education students:

There are four procedures available

1. Problem Solving Facilitation
2. Formal State Complaint
3. Mediation
4. Due Process Hearing

These procedures are not sequential. However, Problem Solving Facilitation CANNOT proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint CANNOT proceed if a Due Process Hearing request is filed.

1. PROBLEM SOLVING FACILITATION

- State early dispute resolution procedure available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed.
- Both parties must agree.
- Issues of disagreement must be specified, and how they violate IDEA described.

- No timeline.

2. STATE (FORMAL) COMPLAINT

- Filed with Superintendent of district and copied to Utah State Office of Education, Nan Gray, State Director of Special Education,
- State Complaint Form on website or may be a letter with required elements
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- District has 30 days to investigate and write decision.
- Parent may appeal decision to USOE with 10 days of district decision if disagree.
- USOE completed independent investigation before total of 60 days, unless parties agree to extend for some significant reason.

3. MEDIATION

- Any party may request at any time during the IDEA process.
- Both parties must agree to mediate or mediation will not occur.
- Filed with Superintendent of district and copied to Utah State Office of Education, Nan Gray, State Director of Special Education.
- Describe the problem.
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- USOE assigns mediator and absorbs costs of the mediation sessions.
- Attorneys not usually present.
- Discussions during mediation confidential.
- Mediation agreement is binding and may be enforced in court of law.
- No timeline.

4. DUE PROCESS HEARING REQUEST

Filed with Superintendent of district and copied to Utah State Office of Education, Nan Gray, State Director of Special Education.

- Describe problems.
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- Mandatory Resolution Session initiated within 15 days; resolution completed within 30 days, if resolution is possible.
- Hearing completed within 45 days; timeline starts after resolution session time is completed. Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing,
- It is advisable for both parties to have attorneys.
- Hearing Officer decision binding upon both parties

Section 14: Opportunities for Parental Involvement

Family Participation

Quail Run Primary School encourages family involvement throughout the year with events such as our back-to-school picnic, the spring gala, the fall fair, and parent education workshops. QRPS encourages parent input in all areas of school operations. QRPS holds Parent-Teacher conferences four times each year to monitor student progress, teachers use parent evaluations to fine-tune their teaching techniques, Director welcomes suggestions from parents on ways to improve classroom experiences, and the lunch staff relies on feedback from parents when selecting menu options,

Steering Committees

Parents and adult family members serve on school steering committees that enrich the educational attending QRPS. These steering committees encourage more individuals to be involved and allow those with limited time or focused interests and talents to contribute without a long term commitment. They also allow parents to work directly with teachers, community leaders and Board members toward common school goals. Among other responsibilities, parent steering committees make decisions regarding School LAND Trust funds, guide curriculum modifications, and recommend enrichment courses.

QRPS Board of Trustees

Parents of students serve on the QRPS Board of Trustees and all board meetings are open to the public. Meetings are scheduled and posted on the school's website and parents may sign up for email notification. Parents have access to email addresses for all teachers, administrators and board members and may contact them at any time.

Family Volunteer Program

The Family Volunteer Program is an important aspect of QRPS's educational plan. A family that volunteers every week will have significant influence on their child's success at school. QRPS has a variety of volunteer opportunities to enable every family to use their talents and skills to benefit the school. Parents and guardians may volunteer in their students' classrooms each week or they may donate their time and expertise for special events. There are weekly, monthly, and even summer opportunities for volunteering at the school. We welcome suggestions from parents with unique skills or talents. Please contact the Director. During the registration process, families will be provided with a list of the most urgent volunteer needs. Those who wish to sign up during the year may check the volunteer openings listed on the school website or can call the school office.

For the safety of our students, all adults spending significant time with students will be required to successfully complete a criminal background check. Volunteers will not be placed in one-on-one situations with students except in classroom alcoves where they are in plain sight of school faculty. This policy applies to classroom volunteers, one-on-one tutors, and field trip volunteers. Individuals who volunteer at the school during hours when students are not present will not generally be required to complete a background check unless deemed necessary by the Director. The Director (or other authorized administrator) is responsible for the coordination of all volunteer programs at the school and will be responsible to ensure that all necessary background checks are completed in a timely manner. Electronic files and hard copies of files related to background checks and volunteer information will be maintained by the Director. Such files will be stored in the Director's office in either locked filing cabinets or on computer systems with appropriate electronic safeguards in place. Questions regarding this policy should be directed

to the Director.

Selected (fictitious) examples of possible parent involvement:

- Mary's mother volunteers for 20 minutes each morning in the library before she goes to work. She sorts and shelves books, mends book bindings, and straightens tables.
- Paulo's dad goes on monthly field trips.
- Wendell has an 8th grade son at the school and was elected to serve as the Board Member at Large for the coming school year.
- Denise, the daughter of the school psychologist, plays the piano during the school melodrama.
- Kio, the mother of two students at QRPS volunteers during lunch every Monday and Wednesday. She supervises on the playground for 15 minutes and then eats with her children.
- Kalisha's father spent six hours during each of the first 6 months of school volunteering on the curriculum steering committee. The curriculum steering committee presented recommendations to the Board on ways to implement a new science program.
- Alan's older sister is a college freshman. She wants to be a teacher so she volunteers every day in Alan's kindergarten classroom.
- Dakota John's grandpa brings his photography to show the art classes.
- Tia Graciella, Barbara's aunt, teaches a parent education class on Thursday that gives parents effective tips for helping their children with homework.
- Christian works two jobs and cannot volunteer any time but asks if she can provide the tablecloths for the Spring Gala fundraiser.
- The Johannes family spends four hours on the first Saturday of each month, weeding the school gardens.
- Mrs. Barlow, a retired teacher and grandmother of a fourth grader, tutors students once a week in Algebra.
- Becca, mother of Tony and Sunshine, is the committee chair for the QRPS Safety and Emergency Preparedness Steering Committee. Along with seven other parents and two teachers, she helped develop and implement the school emergency plans.

Section 15: Educator Qualifications

Faculty Team

The Quail Run Primary School Curriculum Director recruits, interviews, and hires the teaching faculty. All teachers participate in ongoing training and in-service; peer reviews; parent and student evaluations; and administrative mentoring. The Curriculum Director conducts teacher evaluations every 5-9 weeks. Teachers who do not meet the school's high expectations will be given appropriate mentoring and professional development opportunities. Teachers who continue to fall below the school's high expectations will not receive continued employment.

Each teacher at QRPS specializes in one academic area. This model allows teachers to focus their time and energy on a single subject. This model also allows students to develop a bond with a teacher that continues from year to year. Teachers are encouraged to become members of the national professional organization of their choice related to their specialty field (NCTM, NCE, NAEA, NSTA, etc.)

QRPS believes that happy teachers perform better and offers the following benefits for its teachers:

- Small class sizes of 10-24 students with an average of 18 students per class
- Team teaching opportunities for core subjects
- Competitive salary
- Overtime pay
- Bonuses for training, recruitment, excellence in teaching, and additional endorsements
- Paid professional development opportunities
- Participation in the Utah State Retirement System
- Staff wellness program that includes gym memberships, health insurance, dental plan, etc.
- Beautiful, new facility
- Fun curriculum and atmosphere
- Access to a innovative lesson plan database
- Administrative team member who serves as a faculty advocate
- Full special services support staff

All teachers hired by QRPS must hold an appropriate license with areas of concentration and endorsements as approved by USOE and as outlined by Utah State Law. Additionally, in all core subjects covered under the No Child Left Behind Act, QRPS hires highly qualified teachers as outlined by Utah State Law (R277-520(3)) which states:

Early Childhood Teachers K-3

A. For a teacher assignment to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. A special educator assigned in an elementary school as the classroom teacher of record shall meet the NCLB requirements for the assignment. The teacher shall have: (1) a bachelor's degree; and (2) an educator license with an early childhood area of concentration, and (3) at least one of the following: (a) a passing score at the level designated by the USOE on a Board-approved subject area test; or (b) a Level 2 license with documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8. B. NCLB requirements do not apply to any pre-K assignment,

Elementary Teachers 1-8

A. For a teacher assignment to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. A special educator assigned in an elementary school as the classroom teacher of record shall meet the NCLB requirements for the assignment. The teacher shall have: (1) a bachelor's degree, and (2) an educator license with an elementary area of concentration, and (3) at least one of the following: (a) a passing score at the level designated by the USOE on a Board-approved subject area test; or (b) a Level 2 license with documentation of satisfaction of veteran teacher requirements for the assignment as described in R277-510-8. B. A teacher holding a license with an elementary area of concentration assigned to teach an NCLB core academic subject in a secondary school shall meet the requirements of R277-510 3(B).

Secondary Teachers 6-12

A. For a teacher assignment to be designated as NCLB highly qualified, the teacher's qualifications shall match the

NCLB requirements of content expertise for the assignment. The teacher shall have: (1) a bachelor's degree; and (2) an educator license with a secondary area of concentration and endorsement in the content area assigned; and (3) at least one of the following in the assignment content area: (a) a university major degree, masters degree, doctoral degree, or National Board Certification in a related NCLB core academic content area; or (b) a course work equivalent of a major degree (30 semester or 45 quarter hours) in a related NCLB core academic content area; or (c) a passing score at the level designated by the USOE on a Board-approved subject area test; if no Board-approved test is available, an endorsement is sufficient for highly qualified status; or (d) documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8. B. An assignment in grades 7 or 8 given to a teacher holding an elementary area of concentration may be designated as NCLB highly qualified if the teacher holds an endorsement in the content area and meets one of the requirements of R277-510-5A(3) above. C. These requirements are only applicable to NCLB core academic subject assignments. D. Each NCLB core academic course assignment is subject to the above standards.

The QRPS Faculty Team includes the following licensed teachers:

Early Childhood Math Specialist

Job Description:

The Early Childhood Mathematics Specialist (ECMS) is part of the Mathematics department team. The ECMS team-teaches with the Elementary Mathematics Specialist. The ECMS also assists in the self contained kindergarten classroom both as a Mathematics instructor and as a consultant for the kindergarten teachers. The ECMS is responsible for coordinating, preparing and adapting Mathematics lesson plans for grades K-3. The ECMS teaches after-school enrichment courses in Mathematics. This 8 hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience.

Teachers are eligible for additional compensation, longevity bonuses, and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Early Childhood" or "Elementary" area of concentration. Preference will be give to candidates who hold an "Elementary Mathematics Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from USOE, and successfully complete a criminal background check. Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary Mathematics.

Early Childhood Reading Specialist

Job Description:

The Early Childhood Reading Specialist (ECRS) is part of the language arts department team. The with the Elementary Reading Specialist. The ECRS also assists in the self-contained kindergarten classroom both as a reading instructor and as a consultant for the kindergarten teachers.

The ECRS is responsible for coordinating, preparing and adapting reading lesson plans for grades K-3. The ECRS teaches after-school enrichment courses in reading. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Early

Childhood" or "Elementary" area of concentration. Preference will be give to candidates who hold an "Elementary Reading Specialist Endorsement, Level I" or "Elementary Reading Specialist Endorsement, Level II." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary literacy.

Elementary Creative Writing Specialist

Job Description:

The Elementary Creative Writing Specialist (ECWS) is part of the language arts department team. The ECWS team-teaches with other Elementary Creative Writing Specialists. The ECWS also assists in the self-contained kindergarten classroom both as a teaching assistant in writing and as a consultant for the kindergarten teachers. The ECWS is responsible for coordinating, preparing and adapting writing lesson plans for grades 1-6. The ECWS teaches after-school enrichment courses in writing and literature. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be give to candidates who hold an "Elementary Reading Specialist Endorsement, Level I" or "Elementary Reading Specialist Endorsement, Level II." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary literacy and creative writing.

Elementary Reading Specialist

Job Description:

The Elementary Reading Specialist (ERS) is part of the language arts department team. The ECRS team teaches with the Early Childhood Reading Specialist. The ERS also assists in the self-contained kindergarten classroom both as a reading instructor and as a consultant for the kindergarten teachers. The ERS is responsible for coordinating, preparing and adapting reading lesson plans for grades 1-6. The ERS teaches after-school enrichment courses in reading. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be give to candidates who hold an "Elementary Reading Specialist Endorsement, Level I" or "Elementary Reading Specialist Endorsement, Level II." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary literacy.

Elementary Mathematics Specialist

The Elementary Mathematics Specialist (EMS) is part of the Mathematics department team. The EMS team-teaches with the Early Childhood Mathematics Specialist. The EMS is responsible for coordinating, preparing and adapting Mathematics lesson plans for grades 1-6. The EMS school enrichment courses in Mathematics. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be give to candidates who hold an "Elementary Mathematics Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary Mathematics.

Elementary Reading Interventions Specialist

Job Description:

The Elementary Reading Interventions Specialist (ERIS) is part of the language arts department team. The ERIS team-teaches with the Elementary Reading Specialist and the Elementary Creative Writing Specialist. The ERIS also assists in the self-contained kindergarten classroom both as a reading instructor and as a consultant for the kindergarten teachers. The ERIS is responsible for coordinating, preparing and adapting language arts lesson plans for students in grades 1-3 who require individualized assistance to become proficient readers. The ERIS teaches after-school enrichment courses in reading. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Early Childhood" or "Elementary" area of concentration. Preference will be give to candidates who hold an "Elementary Reading Specialist Endorsement, Level I" or "Elementary Reading Specialist Endorsement, Level 11." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary literacy.

