Mountain Heights ACADEMY

CHARTER APPLICATION

Our mission is to use innovative technology, service learning, student-centered instruction and personal responsibility to empower students to succeed.

Belief Statements

- We believe that all students should have an education tailored to their specific needs, regardless of ability or disability.
- We will prepare our students for the modern, technology driven world.
- We believe in a flexible, constantly evolving curriculum based on best practices and current research.
- We believe in personal responsibility and self-advocacy.
- We believe that service learning, ethics, and community involvement are vital to student achievement.
- We believe that students, parents, and teachers are all part of the educational team.
- We believe in sharing our open education resources with students, parents and teachers alike across the world.

Open High School of Utah

Virtual Charter School Application

November 30, 2007

1 – Cover Sheet

School Name:

Mountain Heights Academy (MHA)
formerly
Open High School of Utah (OHSU)

Applicant Name:

OpenContent Foundation, Inc.

Authorized Agent:

Dr. David Wiley

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

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

Dr. David Wiley
Authorized Agent (please print)   Signature of Authorized Agent   Date

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

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2 – Title Page

Name of Charter School ___Mountain Heights Academy (formerly Open High School of Utah)___

                         [X] New School   **[ ]** Converted School

Name of Applicant Applying for the Charter _____OpenContent Foundation, Inc._____

Authorized Agent for Applicant ___Dr. David Wiley___

Authorized Agent Mailing Address ___870 S. 400 E.___

City ___Trenton___   State ___UT___   Zip ___84338___

District School will be Located___Cache County___E-mail___david.wiley@usu.edu___

Daytime Phone ___(435) 797