Elementary Science Teacher

Job Description:

The Elementary School Science Teacher (EST) is part of the science department team. The EST teaches elementary school science classes. The EST assists in the self-contained kindergarten classroom and serves as a consultant for the kindergarten teachers. The EST is responsible for coordinating, preparing and adapting science lesson plans for students in grades 1-6. The EST teaches after-school enrichment courses in science. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be given to candidates who also hold an "Early Childhood" area of concentration. Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary science.

Elementary Social Studies Teacher

Job Description:

The Elementary Social Studies Teacher (ESST) is part of the social studies department team. The ESST teaches social studies classes. The ESST assists in the self-contained kindergarten classroom and serves as a consultant for the kindergarten teachers. The ESST is responsible for coordinating, preparing and adapting social studies lesson plans for students in grades 1-6. The ESST teaches after-school enrichment courses in social studies. This 8-hour per day position begins August 23, 2010. Upon employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be given to candidates who also hold an "Early Childhood" area of concentration. Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary social studies.

K-8 Visual Art Specialist

Job Description:

The Visual Art Specialist (VAS) is part of the visual arts department team. The VAS teaches art classes. The VAS also team teaches in the self-contained kindergarten classroom and serves as a consultant for the kindergarten teachers. The VAS is responsible for coordinating, preparing and adapting music lesson plans for students in grades K-8. The VAS teaches after-school enrichment courses in music. This 8 hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be given to applicants who also hold an "Elementary Visual Art Specialist, Fine Arts Endorsement Level II with Elementary Specialist K-6 Classification." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of visual arts.

K-8 Dance Specialist

Job Description:

The Dance Specialist (DS) is part of the dance department team. The DS teaches dance classes to students in grades 1-8. The DS also assists in the self-contained kindergarten classroom and serves as a consultant for the kindergarten teachers. The DS is responsible for coordinating, preparing and adapting dance lesson plans for students in grades K-8. The DS teaches after-school enrichment courses in dance. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be given to applicants who also hold a "Level I Elementary Arts Endorsement or an "Elementary Dance Specialist, Fine Arts Endorsement Level II with Secondary Specialist K-12 Classification." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of music, dance, or theater.

K-8 Theatre Specialist

Job Description:

The Theatre Specialist (TS) is part of the drama department team. The TS teaches drama classes to students in grades 1-8. The TS assists in the self-contained kindergarten classroom and serves as a consultant for the kindergarten teachers. The TS is responsible for coordinating, preparing and adapting drama lesson plans for students in grades K-8. The TS teaches after-school enrichment courses in drama. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be given to applicants who also hold a "Level I Elementary Arts Endorsement" or a "Theater, Fine Arts Endorsement Level Elementary II." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program.

Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of music, dance, or theater.

K-8 Music Specialist

Job Description:

The Music Specialist (MS) is part of the music department team. The MS teaches music classes to students in grades 1-8. The MS assists in the self-contained kindergarten classroom and serves as a consultant for the kindergarten teachers. The MS is responsible for coordinating, preparing and adapting music lesson plans for students in grades K-8. The MS teaches after-school enrichment courses in music. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration. Preference will be given to applicants who also hold a "Level I Elementary Arts Endorsement" or an "Elementary Music Specialist, Fine Arts Endorsement with Elementary Specialist (K-6) Classification." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of music, dance, or theater.

Kindergarten Teacher

Job Description:

Each Kindergarten teacher is part of the self-contained kindergarten team. They team-teach with other Early Childhood Specialists. The kindergarten teachers are responsible for coordinating, preparing and adapting lesson plans for kindergarten classes. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Early Childhood" area of concentration. Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary literacy and mathematics.

Library Media Specialist

Job Description:

The Library Media Specialist (LMS) is responsible for coordinating, preparing and adapting self contained and integrated library media, educational technology and study skills lesson plans for students in grades K-8. The LMS supervises students in the school media center during the after-school enrichment period. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" or "Secondary" area of concentration and a "Library Media K-12 Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary social studies.

Middle School History Teacher

Job Description:

The Middle School History Teacher (MSHT) is part of the social studies department team. The MSHT teaches middle school social studies and history classes. The MSHT is responsible for coordinating, preparing and adapting history lesson plans for students in grades 7-8. The MSHT teaches after-school enrichment courses in science. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Secondary" area of concentration and either a "Social Studies Composite Endorsement" or BOTH of "Utah Studies Endorsement" and "History Endorsement." Preference will be give to candidates who also hold an "Elementary" area of concentration. Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary social studies.

Middle School Science Teacher

Job Description:

The Middle School Science Teacher (MSST) is part of the science department team. The MSST teaches middle school science classes. The MSST is responsible for coordinating, preparing and adapting science lesson plans for students in grades 7-8. The MSST teaches after-school enrichment courses in science. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teachir Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "Secondary" area of concentration and an endorsement in "Integrated Science" or endorsements in all three areas of "Biological Science," "Earth Science," and "Physical Science." Preference will be give to candidates who also hold an "Elementary" area of concentration, Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary science.

Middle School English Specialist

Job Description:

The Middle School English (MSES) is part of the language arts department team. The MSES teaches middle school English classes. The MSES is responsible for coordinating, preparing and adapting English Language Arts lesson plans for students in grades 7-8. The MSES teaches after-school enrichment courses in English and literature. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "Secondary" area of concentration and an endorsement in "English." Preference will be give to candidates who also hold a "Secondary Basic Reading Endorsement" or a "Secondary Advanced Reading Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary language arts.

Middle School Mathematics Specialist

Job Description:

The Middle School Mathematics Specialist (MSMS) is part of the Mathematics department team. The MSMS teaches middle school mathematics courses. The MSMS is responsible for coo preparing and adapting Mathematics lesson plans for grades 5-8. The ECMS teaches after-school enrichment courses in Mathematics. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" or "Secondary" area of concentration with a "Secondary Mathematics Endorsement Level 3" or "Secondary Mathematics Endorsement Level 4." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary and secondary Mathematics.

Physical Education and Health Specialist

Job Description:

The Physical Education and Health Specialist (PEHS) is part of the P.E. department team. The PEHS teaches physical education and health classes. The PEHS is responsible for coordinating, preparing and adapting P.E. and health lesson plans for grades 1-8. The PEHS teaches after-school enrichment courses in sports and physical education. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" or "Secondary" area of concentration with both a "Physical Education Endorsement" and a "Health Education Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of physical education.

World Language Teacher

Job Description:

The World Language Teacher (WLT) teaches world language and culture classes. The WLT is responsible for coordinating, preparing and adapting world language lesson plans for students in grades K-8. The WLT teaches after-school enrichment courses in world languages and cultures. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration and a "World Language Endorsement" with demonstrated competency as defined by USOE for the language being taught. Preference will be given to candidates who also hold an "Secondary" area of concentration or an "ESL Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish, ASL or any other world language.

CTE-Business Education Teacher and School Business Assistant

Job Description:

The Business Education Teacher (BET) is part of the CTE team. The BET teaches one rotation of the CTE

introduction course for 7th graders and other CTE courses as necessary. The BET is responsible for coordinating, preparing and adapting CTE lesson plans for grades 7-8. The BET teaches after-school enrichment courses. The BET also serves as the Business Assistant to the Assistant Director of Operations and Business Management. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration and a "Business Education 6-8 Endorsement" or a "Secondary" area of concentration with either a "Business Information Technology Endorsement" or a "Banking and Finance Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, who have completed professional development courses, or who have significant experience in the private business sector.

CTE-Family and Consumer Sciences Teacher and School Lunch Director

Job Description:

The Family and Consumer Science Teacher (FCST) is part of the CTE team. The FCST teaches one rotation of the CTE introduction course for 7th graders and other CTE courses as necessary. The FCST is responsible for coordinating, preparing and adapting CTE lesson plans for grades 7-8. The FCST teaches after-school enrichment courses. The FCST also supervises the National School Lunch Program. This 8 hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" area of concentration and a "FACS 6-8 Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses.

CTE-Technology and Engineering Teacher and Building Technology Coordinator

Job Description:

The Technology and Engineering Teacher (TET) is part of the CTE team. The TET teaches one rotation of the CTE introduction course for 7 graders and other CTE courses as necessary. The TET is responsible for coordinating, preparing and adapting CTE lesson plans for grades 7-8. The TET teaches after-school enrichment courses. The TET also serves as the building Technology Coordinator. This 8 hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state

retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" or "Secondary" area of concentration and a "Technology and Engineering 6-8 Endorsement." Individuals who have a bachelor's degree without a teaching license and wish to apply may be considered under Utah's Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, and who have previous IT experience.

Instructional Support Staff

The QRPS Curriculum Director recruits, interviews, and hires part-time substitute teachers, classroom aides, Special Education Para-educators, and playground aides. All staff members will participate in ongoing training and in-service, peer reviews, parent and student evaluations, and administrative mentoring.

QRPS follows state and federal requirements regarding qualifications for all Para-professionals hired for a program supported by Title I funds as outlined in R277-524, which states that:

- The individual shall have earned a secondary school diploma or a recognized equivalent; and
- The individual has completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- The individual has obtained an associates (or higher) degree from an accredited higher education institution; or
- The individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under NCLB,
- The individual shall satisfactorily complete a criminal background check.

Reading Classroom Aide

Job Description:

Reading Classroom Aides work with the English Language Arts department team. They assist teachers in the classroom, work one-on-one with students, and direct small group activities. This 4-hour per day position begins August 23, 2010. Upon acceptance of employment, each classroom aide is expected to continue in his or her professional development during the term of employment. Salary begins at \$10.00 hourly and depends on experience.

Job Requirements:

Candidate must have a high school diploma or equivalent. An ideal candidate will have successful previous experience working in a public school. An ideal candidate will also be fluent in Span ASL. Most aide positions require the applicant to have completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or to have an associates (or higher) degree; or to have satisfied the Utah State assessment requirement for Para-professionals. All individuals shall satisfactorily complete a criminal background check.

Mathematics Classroom Aide

Job Description:

Mathematics Classroom Aides work with the Mathematics department team. They assist teachers in the classroom, work one-on-one with students, and direct small group activities. This 4-hour per day position begins August 23, 2010. Upon acceptance of employment, each classroom aide is expected to continue in his or her professional development during the term of employment. Salary begins at \$10.00 hourly and depends on experience.

Job Requirements:

Candidate must have a high school diploma or equivalent. An ideal candidate will have successful previous experience working in a public school. An ideal candidate will also be fluent in Spanish and ASL. Most aide positions require the applicant to have completed at least two years (minimum of 48 semester hours) at an accredited higher education institution, or to have an associates (or higher) degree; or to have satisfied the Utah State assessment requirement for Para-professionals. All individuals shall satisfactorily complete a criminal background check.

Playground Aide

Job Description:

Playground Aides direct small group activities. This part-time position begins August 23, 2010. Upon acceptance of employment, each playground aide is expected to continue in his or her professional development during the term of employment. Salary begins at \$9.00 hourly and depends on experience.

Job Requirements:

Candidate must have a high school diploma or equivalent. An ideal candidate will have successful previous experience working in a public school. An ideal candidate will also be fluent in Spanish and ASL. Some aide positions require the applicant to have completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or to have an associates (or higher) degree; or to have satisfied the Utah State assessment requirement for Para-professionals. All individuals shall satisfactorily complete a criminal background check.

Special Education Classroom Aide

Job Description:

Special Education Classroom Aides work with the Special Education team. They assist teachers in the classroom, work one-on-one with students, and direct small group activities. This part position begins August 23, 2010. Upon acceptance of employment, each classroom aide is expected to continue in his or her professional development during the term of employment. Salary begins at \$11.00 hourly and depends on experience.

Job Requirements:

Candidate must have a high school diploma or equivalent. An ideal candidate will have successful previous experience working in a public school. An ideal candidate will also be fluent in Spanish and ASL. This aide position requires the applicant to have completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or to have an associates (or higher) degree; or to have satisfied the Utah State assessment requirement for Para-professionals. All individuals shall satisfactorily complete a criminal background check.

Substitute Teacher

Job Description:

Substitute teachers work in the classroom with students when the classroom teacher is unable to be present. Substitute teachers may be asked to teach after-school enrichment courses. This part-time/on call position begins August 23, 2010. Salary begins at \$20.70 hourly,

Job Requirements:

Candidate must have a high school diploma or equivalent. Preference will be give to candidates who hold a Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary" or "Secondary" area of concentration. Applicants must successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses.

Special Services Team

The Quail Run Primary Curriculum Director recruits, interviews, and hires the special services team. All team members participate in ongoing training and in-service; peer reviews; parent and student evaluations; and administrative mentoring. The Curriculum Director conducts staff evaluations every 5-9 weeks. Teachers and staff who do not meet the school's high expectations will be given appropriate mentoring and professional development opportunities. Those who continue to fall below the school's high expectations will not receive continued employment.

All special education teachers must hold an appropriate license with areas of concentration and endorsement and be highly qualified as outlined by Utah State Law (see R277-520(3); R277-510) which states:

Special Education Teachers

A. For a special education teacher assignment in grades K-8, or K-12 teaching students who are assessed using the Utah Alternative Assessment, to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. A special educator assigned as the classroom teacher of record for a NCLB core academic subject shall have:

- (1) a bachelor's degree, and
- (2) an educator license with a special education area of concentration, and
- (3) any one of the following in the assignment content area:
 - (a) a passing score on a Board-approved elementary content test; or
 - (b) documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8; or
 - (c) a university major degree, masters degree, doctoral degree, or National Board Certification and an endorsement in the content area; or
 - (d) a course work equivalent of a major degree (30 semester or 45 quarter hours) and an endorsement in the content area; or
 - (e) a passing score at the level designated by the USOE on a Board-approved subject area test and an endorsement in the content area.
- (4) A special educator who would be NCLB highly qualified as a teacher of record in an elementary/early childhood regular education assignment is also NCLB highly qualified as a teacher of record in a special education assignment.

B. For a special education teacher assignment in grades 9-12 to be designated as NCLB highly qualified, the teacher's qualifications shall match the NCLB requirements of content expertise for the assignment. A special educator assigned as the classroom teacher of record for a NCLB core academic subject shall have:

- (1) a bachelor's degree; and
 - (2) an educator license with a special education area of concentration, and
 - (3) any one of the following in the assignment content area:
 - (a) a passing score on a Board-approved fundamental multi-subject test; or
 - (b) documentation of satisfaction of the veteran teacher requirements for the assignment as described in R277-510-8; or
 - (c) a university major degree, masters degree, doctoral degree, or National Board Certification;
 - (d) a course work equivalent of a major degree (30 semester or 45 quarter hours); or
 - (e) a passing score at the level designated by the USOE on a Board-approved subject area test.
- C. IDEA may contain requirements for teacher qualifications in addition to the requirements of NCLB and this rule. R277-510 does not replace, supersede, or nullify any of those requirements.

The special services team includes an ASL interpreter, a school nurse, an occupational therapist, and the following licensed teachers and specialists:

ELL Teacher

Job Description:

The ELL Teacher (ELL) teaches English language acquisition skills. This part-time/full-time position begins August 23, 2010. Upon acceptance of employment, the guidance counselor is expected to continue in his or her professional development during the term of employment. Full-time salary begins at \$31,469 yearly and depends on education and years of successful teaching experience. Health and state retirement benefits are included for a full-time position.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an "Elementary," "Secondary," or "Special Education" area of concentration and an "ESL Endorsement." Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have additional educational endorsements.

Guidance Counselor

Job Description:

The Guidance Counselor (GC) works with middle school students in grades 5-8. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, the guidance counselor is expected to continue in his or her professional development during the term of employment. Salary begins at \$33,530 yearly and depends on education and years of successful teaching experience. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "School Counselor" area of concentration. Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have additional educational endorsements,

School Psychologist

Job Description:

The School Psychologist (SP) is part of the special education team. The School Psychologist directs the psychological and psycho-educational programs of the school. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue professional development during the term of employment. Salary begins at \$33,530 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "Level 1 School Psychologist" or "Level 2 School Psychologist" area of concentration. Preference will be given to applicants who are fluent in Spanish or ASL.

Special Education Teacher

Job Description:

The Special Education Teacher (SET) is part of the special education team. The special education team determines student eligibility for special education programs, plans and designs individualized programs for special education students, coordinates services between classroom teachers and special education teachers, and evaluates student progress. The SET teaches students in a mainstreamed environment when possible but one-on-one as necessary. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$33,530 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "Special Education" area of concentration with a "Mild/Moderate Endorsement." Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have additional educational endorsements.

Special Education Team Leader

Job Description:

The Special Education Team Leader (SETL) is part of the special education team. The special education team determines student eligibility for special education programs, plans and designs individualized programs for special education students, coordinates services between classroom teachers and special education teachers, teaches students, and evaluates student progress. The SETL teaches students in a self-contained classroom as needed. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$33,530 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "Special Education" area of concentration with a "Severe Endorsement." Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have additional educational endorsements.

Speech and Language Pathologist

Job Description:

The Speech and Language Pathologist (SLP) is part of the special education team. The School Psychologist conducts speech therapy programs at the school. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at \$33,530 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a "Speech Pathology" area of concentration. Preference will be given to applicants who are fluent in Spanish or ASL.

Classroom Volunteers

For the safety of our students, all adults spending significant time with students will be required to successfully complete a criminal background check before placement. Volunteers will not be placed in one-on-one situations with students except in classroom alcoves where they are in plain sight of school faculty. This policy applies to classroom volunteers, one-on-one tutors, and field trip volunteers. Individuals who volunteer at the school during hours when students are not present will not generally be required to complete a background check unless deemed necessary by the Director. The Director is responsible for the coordination of all volunteer programs at the school.

Background Checks

The QRPS Director will be responsible to ensure that all necessary background checks on volunteers, applicants, and employees are completed in a timely manner. Electronic files and hard copies of files related to background checks and volunteer information will be maintained by the Director. Such files will be stored in the Director's office in either locked filing cabinets or on computer systems with appropriate electronic safeguards in place. Questions regarding this policy should be directed to the Director.

- The Director or other authorized administrator shall give written notice to each applicant or volunteer that a background check has been requested.
- The Director will obtain a written and signed release of information for a criminal history background check,
- The Director may require applicants to pay the costs of a criminal background check as a condition of employment,
- If an applicant is denied employment because of information obtained through a criminal background check, the person shall receive written notice of the reasons for denial and shall have an opportunity to respond.

Section 16: Administrative Services

Administrative Site Team

The Quail Run Primary School site team consists of three administrators, The Board of Trustees recruits, interviews, and hires qualified team members to direct daily school affairs in each of the following areas; Public Relations, School Management, and Educational Programs. Openings for administrative positions are advertised in local newspapers, on the school's website, on various online job-posting sites, and on neighborhood or campus job boards. QRPS also utilizes a personal referral program and budgets annually for recruitment efforts.

Public Relations: Director of Student and Family Services

The Director of Student and Family Services (the Director) supervises family and community involvement at the school level. The Director is a student advocate and parent liaison. As the Director serves in this leadership position, she/he is ultimately responsible for the positive and fun atmosphere that permeates the school community. The Director endeavors to create positive relationships between the school and other organizations within the area. The Director will report to the Board Trustee of Student Services.

Areas of Oversight:

- Enrollment and student placement
- Student behavior
- Ethnic and cultural diversity
- School Fees

Specific Responsibilities:

- Substitute as needed
- Eat lunch with students
- Develop and support school-wide discipline policies.
- Coordinate the family volunteer program.
- Complete background checks on school volunteers, as necessary,
- Update the Patron Handbook yearly
- Develop positive community relationships with local businesses, schools, and community groups.
- Oversee and/or conduct parent education programs.
- Attend professional development courses as recommended by the Board.

Qualifications: Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License. Preference will be given to candidates who have an "Administrative/Supervisory" area of concentration or a Master's degree in a related field. Candidate should be fluent in Spanish and willing to learn American Sign Language. Applicant should have a working knowledge of Utah laws regarding charter schools; possess good interpersonal skills; have knowledge of current pedagogical practices; enjoy working with children. Salary begins at \$54,644 yearly and depends on experience and training. Health and state retirement benefits are included. Full-time position begins July 1, 2010. The Director works from 7:45 until 4:45 daily and on occasional evening and weekend events.

School Management: Assistant Director of Operations and Business Management

The Assistant Director of Operations and Business Management (the Assistant Director) is responsible for all school level operations including business and fiscal management. The Assistant Director ensures responsible use and care of school assets, facilities, and funds. He/she also oversees and implements green school programs and policies. The Assistant Director will report to the Board Trustee of Operations.

Areas of Oversight:

- Budget
- Purchasing
- Facilities management and maintenance
- Human resources, benefits, and payroll
- School lunch program
- Technology
- Recycling program
- Transportation/bussing
- Emergency plans
- Record keeping

Specific Responsibilities:

- Attend State sponsored School Finance and Statistics training.
- Sign checks
- Open mail
- Pay bills
- Update the Operations Manual yearly
- Hire and supervise non-certified staff
- Ensure that the school security system is adequate and operational
- Create and coordinate a carpool plan
- Oversee green school program and compliance issues
- Direct school fundraising efforts. & Coordinate efforts with the Curriculum Director to ensure that school facilities to enhance the educational program.
- Supervise rental of school building for community events.
- Prepare annual report.
- Attend professional development courses as recommended by the Board.
- Temporarily serve as Director if the Director is absent from the school premises or is removed from duty by the board for any reason,

Qualifications: Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License. Preference will be given to candidates who have an "Administrative/Supervisory" area of concentration or a Master's degree in a related field. Candidate should be willing to learn Spanish and American Sign Language. Applicant should have a working knowledge of Utah laws regarding charter schools; have successful previous experience in office management; possess good interpersonal skills; enjoy working with children. Salary begins at \$42,353 yearly and depends on experience and training. Health and state retirement benefits are included. Full-time position begins August 1, 2010. The Assistant Director works from 7:45 until 4:45 daily. Applicant must agree to attend USOE School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to the first day of employment.

Educational Programs: Curriculum Director and Faculty Mentor

The Curriculum Director and Faculty Mentor (the Curriculum Director) supervises all educational programs. The Curriculum Director encourages the use of innovative teaching methods to improve student learning and provides appropriate educational resources to the faculty. The Curriculum Director will report to the Board Trustee of Curriculum.

Areas of Oversight:

- Special Education
- Methodology
- Curriculum
- Faculty evaluation and mentoring

Specific Responsibilities:

- Recruit, interview and hire faculty members and other licensed/certified staff.
- Interview and hire Para-educators.
- Revise the Faculty Handbook yearly
- Conduct faculty evaluations
- Recommend faculty raises
- Special Education Compliance
- CUM folders/portfolios.
- Coordinate SEP program.
- Substitute as needed
- Student placement
- Recommend where volunteers are needed
- Special education curriculum
- Recommend facility enhancements to support curriculum
- Recommend teacher training
- Provide assistance and support to faculty members
- Recommend curriculum adjustments/fine tuning
- Oversee curriculum development committees
- Ensure curriculum satisfies and exceeds state core requirements
- Prepare and complete federal and state reports
- Teach in classroom as needed
- Investigate and stay current on new and innovative teaching methods
- Enrichment program
- Coordinate website with IT director
- Temporarily serve as Assistant Director if the Assistant Director is absent from the school premises, is temporarily serving as Director or is removed from duty by the board for any reason.
- Temporarily serve as Director if both the Director and Assistant Director are absent from the school premises or are removed from duty by the board for any reason.

Qualifications: Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License. Candidate should be willing to learn Spanish and American Sign Language. Applicant should have a working knowledge of Utah laws regarding charter schools; be familiar with the Utah State Core Curriculum for grades K-8; possess good interpersonal skills; enjoy working with children. Salary begins at \$38,824 yearly and depends on experience and training. Health and state retirement benefits are included. Full-time position begins August 1, 2010. The Curriculum Director works from 7:45 until 4:45 daily.

Section 17: Library Plan

This section is not applicable to Quail Run Primary School.

Section 18: Extra-curricular Activities

Quail Run Primary School believes that learning extends beyond the walls of the classroom and outside of the regular school day. QRPS sponsors an after school enrichment program, summer activities, weekend classes, family evening

lectures, parent workshops, and a full time summer school program (future implementation planned subject to budget constraints.) All extra-curricular activities comply with the Patsy T. Mink Equal Opportunity in Education Act (Title IX) All extra-curricular activities comply with Utah State policy regarding school fees and fee waivers.

QRPS After-School Enrichment Program

QRPS will offer an after-school enrichment program beginning in its first year. As a condition of employment, each teacher agrees to teach one after school enrichment class each weekday except Friday. The Curriculum Director coordinates this program. The Curriculum Director follows the recommendations of the parent steering committee over extra-curricular activities and the suggestions of the School Director, faculty members, students, and parents when planning the after school schedule. The master schedule, departmental schedule, and estimated budget (by department) must be submitted to the board for approval by March for the following school year.

- The following classes MUST be offered:

Math Tutoring

Reading Tutoring

One-on-One Reading Tutoring

These courses require approval of a core subject teacher for enrollment.

- The Library will be available for student use during the enrichment period. Enrollment will not be required but admittance will be limited to 24 students per advising teacher and will be determined on a first arrived, first served basis unless previous arrangements have been made.
- Other classes should be offered and might include:

School Play

Science Club

Drawing

Self Defense

Spanish

Orchestra

Clogging

Photography

These classes may have board approved fees to cover operating costs. Some classes may incur additional materials fees, for example, choir robe rentals for choir classes, or clay, glazing, and firing charges for pottery classes. Optional fees may include T-shirts and instrument rentals. All additional fees will be approved in advance by the board. Students who qualify for fee waivers will not be required to pay fees for after school classes.

Proposed 2010-2011 schedule: (double click to view)

Enrichment Program.xlsx

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Drawing Art

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Keyboarding CTE-Family First Aid CTE-Family Child Development CTE-Family Foods CTE-Family Sewing

CTE-Other

Library CTE-Other

Library CTE-Other Library CTE-Other Library CTE-Technology Computer Programming CTE-Technology Website

Design CTE-Technology Computer Lab CTE-Technology Computer Lab Dance

Ballroom Dancing Dance

Clogging 1 Dance

Clogging 2 Dance

Creative Dance 1 Dance

Creative Dance 2 Dance

Creative Dance 3 Dance

Jazz Dance 1 Dance

Jazz Dance 2 Drama

School Play Drama

School Play Drama

Speech Drama

Puppetry English

Book Club 2-5 English

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QRPS Summer School Program

QRPS will offer summer activities its first year. The Curriculum Director coordinates this program. Classes are offered based on need and include special education, reading intervention, math review, and elective enrichment. QRPS may implement a full time summer school program depending on availability of grants, future state legislation, and student interest.

QRPS Weekend Classes

QRPS offers weekend classes based on student interest. The Curriculum Director coordinates this program. Class fees vary. Teachers who participate in this program earn licensure points or may request overtime compensation.

QRPS Family Evening Lectures

QRPS offers a family lecture series. The School Director of Family Involvement coordinates this program. Admission is free. Guest lecturers may include parenting and educational leaders from the community and local universities as well as civic leaders, authors, sports heroes, scientists, musicians, and other local celebrities.

QRPS Parent Workshops

QRPS offers parent workshops. The School Director of Family Involvement and the Curriculum Director coordinate this program. All workshops are free for parents and guardians of currently enrolled students. Licensed teachers teach all workshops. Possible workshops: include "Conversational English for Adults," "Reading with Your Child," and "How to Help Your Child with Mathematics." QRPS offers workshops on evenings, on weekends, after school and during limited school hours.

School Fees Notices

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School Fees Notice

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SCHOOL FEES NOTICE FOR FAMILIES OF CHILDREN IN KINDERGARTEN THROUGH SIXTH GRADES
[IF YOU NEED HELP IN UNDERSTANDING THIS LETTER, CALL

The Utah Constitution prohibits the charging of fees in elementary schools. That means that if your child is in kindergarten through grade six (even though the grade may be part of a middle school), you cannot be charged for textbooks, classroom equipment or supplies, musical instruments, field trips, assemblies, snacks (other than food provided through the School Lunch Program), or for anything else that takes place or is used during the regular school day,

If you wish to purchase school pictures, yearbooks, or similar items through the school, those costs are not fees and will not be waived. Also, if your student loses or damages school property, the costs of replacement or repair are not fees and need not be waived.

Federal law permits schools to charge for food or milk provided as part of the School Lunch Program. If you cannot afford to pay, you may be eligible for free or reduced price meals or milk. Your school will give you information about applying for free or reduced price meals and milk. All information which you provide in your application will be kept confidential.

State law and State Board of Education rules do not permit schools to charge fees for anything that takes place during the regular school day! Fees may only be charged for programs offered before or after school, or during school vacations. If your child is eligible based on income verification or receives SSI payments, or if you are receiving AFDC (currently qualified for financial assistance or food stamps) or if the child was placed in your home by the government as a foster child, the school must waive the fees. If you are having a financial emergency caused by job loss, major illness, or other substantial loss of income beyond your control, you might be eligible for a waiver even if other eligibility criteria are not met. If your local school board allows your school to charge fees, a Fee Waiver Application (Grades

K-6) is enclosed. Your school will give you additional information about fee waivers if you ask.

School funds are limited, and your school may need help. As a result, the school may ask you for tax deductible donations of school supplies, equipment, or money, but the school cannot require donations or tell anyone else the names of those who have or have not made donations (except that the school may honor those who make major donations). No child may be penalized for not making a donation. For example, if donations are used to pay for a field trip, every child must be allowed to go on the trip even though some may not have made a donation.

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State law requires schools or school districts to require DOCUMENTATION of fee waiver eligibility if parent must apply for fee waivers." Local boards will have policies and/or guidelines for determining eligibility for fee waivers. School district administrators shall request documentation of fee waiver eligibility from those who apply for fee waivers if fees or charges are required for non-regular school day activities, such as after-school music or foreign language programs or Friday ski programs.

Fee waiver eligibility documentation is NOT required annually. Also, documentation shall NOT be maintained for privacy reasons. Schools may transfer fee waiver eligibility information to other schools to which students advance or transfer.

NOTE; If your district does not require parents in the entire district area or parents and students in specific schools or sections of the district to apply for fee waivers," district administrators NEED NOT require verification of eligibility under this section.

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If you have questions, first talk to your school or school district representative listed below. If you still need help, contact one of the other agencies listed:

School telephone no.: Ask for:

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Utah Issues Information Program, Inc. 330 West 500 South Salt Lake City, Utah 84101 521-2035 (Salt Lake area) or 1-800-331-5627 (other areas)

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District telephone no.: Ask for:

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Utah Legal Services, Inc. 254 West 400 South, 2nd Floor Salt Lake City, Utah 84101 328-8891 (Salt Lake Area) or 1-800-662-4245 (other areas)

Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200 801-538-7830
USOE 4/17/06

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AVISO DE CUOTAS ESCOLARES PARA FAMILIAS CON ESTUDIANTES DE JARDÍN DE INFANTES A SEXTO GRADO

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SI NECESITA AYUDA PARA ENTENDER ESTA CARTA, LLAME AL

La Constitución de Utah prohíbe el cobro de cuotas en las escuelas elementales. Esto significa que si su estudiante está en el jardín de infantes hasta sexto grado (aun cuando el grado sea parte de la escuela secundaria media), no se le puede cobrar por libros de texto, equipos o útiles para el aula, instrumentos musicales, excursiones/salidas escolares, asambleas, snacks (aparte de la comida que provee el Programa de almuerzo escolar) o por cualquier otra cosa que suceda durante el día regular de clases.

Si desea comprar fotos estudiantiles, anuarios u otras cosas similares por medio de la escuela, estos gastos no son cuotas y no se hará ninguna exención. Además, si su estudiante pierde o daña alguna propiedad escolar, el costo de reponerla o repararla no es una cuota y no se hará una exención.

La ley federal permite que las escuelas cobren por la comida o la leche que proveen como parte del Programa de almuerzo escolar. Si usted no puede pagar, puede ser que reúna los requisitos para participar en el programa de comida o leche gratis o a precio reducido. Su escuela le dará información en cuanto a cómo solicitar los beneficios de comida o leche gratis o a precio reducido. Toda la información en su solicitud será confidencial.

Las leyes estatales y las reglas del Consejo de Educación del Estado no permiten que las escuelas cobren por actividades que se lleven a cabo durante un día regular de clases! Solamente pueden cobrar cuotas para programas ofrecidos antes o después del horario escolar o durante las vacaciones escolares. Si su estudiante reúne los requisitos en base a la verificación de ingresos o si recibe pagos de "Ingreso suplementario de seguridad" (SSI, por su sigla en inglés) o si usted recibe "Ayuda para familias con hijos dependientes" (AFDC, por su sigla en inglés) (si actualmente califica para recibir ayuda financiera o estampillas de comida) o si el estudiante fue colocado en su hogar por el gobierno como hijo(a) tutelar, la escuela debe hacer una exención del pago de cuotas. Si usted está pasando por una emergencia financiera causada por la pérdida de empleo, una enfermedad grave u otras pérdidas considerables de

ingresos fuera de su control, es posible que su hijo(a) también sea elegible para la exención del pago de las cuotas aun cuando no reúna los otros requisitos. Si el consejo escolar local permite que su escuela cobre cuotas, entonces se adjunta una Solicitud para la exención del pago de cuotas (para jardín de infantes a sexto grado). Si lo desea, puede solicitar a su escuela información adicional acerca de cómo obtener la exención del pago de las cuotas.

Los fondos escolares son limitados, y puede que su escuela necesite su ayuda. Por esta razón, es posible que su escuela le pida donaciones que se pueden declarar en sus impuestos anuales. Estas donaciones pueden incluir útiles escolares, equipos o dinero, pero la escuela no puede exigir donaciones o divulgar los nombres de aquellos que hayan hecho donaciones o que no las hayan hecho (salvo que la escuela puede rendir homenaje a todos los que hagan donaciones significativas). Ningún niño puede ser penalizado por no hacer una donación. Por ejemplo, si se usan las donaciones para pagar una excursión/salida escolar, todo niño debe tener la oportunidad de participar aun cuando algunos no hayan donado nada.

La ley del estado requiere que las escuelas o los distritos escolares exijan DOCUMENTOS de elegibilidad para la exención del pago de cuotas si el padre tiene que "solicitar una exención del pago de cuotas". Los consejos locales tendrán normas y/o pautas para determinar qué documentos se exigen para comprobar la elegibilidad para la exención del pago de cuotas,

Los administradores del distrito escolar solicitarán documentos de elegibilidad para la exención del pago de cuotas a las personas que soliciten una exención si se requiere el pago de una cuota o algún costo para actividades escolares fuera del programa regular, tales como programas de música o de aprendizaje de un idioma extranjero o programas de esquí que se llevan a cabo los viernes.

NO se requiere que presenten anualmente los documentos de elegibilidad para la exención del pago de cuotas.

Además, NO se conservarán los documentos por razones de privacidad de la familia. Las

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escuelas pueden transferir la información de elegibilidad del pago de cuotas a otras escuelas a las que avancen o se trasladen los estudiantes.

NOTA: Si su distrito no requiere que los padres en toda el área del distrito o que los padres y los estudiantes en escuelas específicas o en secciones del distrito "soliciten una exención del pago de cuotas", los administradores del distrito NO TIENEN que exigir verificación de elegibilidad bajo esta sección.

Si desea hacer alguna pregunta, hable primeramente con el representante en su escuela o su distrito escolar que aparece a continuación. Si necesita ayuda adicional, sírvase llamar a una de las otras agencias abajo indicadas:

Teléfono de la escuela: Pida hablar con:

Utah Issues Information Program, Inc. 330 West 500 South Salt Lake City, Utah 84101 521-2035 (Área de Salt Lake)
6 1-800-331-5627 (otras áreas)

Teléfono del distrito: Pida hablar con:

Utah Legal Services, Inc. 254 West 400 South, 2nd Floor Salt Lake City, Utah 84101 328-8891 (Área de Salt Lake) ó
1-800-662-4245 (otras áreas)

Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200 801-538-7830

USOE 4/17/06 School Fee Notice for Families of Children in Kindergarten through Sixth Grades - Spanish

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SCHOOL FEES NOTICE FOR FAMILIES OF STUDENTS IN GRADES SEVEN THROUGH TWELVE
IF YOU NEED HELP IN UNDERSTANDING THIS NOTICE, CALL

Utah law permits the charging of fees in grades seven through twelve. This means that your student may be charged fees for school materials, supplies, activities and programs. Except for common household articles and common articles of clothing, your student cannot be required by a teacher or other person to pay fees or provide any materials, money, or any other thing of value unless that requirement has been approved by the local Board of Education and included in the school or district fee schedule. In addition, no teacher, coach, or other person acting as a representative of the school may invite or require your student to participate in any summer camp or other activity unless the costs have been approved by the local Board of Education and placed on the fee schedule.

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If your student is eligible based on income verification or receives SSI payments (only for blind or disabled children), or if you are receiving AFDC (currently qualified for financial assistance or food stamps) or the student was placed in your home by the government as a foster child, the school must waive the fees (meaning that you will not be required to pay the fees). If you are having a financial emergency caused by job loss, major illness, or other substantial loss of income beyond your control, your child might be eligible for a fee waiver even if other eligibility criteria are not met. You may apply for fee waivers by submitting the Fee Waiver Application (Grades 7-12). A copy of the application is included with this notice. Additional copies may be obtained from the school office. As soon as you have sent in the completed forms, the fee requirement will be suspended until a final decision has been reached about your student's eligibility for fee waivers. If the application is denied, the school will send you a Decision and Appeal Form. The Form will tell you why the application was denied, and explain how to appeal the decision. The form for starting an appeal is on the same page as the form for the decision. Remember to always keep a copy for yourself. If you appeal a denial of fee waivers, you will not need to pay the fees until the appeal is decided.

If your student is eligible for fee waivers, all fees must be waived, including--but not limited to--the following:

Fees for registration, textbooks, textbook and equipment deposits, school supplies, activity cards, extracurricular activities, and school lockers; lab and shop fees; gym and towel fees; costs for uniforms and accessories; field trips and assembly fees; costs for class or team trips; and costs of musical instruments used in school classes or activities.

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There is no such thing as a "non-waivable" or "optional" fee, but alternatives to fee waivers may be arranged in some cases, but not for textbook fees. Alternatives to waivers are not permitted for textbook fees. Alternatives to simply waiving school fees may include such things as a reasonable requirement for community service or an assignment to help on a fundraiser, but may not include installment payments, IOU's, or other delayed payment plans. Community service requirements and fundraisers must be appropriate to the age, physical condition, and maturity of the student, and must be conducted in such a way that students are not subjected to embarrassment, ridicule, or humiliation. In addition, community service requirements and fundraisers must avoid excessive burdens on students and families and give proper consideration to a student's educational and transportation needs and other responsibilities.

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Your school will inform you if it will be requiring community service as an alternative to fee waivers.

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All students involved in a program for which funds are being raised must be invited to participate in the fundraiser, not just those who are eligible for fee waivers. All participants in the fundraiser should share in the earned benefits. Participation in the fundraiser may be required for those who have requested fee waivers. If a fee-waiver eligible student has already performed a community service requirement covering all of the fees in question, then additional fundraising shall not be required of that student unless all students are subject to the same requirement.

Since people in low-income areas usually have less discretionary income and so may be less able to donate or spend money on fundraisers than those in higher-income areas, quotas should not be used. The question should be whether a student made a good-faith effort, not whether a particular student met a sales quota. If a student makes the requested effort, but sufficient money is not raised in the fundraiser to cover all charges for the school activity and the activity goes forward anyway, then the difference between the fee-waiver eligible student's share of the proceeds and the actual amount of the fee must be waived.

School funds are limited, and your school may need help other than fees. As a result, the school may ask you for tax-deductible donations of school supplies, equipment, or money, but the school cannot require donations. No student may be penalized for not making a donation. For example, if donations are used to pay for a field trip, every student must be allowed to go on the trip even though some may not have made a donation.

Regardless of whether you have paid fees, donations, and contributions or not, or have applied for, received, or been denied waivers, your name is confidential and cannot be disclosed to anyone lacking both a right and a need to know the information. The school may, however, with the consent of the donor, give appropriate recognition to any person or organization making a major donation or contribution to the school.

Charges for class rings, yearbooks, school pictures, letter jackets, and similar items are not fees and need not be waived. Also, if your student loses or damages school property, the costs of replacement or repair are not fees and need not be waived. Students may be required to pay fees for concurrent enrollment or advanced placement courses. The portion of the fees related specifically to college or post-secondary grades or credit is not subject to fee waiver. In addition, only those students who have paid a textbook or equipment deposit are eligible to receive a deposit refund at the end of the year,

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The school and school staff cannot withhold, reduce, or enhance grades or credit, or withhold grades, credit, report cards, transcripts, or diplomas to enforce the payment of fees. However, the school may withhold official copies of report cards, transcripts, or diplomas if fines or other charges for lost or damaged school property have not been resolved.

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State law requires schools or school districts to require DOCUMENTATION of fee waiver eligibility if parent must "apply for fee waivers." Local boards will have policies and/or guidelines for determining required documentation for

eligibility for fee waivers.

State law requires a school district to provide alternatives in lieu of fee waivers, "to the fullest extent reasonably possible according to individual circumstances of both fee waiver applicant and school," consistent with local board policies and/or guidelines.

Fee waiver eligibility documentation is NOT required annually but may be required at any time by the school or a parent may ask for review for good cause. Also, documentation SHALL NOT be maintained for privacy reasons. Schools may transfer fee waiver eligibility information to other schools to which students advance or transfer.

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NOTE: If your district does not require parents in the entire district area or parents and students in specific schools or sections of the district to "apply for fee waivers," district administrators NEED NOT require verification of eligibility under this section.

If you have questions, first talk to your school or school district representative listed below. If you still need help, contact one of the other agencies listed:

School telephone no.: Ask for:

Utah Issues Information Program, Inc. 330 West 500 South Salt Lake City, Utah 84101 521-2035 (Salt Lake area) or 1-800-331-5627 (other areas)

District telephone no.: Ask for:

Utah Legal Services, Inc. 254 West 400 South, 2nd Floor Salt Lake City, Utah 84101 328-8891 (Salt Lake Area) or 1-800-662-4245 (other areas)

Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200 801-538-7830
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AVISO DE CUOTAS ESCOLARES PARA FAMILIAS CON ESTUDIANTES DE SÉPTIMO A DUODÉCIMO GRADO

[SI NECESITA AYUDA PARA ENTENDER ESTA CARTA, LLAME AL

La ley de Utah permite el cobro de cuotas en los grados séptimo a duodécimo. Esto significa que a su estudiante le pueden cobrar cuotas para materiales escolares, útiles, actividades y programas. Con la excepción de artículos comunes del hogar y prendas de vestir de uso diario, ni el maestro ni ninguna otra persona le podrá exigir a su estudiante que pague las cuotas o que provea ningún material, dinero o ninguna otra cosa de valor, a menos que sea un requisito previamente aprobado por el Consejo de Educación local y esté incluido en la lista de cuotas de la escuela o del distrito. Además, ningún maestro, entrenador u otra persona que esté representando a la escuela puede solicitar o exigir que su hijo(a) participe en ningún campamento de verano u otra actividad a menos que los costos hayan sido aprobados por el Consejo de Educación local y estén incluidos en la lista de cuotas.

Si su estudiante reúne los requisitos en base a la verificación de ingresos o si recibe pagos de "Ingreso suplementario de seguridad" (SSI, por su sigla en inglés) (únicamente para los niños ciegos o discapacitados), o si usted recibe "Ayuda para familias con hijos dependientes" (AFDC, por su sigla en inglés) (si actualmente califica para recibir ayuda financiera o estampillas de comida) o si el estudiante fue colocado en su hogar por el gobierno como hijo(a) tutelar, la escuela debe hacer una exención del pago de cuotas (lo que significa que no tendrá que pagar las cuotas). Si usted está pasando por una emergencia financiera causada por la pérdida de empleo, una enfermedad grave u otras pérdidas considerables de ingresos fuera de su control, es posible que su hijo(a) también sea elegible para la exención del pago de las cuotas aun cuando no reúna los otros requisitos.

Para solicitar la exención del pago de cuotas llene el formulario Solicitud para la exención del pago de cuotas (para séptimo a duodécimo grado). Adjunto encontrará una copia de esta solicitud. Se pueden obtener copias adicionales en la oficina de la escuela. En cuanto usted entregue los formularios llenados, será eximido del pago de las cuotas hasta que se tome una decisión definitiva en cuanto a la elegibilidad del estudiante para la exención del pago de cuotas. Si la solicitud es rechazada, la escuela le mandará el Formulario de decisión y apelación, en el cual se le explicará por qué se rechazó la solicitud y cómo puede apelar contra la decisión. El formulario para iniciar el proceso de apelación está en la misma página del formulario de decisión. Recuerde que siempre debe guardar una copia para usted. Si usted apela contra el rechazo de la solicitud de exención del pago de cuotas, no tendrá que pagar las cuotas hasta que se tome una decisión definitiva en cuanto a la apelación.

Si su estudiante es elegible para la exención, quedará eximido de pagar todas las cuotas, incluyendo pero sin limitarse a lo siguiente:

Las cuotas de inscripción, libros de texto, depósitos para equipos y libros de texto, materiales escolares, tarjetas de actividades, actividades extraescolares y casilleros escolares, cuotas de laboratorios y de talleres, cuotas del gimnasio y toallas, costos de uniformes y accesorios, excursiones/salidas escolares y cuotas de asambleas, costos de viajes de curso y equipos, y costos de instrumentos musicales usados en las clases o actividades escolares.

No hay tal cosa como "cuotas para las que no hay exención" o "cuotas opcionales"; sin embargo, en algunos casos se pueden hacer arreglos para una alternativa a la exención, pero no para las cuotas de libros de texto. No se permiten las alternativas a la exención del pago de las cuotas cuando se trata de los libros de texto. Las alternativas a la exención del pago de las cuotas escolares pueden incluir cosas tales como una asignación razonable de servicio a la comunidad o una asignación para ayudar en una actividad para recaudar fondos, pero no se pueden incluir pagos a plazos, pagarés u otros planes de pagos aplazados. Los requisitos de servicio a la comunidad y las actividades para recaudar fondos deben ser

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apropiados para la edad, el estado físico y la madurez del estudiante, y se deberán llevar a cabo de tal manera que los estudiantes no sean avergonzados, ridiculizados o humillados. Además, se debe evitar que los requisitos de servicio a la comunidad y de recaudación de fondos sean una carga excesiva para los estudiantes y sus familias, y se debe dar consideración adecuada a las necesidades educacionales y de transporte del estudiante y a sus demás responsabilidades.

La escuela le informará si exigirán el servicio a la comunidad como una opción para la exención del pago de las cuotas.

Todos los estudiantes involucrados en un programa para el cual se están recaudando fondos deben ser invitados a participar en la recaudación de fondos, no solamente los que son elegibles para la exención del pago de las cuotas. Todos los participantes deben compartir los beneficios obtenidos. La participación en la actividad para recaudar fondos puede ser obligatoria para los estudiantes que hayan solicitado una exención del pago de las cuotas, pero si estos estudiantes ya han cumplido con el requisito de servicio a la comunidad que les correspondía para cubrir la exención del pago de las cuotas, no se les exigirá recaudar fondos adicionales a menos que sea un requisito para todos los estudiantes,

No se deben usar cupos/cuotas ya que la gente que vive en áreas de bajos ingresos tiene menos dinero y es más difícil para ellos donar dinero o gastarlo en actividades de recaudación de fondos que para las personas que viven en áreas de ingresos más altos. Lo que se debe tener en cuenta es si el estudiante hizo un esfuerzo de buena fe y no si el estudiante en particular vendió cierta cantidad. Si el estudiante hace el esfuerzo requerido pero no se recaudan suficientes fondos durante la actividad para cubrir los costos de las actividades escolares y de todas maneras se llevan a cabo dichas actividades, entonces la diferencia entre lo que el estudiante recibe como parte de su trabajo en recaudar fondos y el costo real de la cuota debe ser eximida.

Los fondos escolares son limitados y su escuela puede necesitar ayuda aparte de las cuotas. Por esta razón, la escuela quizás le pida donaciones que pueden ser declaradas en sus impuestos como donaciones de materiales escolares, equipo o dinero, pero la escuela no puede exigir que se haga una donación. Ningún estudiante podrá ser penalizado por no hacer una donación. Por ejemplo, si las donaciones son usadas para pagar por una excursión/salida escolar, se

debe permitir que todos los estudiantes participen aun cuando algunos no hayan hecho una donación.

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Su nombre se mantendrá confidencial y no puede ser divulgado a nadie que no tenga el derecho o la necesidad de saber la información, ya sea que usted haya o no pagado las cuotas, hecho donaciones o contribuciones, o si ha solicitado la exención del pago de las cuotas y se la han aprobado o negado. Sin embargo, con el consentimiento del donante, la escuela puede dar reconocimiento adecuado a cualquier persona u organización que haga una donación o contribución significativa a la escuela.

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El costo de los anillos de curso, anuarios, fotos estudiantiles, chaquetas con las iniciales de la escuela y artículos similares no es una cuota y no se debe hacer ninguna exención del pago de estos artículos. Además si su estudiante pierde o daña alguna propiedad escolar, el costo de repornerla o repararla no es una cuota y no se hará una exención. Puede que se requiera que los estudiantes paguen las cuotas de la inscripción concurrente o de los cursos de colocación avanzada. La porción de las cuotas relacionada específicamente con un instituto de enseñanza superior o las calificaciones o el crédito de estudios superiores no está sujeta a una exención del pago de las cuotas. Además, solamente aquellos estudiantes que hayan pagado un depósito por libros de texto o equipo son elegibles para recibir un reembolso del depósito al final del año.

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La escuela y el personal escolar no pueden retener, reducir o mejorar las calificaciones o los créditos, ni retener calificaciones, créditos, libretas de calificaciones, registros de calificaciones o diplomas para imponer el pago de las cuotas. No obstante, la escuela puede retener las copias oficiales de las libretas de calificaciones, los registros de calificaciones o los diplomas si existen multas u otros costos por propiedad de la escuela que se haya perdido o dañado y no se haya resuelto la situación.

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La ley del estado requiere que las escuelas o los distritos escolares exijan DOCUMENTOS de elegibilidad para la exención del pago de cuotas si el padre tiene que "solicitar una exención del pago de cuotas". Los consejos locales tendrán normas y/o pautas para determinar qué documentos se exigen para comprobar la elegibilidad para la exención del pago de cuotas.

La ley del estado también requiere que los distritos escolares provean alternativas en lugar de exención del pago de cuotas, "hasta donde sea razonablemente posible, de acuerdo con las circunstancias individuales del solicitante de la exención de pago de cuotas y de la escuela", de acuerdo con las normas y/o las pautas del consejo local.

NO se requiere que presenten anualmente los documentos de elegibilidad para la exención del pago de cuotas, pero puede que la escuela lo requiera en cualquier momento o el padre puede solicitar una revisión por una razón justificada. Además, NO se conservarán los documentos por razones de privacidad de la familia. Las escuelas pueden transferir la información de elegibilidad del pago de cuotas a otras escuelas a las que avancen o se trasladen los estudiantes.

NOTA: Si su distrito no requiere que los padres en toda el área del distrito o que los padres y los estudiantes en escuelas específicas o en secciones del distrito "soliciten una exención del pago de cuotas", los administradores del distrito NO TIENEN que exigir verificación de elegibilidad bajo esta sección.

Si desea hacer alguna pregunta, hable primeramente con el representante en su escuela o su distrito escolar que aparece a continuación, Si necesita ayuda adicional, sírvase llamar a una de las otras agencias abajo indicadas:

Teléfono de la escuela: Pida hablar con:

Utah Issues Information Program, Inc. 330 West 500 South Salt Lake City, Utah 84101 521-2035 (Area de Salt Lake)

ó 1-800-331-5627 (otras áreas)
Teléfono del distrito: Pida hablar con:

Utah Legal Services, Inc. 254 West 400 South, 2nd Floor Salt Lake City, Utah 84101 328-8891 (Área de Salt Lake) ó
1-800-662-4245 (otras áreas)

Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200 801-538-7830

USOE 4/17/06 School Fees Notice for Families of Students in Grades Seven through Twelve - Spanish

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EWAIVER APPLICATION (GRADES. 6)

Please read the School Fees Notice before completing this Application! No elementary school child may be charged for anything that takes place or is used during the regular school day. That includes textbooks, classroom equipment and supplies, musical instruments, field trips, assemblies, and snacks which are not part of the school lunch program. Fees can only be charged for programs which take place before or after school or during school vacations (or for things used in those programs). But all of those fees must be waived for eligible children.

All information on this application will be kept confidential

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SECTION A. STUDENT INFORMATION AND BASIS FOR FEE WAIVER. Name of student:

SSN: _ _ _ _ (not required but expedites the process) Address: School:

_ Grade level: Name of parent or guardian:

Phone number:

_ Please check if applicable: (attach supporting documents for each category that applies)

Student is eligible based on income verification. (See Section D, Page 2 of 2) Student receives (SSI)* Supplemental Security Income (ONLY FOR BLIND OR DISABLED CHILDREN) Family receives AFDC (currently qualified for financial assistance or food stamps) Student is in Foster Care (under Utah or local governmental supervision) Student is in State Custody

*Please note: Students who receive Survivor Benefits Do Not Quality for the SSI category listed above.

Parent(s)/guardian(s) shall provide income eligibility documentation in the form of income tax returns or current pay stubs demonstrating compliance with requirements consistent with state law and school district policies and/or guidelines for all of the above qualifiers.

If none of the above apply but you wish to apply for fee waivers or other help with school fees because of serious financial problems, please state the reason(s) for the request:

(If you need more space, please continue on the back of this page)

Please check the school fee schedule and list all fees that you wish to have waived. If your student is eligible for fee waivers, all of those fees will be waived. Costs for lost or damaged school property or for school pictures, yearbooks, and similar things are not fees and will not be waived. If you wish to have all applicable fees waived, please write "all" in the "Fee Description" column.

Fee Description

Amount

Fee Description

Amount

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Please give this Application to the Principal or School Fee Coordinator when you have finished filling it out. All fee payments will be suspended until the school has decided if your student is eligible for fee waivers. You will then be given notice of the decision. The school shall require you to prove eligibility. State law requires schools or school

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DATE;
PARENT'S OR GUARDIAN'S SIGNATURE
USOE 7/30/07

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Disability benefits, cash withdrawn from Savings; interest & dividends; income from estates, trusts, and investments, regular contributions from persons not living in the household; net royalties and annuities; net rental income; any other income

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Total number of ALL PEOPLE living in household

Section C. EXAMPLES OF INCOME Earnings from Work i

fare Alimony

Child Support Wages, salaries and tips, strike Pensions, supplement, AFDC payments, benefits, unemployment comp., security income,

welfare payments, workers' comp, net income from retirement payments, alimony, and child self-owned business or farm Social Security Income support payments

(including SSI a child

receives) Section D. INCOME ELIGIBILITY GUIDELINES July 1, 2007 to June 30, 2008 Household Size

Yearly

Monthly

Twice Per Manth

\$13,273

\$1,107

\$554

\$17,797

\$1,484

\$742

\$22,321

\$1,861

\$931

\$26,845

\$2,238

\$1,119

\$31,369

\$2,615

\$1,308

\$35,893

\$2,992

\$1,496

\$40,417

\$3,369

\$1,685

\$44,941

\$3,746

\$1,873

For each additional family member, add:

\$4,524

\$377

\$189

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Every Two Weeks

\$511

\$685

\$859

\$1,033

\$1,207

\$1,381

\$1,555

\$1,729

Weekly

\$256

\$343

\$430

\$517

\$604

\$691

\$778

\$865

\$174

\$87

In lieu of income verification, attach supporting documents to this form for each special category that applies. For AFDC (financial assistance or food stamps) attach a letter of decision covering the current period from Workforce Services. For SSI, attach the benefit verification letter from Social Security. For State custody or foster care provide the "youth in custody required intake form" and/or "school enrollment letter" provided by the case worker from DCFS or Juvenile Justice Department. This form and all supporting documents will be destroyed after the approval

Page 2 of 2

¡Por favor lea el "Aviso de cuotas escolares" antes de llenar esta solicitud! No se le puede cobrar a ningún niño de la escuela elemental por nada que se lleve a cabo o se use durante el horario regular de clases. Esto incluye libros de texto, equipos usados en el aula y materiales escolares, instrumentos musicales, excursiones/salidas escolares, asambleas y snacks que no sean parte del programa del almuerzo escolar. Solamente se puede cobrar por programas que se llevan a cabo antes o después de la escuela o durante las vacaciones escolares (o por cosas que se usarán en esos programas). Pero se debe otorgar la exención del pago de todas estas cuotas a los niños que reúnan los requisitos, Toda la información en esta solicitud será confidencial

No. de seguro Social: - ' (no se exige, pero ayuda a acelerar el proceso) Dirección: Escuela:

Por favor marque lo que corresponda a su situación: (adjunte los documentos de respaldo para cada categoría que se aplique)

*Atención: Los estudiantes que reciben "Beneficios de supervivientes" no califican para la categoría de "Ingreso suplementario de

El padre(s)/tutor(es) legal(es) proveerá documentos de prueba de elegibilidad por ingresos tales como declaraciones de impuestos o recibos de pago de salario para demostrar que cumple con los requisitos de acuerdo con la ley del estado y las normas y/o pautas del distrito escolar para todas las condiciones determinantes mencionadas arriba.

Si ninguna de las condiciones antes mencionadas describe su situación, pero usted desea solicitar una exención del pago de las cuotas u otras ayudas con las cuotas escolares por problemas económicos serios, sírvase indicar a continuación las razones por las cuales solicita ayuda:

(Si necesita más espacio, continúe al dorso de esta hoja)

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Por favor, fíjese en la lista de cuotas escolares e indique todas las cuotas para las que desea una exención. Si su estudiante reúne los requisitos para la exención del pago de las cuotas, se le concederá la aprobación. El costo de reponer la propiedad escolar perdida o dañada, o el costo de las fotos estudiantiles, los anuarios y otros artículos similares no son cuotas y no se hará una exención de pago. Si desea ser eximido de pagar todas las cuotas, escriba "todas" en la columna de descripción de la cuota.

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Cantidad

Cantidad

Una vez que complete la solicitud, sirvase entregarla al director de la escuela o al coordinador de cuotas escolares. Todos los pagos de cuotas serán suspendidos hasta que la escuela decida si su estudiante reúne los requisitos para la exención, después de lo cual usted recibirá un aviso de la decisión. La escuela le exigirá que presente un comprobante de elegibilidad. La ley del estado requiere que las escuelas o los distritos escolares exijan DOCUMENTOS de elegibilidad para la exención del pago de cuotas si el padre tiene que solicitar una exención del pago de cuotas”. Los consejos locales tendrán normas y/o pautas para determinar qué documentos de elegibilidad se requieren para la exención del pago de las cuotas. Si su estudiante reúne los requisitos para la exención del pago de las cuotas, la escuela no puede exigirle que acepte hacer pagos a plazos o que firme un pagaré en vez de darle la exención.

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POR MEDIO DE LA PRESENTE CERTIFICO QUE LA INFORMACIÓN Y LOS DOCUMENTOS QUE HE PRESENTADO SON VERDADEROS Y CORRECTOS SEGÚN MI LEAL SABER Y ENTENDER, ADEMÁS AUTORIZO AL PERSONAL DE LA ESCUELA PARA QUE USEN ESTE FORMULARIO COMO UN PERMISO PARA OBTENER LA INFORMACIÓN NECESARIA PARA VERIFICAR LA ELEGIBILIDAD.

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FECHA:

FIRMA DEL PADRE O TUTOR LEGAL USOE 7/30/07 Fee Waiver Application (Grades K-6) - Spanish

Página 1 de 3

Sección B: VERIFICACIÓN DE LOS INGRESOS MENSUALES DE TODOS LOS MIEMBROS DEL HOGAR (Se requiere esta información para todos los estudiantes que no califiquen en base a una categoría especial.) ANOTE TODOS LOS INGRESOS ANTES DE LAS DEDUCCIONES EN LA(S) COLUMNA(S) CORRESPONDIENTE(S) EN EL MISMO RENGLÓN DE LA PERSONA QUE LOS RECIBE. Haga la conversión a ingresos mensuales: (por semana) multiplique por 4.33; (cada dos semanas) multiplique por 26 y divida en 12; (dos veces al mes) multiplique por 2; y (por año) divida en 12. Es necesario que cada miembro del hogar adjunte a este formulario la última declaración de impuestos o los últimos tres recibos de pago de salario, o ambas cosas, si las tienen disponibles.

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 Sección C. EJEMPLOS DE INGRESOS Pensión /Jubilación,
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 Otras ingresos
 económico de los hijos Sueldo, salario y propinas, beneficios Pensiones, suplemento, Pagos de AFDC, pagos de
 Beneficios de discapacidad; dinero en efectivo sacado de de huelgas, compensación por
 ingresos de seguridad, bienestar, pensión
 una cuenta de ahorros; intereses y dividendos; ingresos de
 desempleo, compensación al
 jubilaciones, ingresos del alimenticia y pagos de herencias, fideicomiso e inversiones, contribuciones
 trabajador, ingreso neto de una
 Seguro Social (incluyendo el mantenimiento económico Tegulares de las personas que no viven en el hogar,
 empresa o granja propia "Ingreso suplementario de de los hijos
 derechos de autor netos y anualidades netas; ingresos netos
 seguridad" [SSI] que recibe
 de alquileres; cualquier otro ingreso
 un niño) Sección D. PAUTAS DE ELEGIBILIDAD DE ACUERDO CON LOS INGRESOS 1o de julio de 2007 a 30
 de junio de 2008 Cantidad de personas 1
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 \$256
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\$2,238 \$1,119 \$1,033

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\$3,369 \$1,685 \$1,555

\$778

\$44,941

\$3,746 \$1,873 \$1,729

\$865

Pur cada miembro de la familia adicional, agregue:

\$4,524

\$377 \$189 \$174

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Página 2 de 3

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En lugar de adjuntar la verificación de ingresos, adjunte a este formulario los documentos de respaldo que correspondan a cada categoría especial que se aplique. Para la "Ayuda para familias con hijos dependientes" (AFDC,

por su sigla en inglés) (ayuda financiera o estampillas de comida) adjunte una carta de decisión de los Servicios para Trabajadores (Workforce Services) con la decisión que cubra el período actual.

Para "Ingreso suplementario de seguridad" (SSI, por su sigla en inglés), adjunte la carta de verificación de beneficios del Seguro Social. Para custodia del estado presente el "formulario de admisión y la carta de matriculación escolar que se exige para un joven bajo custodia" (youth in custody required intake form) o cuidado adoptivo que provee el trabajador social del Departamento de Servicios para Niños y Familias (DCFS, por su sigla en inglés) o del Departamento de Justicia Juvenil. Este formulario y todos los documentos de respaldo serán destruidos después de que se complete el proceso de aprobación.

Página 3 de 3

FEE WAIVER APPLICATION (GRADES 7-12) Please read the School Fees Notice before completing the application!

All information on this application will be kept confidential

SECTION A: STUDENT INFORMATION AND BASIS FOR FEE WAIVER. Name of student:

SSN: - _ - _ (not required but expedites the process) Address: School:

Grade level: Name of parent or guardian:

Phone number:

Please check if applicable: (attach supporting documents for each category that applies)

Student is eligible based on income verification. (See Section D, Page 2 of 2) Student receives (SSI)* Supplemental Security Income (ONLY FOR BLIND OR DISABLED CHILDREN) Family receives AFDC (currently qualified for financial assistance or food stamps) Student is in Foster Care (under Utah or local governmental supervision)

Student is in State Custody

* Please note: Students who receive Survivor Benefits Do Not Qualify for the SSI category listed above.

Parent(s)/guardian(s) shall provide income eligibility documentation in the form of income tax returns or current pay stubs demonstrating compliance with requirements consistent with state law and school district policies and/or guidelines for all of the above qualifiers.

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If none of the above apply but you wish to apply for fee waivers or other help with school fees because of serious financial problems, please state the reason(s) for the request:

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(If you need more space, please continue on the back of this page)

Please check the school fee schedule and list all fees that you wish to have waived. If your student is eligible for fee waivers, all of those fees identified will be waived. Please note that costs for yearbooks, class rings, letter jackets, school pictures, and similar items are not fees and will not be waived. Students may be required to pay fees for concurrent enrollment or advanced placement courses. The portion of the fees related specifically to college or post-secondary grades or credit is not subject to fee waiver,

Fee Description

Amount

Fee Description

Amount

Please give this application to the Principal, Assistant Principal, or the School Fee Counselor when you have finished

filling it out. All fee payments will be suspended until the school has determined if your student is eligible for fee waivers. You will then be given a written notice of that decision. The school shall require you to present proof of eligibility. State law requires schools or school districts to require DOCUMENTATION of fee waiver eligibility if parent must "apply for fee waivers." State law also requires that school districts provide alternatives in lieu of fee waivers, "to the fullest extent reasonably possible according to individual circumstances of both fee waiver applicant and school," consistent with local board policies and/or guidelines which may include tutorial assistance to other students, assistance before or after school to teachers and other school personnel on school related matters, and general community or home service. If your student is eligible for a waiver, the school cannot require you to agree to an installment payment plan or sign an IOU in place of a waiver.

I HEREBY CERTIFY THAT THE INFORMATION AND DOCUMENTATION I HAVE PROVIDED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. I ALSO GIVE SCHOOL OFFICIALS PERMISSION TO USE THIS FORM AS A RELEASE TO OBTAIN INFORMATION NECESSARY FOR VERIFICATION OF ELIGIBILITY.

DATE:

PARENT'S OR GUARDIAN'S SIGNATURE

USOE 7/30/07

Page 1 of 2

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Section B: INCOME VERIFICATION FOR ALL HOUSEHOLD MEMBERS (Required for students who do not qualify based on a special category.) LIST ALL INCOME BEFORE DEDUCTIONS IN THE APPROPRIATE COLUMN(S) ON SAME LINE AS RECEIVER. Convert to monthly income: (weekly) multiply by 4.33; (every two weeks) multiply by 26 divide by 12; (twice a month) multiply by 2; and (annually) divide by 12 The last income tax return or the last three pay stubs, or both, if available, of each household member are required to be attached to this form.

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Pension/Retirement Social Security

Welfare, alimony

child support

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Section C. EXAMPLES OF INCOME Earnings from Work

Social Security Wages, salaries and tips, strike Pensions, supplement, benefits, unemployment comp., security income, workers' comp, net income from | retirement payments, self-owned business or farm Social Security Income (including \$i a child receives)

Child Support AFDC payments, welfare payments, alimony, and child support payments

Disability benefits; cash withdrawn from savings; interest & dividends; income from estates, trusts, and investments, regular contributions from persons not living in the household; net royalties and annuities; net rental income, any other income

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Section D. INCOME ELIGIBILITY GUIDELINES July 1, 2007 to June 30, 2008 Households

\$13,273

\$1,107

\$554

\$17,797

\$1,484

\$742

\$22,321

\$1,861

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\$26,845

\$2,238

\$1,119

\$31,369

\$2,615

\$1,308

\$35,893

\$2,992

\$1,496

\$40,417

\$3,369

\$1,685

\$44,941

\$3,746

\$1,873

Every Two Weeks

\$511

\$685

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For each additional family member, add:

\$4,524

\$377

\$189

\$174

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In lieu of income verification, attach supporting documents to this form for each special category that applies. For AFDC (financial assistance or food stamps) attach a letter of decision covering the current period from Workforce Services, For SSI, attach the benefit verification letter from Social Security. For State custody or foster care, provide the "youth in custody required intake form" and/or "school enrollment letter" provided by the case worker from DCFS or Juvenile Justice Department. This form and all supporting documents will be destroyed after the approval process is complete.

Page 2 of 2

SOLICITUD PARA LA EXENCIÓN DEL PAGO DE CUOTAS

(PARA SÉPTIMO A DUODÉCIMO GRADO) ¡Por favor lea el "Aviso de cuotas escolares" antes de llenar esta solicitud!

Toda la información en esta solicitud será confidencial

SECCIÓN A: INFORMACIÓN SOBRE EL ESTUDIANTE Y FUNDAMENTO PARA LA EXENCIÓN DEL PAGO DE CUOTAS. Nombre del estudiante:

_No. de seguro social: _ _ _ (no se exige, pero ayuda a acelerar el proceso) Dirección:

Grado: Nombre del padre o tutor legal:

Escuela:

Por favor marque lo que corresponda a su situación: (adjunte los documentos de respaldo para cada categoría que se aplique)

El estudiante reúne los requisitos en base a la verificación de los ingresos. (Véase la Sección D, página 2 de 2) El estudiante recibe "Ingreso suplementario de seguridad" (SSI, por su sigla en inglés) * (ÚNICAMENTE PARA LOS ESTUDIANTES CIEGOS O DISCAPACITADOS) La familia recibe "Ayuda para familias con hijos dependientes" (AFDC, por su sigla en inglés) (califica actualmente para recibir ayuda financiera o estampillas de comida) El estudiante está bajo cuidado tutelar (bajo la supervisión del gobierno local o de Utah) El estudiante está en custodia del Estado

*Atención: Los estudiantes que reciben "Beneficios de supervivientes" no califican para la categoría de "Ingreso suplementario de seguridad"

(SSI, por su sigla en inglés) que figura arriba.

El padre(s)/tutor(es) legal(es) proveerá documentos de prueba de elegibilidad por ingresos tales como declaraciones de impuestos o recibos de pago de salario para demostrar que cumple con los requisitos de acuerdo con la ley del estado y las normas y/o pautas del distrito escolar para todas las condiciones determinantes mencionadas arriba.

Si ninguna de las condiciones antes mencionadas describe su situación, pero usted desea solicitar una exención del

pago de las cuotas u otras ayudas con las cuotas escolares por problemas económicos serios, sírvase indicar a continuación las razones por las cuales solicita ayuda:

(Si necesita más espacio, continúe al dorso de esta hoja)

Por favor, fíjese en la lista de cuotas escolares e indique todas las cuotas para las que desea una exención. Si su estudiante reúne los requisitos para la exención del pago de las cuotas, se le concederá la aprobación. Por favor tenga en cuenta que el costo de los anuarios, los anillos de curso, las chaquetas con las iniciales de la escuela, las fotos estudiantiles y otros artículos similares no son cuotas y no se hará una exención de pago. Puede que se requiera que los estudiantes paguen las cuotas de la inscripción concurrente o de los cursos de colocación avanzada. La porción de las cuotas relacionada específicamente con un instituto de enseñanza superior o las calificaciones o el crédito de estudios superiores no está sujeta a una exención del pago de las cuotas.

Descripción de la cuota

Cantidad

Descripción de la cuota

Cantidad

Una vez que complete la solicitud, sírvase entregarla al director de la escuela, al director auxiliar o al consejero encargado de las cuotas escolares. Todos los pagos de cuotas serán suspendidos hasta que la escuela decida si su estudiante reúne los requisitos para la exención, después de lo cual usted recibirá un aviso de la decisión. La escuela le exigirá que presente un comprobante de elegibilidad. La ley del estado requiere que las escuelas o los distritos escolares exijan DOCUMENTOS de elegibilidad para la exención del pago de cuotas si el padre tiene que "solicitar una exención del pago de cuotas". La ley del estado también requiere que los distritos escolares provean alternativas en lugar de exención del pago de cuotas, "hasta donde sea razonablemente posible, de acuerdo con las circunstancias individuales del solicitante de la exención de pago de cuotas y de la escuela", de acuerdo con las normas y/o las pautas del consejo local, que pueden incluir ayudar a otros estudiantes con los estudios, ayuda a los maestros y a otro personal escolar con asuntos relacionados con la escuela antes o después del horario escolar y servicio general en la comunidad o

en el hogar. Si su estudiante reúne los requisitos para la exención del pago de las cuotas, la escuela no puede exigirle que acepte hacer pagos a plazos o que firme un pagaré en vez de darle la exención,

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POR MEDIO DE LA PRESENTE CERTIFICO QUE LA INFORMACIÓN Y LOS DOCUMENTOS QUE HE PRESENTADO SON VERDADEROS Y CORRECTOS SEGÚN MI LEAL SABER Y ENTENDER. ADEMÁS AUTORIZO AL PERSONAL DE LA ESCUELA PARA QUE USEN ESTE FORMULARIO COMO UN PERMISO PARA OBTENER LA INFORMACIÓN NECESARIA PARA VERIFICAR LA ELEGIBILIDAD,

FECHA:

FIRMA DEL PADRE O TUTOR LEGAL

USOE 7/30/07 Fee Waiver Application (Grades 7-12) - Spanish

Página 1 de 3

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Sección B: VERIFICACIÓN DE LOS INGRESOS MENSUALES DE TODOS LOS MIEMBROS DEL HOGAR (Se requiere esta información para todos los estudiantes que no califiquen en base a una categoría especial.) ANOTE TODOS LOS INGRESOS ANTES DE LAS DEDUCCIONES EN LA(S) COLUMNA(S) CORRESPONDIENTE(S) EN EL MISMO RENGLÓN DE LA PERSONA QUE LOS RECIBE. Haga la conversión a ingresos mensuales: (por semana) multiplique por 4.33; (cada dos semanas) multiplique por 26 y divida en 12; (dos veces al mes) multiplique por 2; y por año) divida en 12. Es necesario que cada miembro del hogar adjunte a este formulario la última declaración de impuestos o los últimos tres recibos de pago de salario, o ambas cosas, si las tienen disponibles.

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Número total de TODAS LAS PERSONAS que viven en el hogar

Sección C. EJEMPLOS DE INGRESOS

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Sueldo, salario y propinas, beneficios de huelgas, compensación por desempleo, compensación al trabajador, ingreso neto de una empresa o granja propia

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Blenestar pension

alimenticia. mantenimiento económico de los hijos Pagos de AFDC, pagos de bienestar, pensión alimenticia y pagos de mantenimiento económico de los hijos

Pensiones, suplemento, ingresos de seguridad, jubilaciones, ingresos del Seguro Social (incluyendo el "Ingreso suplementario de seguridad" (SSI) que recibe un niño)

Otros ingresos

III ROK Beneficios de discapacidad; dinero en efectivo sacado de una cuenta de ahorros; intereses y dividendos; ingresos de herencias, fideicomiso e inversiones, contribuciones regulares de las personas que no viven en el hogar; derechos de autor netos y anualidades netas; ingresos netos de alquileres; cualquier otro ingreso

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Sección D. PAUTAS DE ELEGIBILIDAD DE ACUERDO CON LOS INGRESOS 1o de julio de 2007 a 30 de junio de 2008 Cantidad de personas 7 Por año

Por mes

Dos veces al mes Cada dos semanas
en el hogar.

\$13,273

\$1,107 \$554

\$511

\$17,797

\$1,484 \$742

\$685

\$22,321

\$1,861 \$931

\$859

\$26,845

\$2,238 \$1,119

\$1,033

\$31,369

\$2,615 \$1,308

\$1,207

\$35,893

\$2,992 \$1,496

\$1,381

\$40,417

\$3,369 \$1,685

\$1,555

\$44,941

\$3,746 \$1,873

\$1,729

\$256

\$343

\$430

\$517

\$604

\$691

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Por cada miembro de la familia adicional, agregue:

\$4,524

\$377

\$189

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Página 2 de 3

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En lugar de adjuntar la verificación de ingresos, adjunte a este formulario los documentos de respaldo que correspondan a cada categoría especial que se aplique. Para la "Ayuda para familias con hijos dependientes" (AFDC, por su sigla en inglés) (ayuda financiera o estampillas de comida) adjunte una carta de decisión de los Servicios para Trabajadores (Workforce Services) con la decisión que cubra el periodo actual.

Para "Ingreso suplementario de seguridad" (SSI, por su sigla en inglés), adjunte la carta de verificación de beneficios del Seguro Social. Para custodia del estado presente el "formulario de admisión y/o la carta de matriculación escolar que se exige para un joven bajo custodia" (youth in custody required intake form) o cuidado adoptivo que provee el trabajador social del Departamento de Servicios para Niños y Familias (DCFS, por su sigla en inglés) o del Departamento de Justicia Juvenil. Este formulario y todos los documentos de respaldo serán destruidos después de que se complete el proceso de aprobación.

Página 3 de 3

FEE WAIVER DECISION AND APPEAL FORM

To the parent or legal guardian of

__ Your application for fee waivers has been approved. Your application for fee waivers has been denied because:
Your child does not appear to qualify under any of the eligible categories.

We don't have enough information to decide if your child qualifies for fee waivers. Please provide us with the information requested below or call (name) at (number)

Explanations or other reasons for denial:

Date:

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district's School Fees Appeals Policy containing a complete statement of policies and procedures for appeals. ALL REQUIREMENTS FOR PAYMENT OF FEES WILL BE SUSPENDED UNTIL THE FINAL DECISION IS MADE REGARDING YOUR APPEAL.

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NOTICE OF APPEAL I, (give your name)

wish to appeal the decision regarding my application for school fee waivers for the following reasons:

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My child's name is

Please schedule a meeting to discuss this appeal. I understand that all fees will be suspended until a final decision has been reached, and that my child will be able to participate fully in all school activities during that time on the same basis as if the fees had been paid.

Date: (Signature of the person submitting the appeal)

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USOE 4/17/06

FORMULARIO DE DECISIÓN Y APELACIÓN EN CUANTO A LA EXENCIÓN DEL PAGO DE CUOTAS

Al padre o tutor legal de

Su solicitud para la exención del pago de cuotas fue aprobada. Su solicitud para la exención del pago de cuotas fue negada por la siguiente razón: _ Su hijo(a) no reúne los requisitos bajo ninguna de las categorías elegibles.

No tenemos suficiente información para decidir si su hijo(a) reúne los requisitos para la exención del pago de cuotas. Sírvase enviarnos la siguiente información, o llamar a (nombre). (número)

lo más pronto posible a fin de finalizar el trámite de su solicitud. _Explicaciones u otras razones por las cuales se rechazó la solicitud:

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Por:

Fecha:

(Firma del empleado de la escuela)

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DERECHOS DE APELACIÓN DE LOS PADRES SI NO ESTÁ DE ACUERDO CON ESTA DECISIÓN, TIENE EL DERECHO DE APELAR. Para apelar, envíe una carta (o el formulario "Aviso de apelación" impreso en la parte inferior de esta hoja) al director de la escuela y explique por qué no está de acuerdo con esta decisión. Incluya su nombre, el nombre de su hijo(a) y la fecha. DEBE ENVIAR SU APELACIÓN POR CORREO O ENTREGARLA

PERSONALMENTE DENTRO DE DIEZ DÍAS DESPUÉS DE RECIBIR ESTE AVISO. Guarde una copia de la apelación para sus registros. Un representante de la escuela se pondrá en contacto con usted dentro de dos semanas después de recibir su apelación y le dará una cita para que se reúnan para hablar de sus inquietudes. Además recibirá una copia de la "Norma de apelación con relación a las cuotas escolares" del distrito escolar con una explicación detallada de las normas y los procesos de apelación. SE SUSPENDERÁN TODOS LOS REQUISITOS DE PAGO DE CUOTAS HASTA QUE SE TOME UNA DECISIÓN FINAL ACERCA DE SU APELACIÓN,

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AVISO DE APELACIÓN Yo, (escriba su nombre)

, deseo apelar contra la decisión acerca de mi solicitud para la exención del pago de cuotas escolares por las siguientes razones:

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El nombre de mi hijo(a) es Sírvase fijar una reunión para hablar sobre esta apelación. Entiendo que todas las cuotas serán suspendidas hasta que se tome una decisión final, y que mi hijo(a) podrá participar plenamente en las actividades escolares durante este tiempo como si se hubiesen pagado las cuotas.

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I

Fecha:

(Firma de la persona que presenta esta apelación)

USOE 4/17/06 - Fee Waiver Decision and Appeal Form - Spanish

Section 19: Terms and Conditions of Employment

Quail Run Primary School is an Equal Opportunity Employer and does not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

AT WILL STATUS

Under Utah State Law, QRPS is exempt from the Utah Orderly Termination Act. All QRPS employees are at-will employees and have no expectation of continued employment. However, QRPS desires to dismiss employees only when it is in the best interest of the students at the school.

EMPLOYMENT

The Curriculum Director and Faculty Mentor (the Curriculum Director) shall recruit, interview, and hire faculty members and educational Para-Professionals. The Assistant Director of Operations and Business Management (the Assistant Director) shall recruit, interview, and hire non-licensed staff.

QRPS is an Equal Opportunity Employer and does not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. QRPS follows all requirements of ADA regarding job application procedures, hiring, advancement and discharge of employees, worker's compensation, job training, and other terms, conditions, and privileges of employment. QRPS shall provide reasonable accommodations to all disabled employees.

All employees of QRPS are expected to conduct themselves in a professional manner. Employees of QRPS shall:

- Have only appropriate and professional relationship with students
- Maintain current licenses for any positions held
- Treat all students fairly
- Ensure confidentiality of student information
- Be something in attendance and punctuality
- Comply with dress standards
- Not use, possess or unlawfully distribute illegal or unauthorized drugs
- Act in accordance with other accepted professional standards

CORRECTIVE ACTION

The following list of reasons for termination or discipline is not all-inclusive. The Board retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

Causes for Disciplinary Action or Termination:

- Falsification of information supplied to the school, including but not limited to application information, employment data, reports, and testing data;
- Insubordination, which is defined as "Refusal to obey a directive which a supervisor is entitled to give and have obeyed";
- Improper or unlawful physical contact with students,
- Manufacturing, possessing, using, dispensing, distributing, selling, and/or engaging in any transaction or action to facilitate the use, dispersal, or distribution of any illicit (as opposed to authorized) drugs or alcoholic beverages on school district premises or as a part of any school district activity;
- Failure to obtain or maintain an appropriate license;
- Theft of school property;
- Inability, incapability, or failure to perform essential job functions despite reasonable accommodations;
- Evident unfitness to perform teaching duties;
- Violation of school policy which is of sufficient gravity to warrant disciplinary action or termination;
- Conviction of a crime which has a rational nexus to education;
- Conduct which is harmful to students and which is of such a negative nature that it warrants disciplinary action or termination; and
- Any reason the Board or its Designees(s) in its sole discretion deems reasonable and appropriate.

Nothing contained in this section is intended to create, or can create, any contractual or other legal rights. Employment by QRPS remains at-will. Any procedure or practice, whether set forth herein or

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

Section 20: Employee Evaluation

CONFIDENTIAL PERSONNEL FILES

Quail Run Primary School shall maintain a confidential personnel file for each employee. Personnel files shall include documentation required for employment, evaluations, and a record of licenses. Such files will be stored in the Director's office either in locked filing cabinets or on computer systems with appropriate electronic safeguards in place

STAFF EVALUATIONS

All employees will be subject to periodic evaluations conducted by the Assistant Director. Evaluations shall include a self-assessment completed by the employee and a personal conference with the Assistant Director. Staff evaluations shall be conducted at least two times per year and such evaluations will be used to determine employee bonuses, increases in salary, and continuation of employment. Following the evaluation, an employee may make an additional written response to all or any part of the evaluation. This response shall be attached to the evaluation.

FACULTY EVALUATIONS

The Curriculum Director conducts in-person classroom observations twice each year (at 12 weeks and 24 weeks) for Level 1 teachers and once each year for Level 2 or Level 3 teachers. The Curriculum Director shall prepare a written evaluation based on the formal observation. Following the classroom observation, each faculty member will meet with the Curriculum Director to review his or her professional portfolio and professional goals. All teachers will receive personal notice of the evaluation process at least 15 days prior to the formal classroom observation and will receive a copy of the evaluation instrument, if an instrument is to be used. Following the evaluation, each teacher may make a written response to all or any part of the evaluation. This response will be attached to the evaluation. Following the meeting with the Curriculum Director, a copy of the evaluation shall be filed in the educator's personnel file together with any related reports or documents. A copy of the evaluation and attachments shall be given to the educator.

The Curriculum Director shall use the Utah Professional Teacher Standards in the evaluation process:

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

In addition, each teacher shall complete a self-assessment twice per year. Student reviews and parent reviews shall be conducted at least yearly.

PROFESSIONAL PORTFOLIOS

Teachers are responsible to create their own electronic professional portfolios. The portfolio should include:

- Original lesson plans submitted for future use in the classroom
- A record of revisions made to existing school lesson plans

- Digital videos of classroom teaching on three separate occasions
- Reflections and improvement goals
- Copies of mentor or partner teacher observations
- Observations of classroom volunteers
- Yearly observation of Director
- 10 week and 30 week student reviews
- 16 week and 34 week Curriculum Director evaluations
- Documentation of professional development
- Other artifacts as desired by the teacher

ENTRY YEARS ENHANCEMENTS (EYE)

As part of the Utah Entry Years Enhancement Program, all Level 1 teachers will be assigned a trained mentor within the first semester of teaching. If feasible, the beginning teacher and mentor teacher will team teach in the same classroom. All mentor teachers will be trained as required by state law and must hold a Level 2 or Level 3 educator's license. The Curriculum Director will begin with teachers and will conduct teacher evaluations twice each year (as outlined above.)

Level 1 teachers must also complete a professional portfolio review, teach successfully for three years, and achieve a score of 160 or higher on the Praxis II I their area of assignment. The Curriculum Director shall make an annual recommendation to the State Board of Education regarding teachers approved at QRPS to receive a Level 2 license, including documentation demonstrating completion of the enhancements. This recommendation shall also include the names of teachers who did not successfully complete the EYE program. The State Board must also receive an annual report tracking the success of retention and the job satisfaction of Utah educators who complete the EYE program at QRPS.

A Level 1 teacher may repeat some or all of the entry-years enhancements. An opportunity to repeat or appeal an incomplete or unsatisfactory entry years enhancements process shall be designed by the Curriculum Director to suit the individual teacher's needs.

PROFESSIONAL DEVELOPMENT

QRPS budgets annually to ensure that its teachers have the opportunity to be certified in First Aid, be trained to recognize and serve children with disabilities, learn a world language or improve language skills, and pursue a gifted and talented endorsement. QRPS expects teachers to take advantage of these professional development opportunities provided by the school. A teacher may also pursue additional professional development opportunities on his/her own.

QRPS will provide additional professional development opportunities for teachers who do not meet the high standard expected on evaluations. Teachers who perform unsatisfactorily on two or more consecutive evaluations or who fail to show progress toward professional goals may be dismissed from employment.

Section 21: Employment of Relatives

Quail Run Primary School Policy Regarding the Employment of Relatives

Definitions

“Relative” means a father, mother, husband, wife, son, daughter, sister, brother, mother-in-law, father in-law,

brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

"Appointee" means an employee whose salary, wages, pay, or compensation is paid from school funds.

"School officer" means a person who holds a position that is compensated by school funds; or who holds a position on the QRPS Board of Trustees,

Policy

No school officer may employ, appoint, vote for or recommend the appointment of a relative in or to any position or employment, when the appointee will be directly supervised by a relative, except as follows:

- a. the appointee will be employed for a period of 12 weeks or less;
- b. the appointee is a volunteer;
- c. the appointee is the only person available, qualified, or eligible for the position; or
- d. the QRPS Board of Trustees determines that the school officer is the only person available or best qualified to perform supervisory functions for the appointee.

No school officer may directly supervise an appointee who is a relative, except as follows:

- a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
- b. the appointee will be employed for a period of 12 weeks or less;
- c. the appointee is a volunteer;
- d. the appointee is the only person available, qualified, or eligible for the position; or
- e. the QRPS Board of Trustees determines that the public officer is the only person available or best qualified to perform supervisory functions for the appointee

No appointee may accept or retain employment if he is under the direct supervision of a relative, except as follows:

- a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
- b. the appointee is the only person available, qualified, or eligible for the position;
- c. the appointee is employed for a period of 12 weeks or less,
- d. the appointee is a volunteer, or
- e. the QRPS Board of Trustees determines that the appointee's relative is the only person available or best qualified to supervise the appointee.

When a school officer supervises a relative as allowed above, the officer shall make a complete written disclosure of the relationship to the QRPS Board of Trustees and the school officer who exercises authority over a relative may not evaluate the relative's job performance or recommend salary increases for the relative.

Section 22: Insurance

Quail Run Primary School will carry all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; 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 2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school - \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.

QRPS assures that it will acquire, before opening date and annually thereafter, a certificate of insurance. With the exception of Treasurer's Bond and Workers' Compensation, insurance will be provided by State Risk Management.

Workers' Compensation Fund of Utah will be the provider for workers' compensation insurance. Insurance expenses are included in the school's yearly budget.

Section 23: Conversion Charter Schools

This section is not applicable to Quail Run Primary School.

Section 24: Utah Charter Schools Assurances

Utah State Board of Education

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that: A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds. B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education. C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required. D. The charter school will annually provide written evidence of liability and other appropriate insurance coverage's, including a description of the levels of coverage and the relationship of this coverage's to local and state agency obligations. E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives. F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes. G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school. H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974. I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender. J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance. K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship. L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

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

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

adequate learning environment. N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees. O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

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

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student. S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures. T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting. V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting. W. A copy of the charter will be supplied to interested individuals or groups on request. X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school. Y. A secondary charter school will be accredited or in the process of seeking accreditation. Z. The charter school will acquire and maintain nonprofit corporate status. AA. The charter school will follow all state procurement rules. BB. The charter school will maintain accurate student transcripts. The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Barbara Alldredge

Title (type): Board President

Signature: Fantara

Mldrador

Date:

June 13, 2008

Admission Procedures

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

E

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

PL

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

Proof of Insurance

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

Electronic Data Submission Quail Run Primary School Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

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Nonsectarian Statement Quail Run Primary School Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

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

Barbara Alldredge CAO (please print)

Barbare could redao

CAO's Signature

June 13, 2008

Date

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Section 25: Waivers for State Board of Education Rules

Quail Run Primary School is not requesting any waivers for State Board of Education Rules.

Section 26: Additional Information and Letters of Support

Quail Run Primary School is not including any additional letters of support.

Section 27: Utah State Retirement

Quail Run Primary School will participate in the Utah State Retirement Systems.

Appendix A: Meeting Minutes June 13, 2008

Click to view:

QRPS Board of Trustees Meeting Minutes June 13, 2008

Meeting Minutes

June 13 2008.docx

Quail Run Primary School Board of Trustees Meeting
Minutes
June 9, 2008 1285 E 300 N, American Fork, Utah

DRAFT

Members present: Barbara Alldredge, Tawna Brown, Gary Fullmer

Members excused: None

Others present: None

Call to Order

Barbara Alldredge called the meeting to order at 7:00 pm

Action Items

Motion was made by Barbara Alldredge and seconded by Tawna Brown to adopt the Articles of Incorporation as presented to the State Charter School Board. The motion was carried unanimously.

Motion was made by Barbara Alldredge and seconded by Gary Fullmer to adopt the Purchasing Policies and Procedures. The motion was carried unanimously.

Information Items

Barbara Alldredge informed the members that the final application is due to the State Charter Board on June 13, 2008.

Adjourn

Motion was made to adjourn at 7:05 pm by Barbara Alldredge and seconded by Gary Fullmer.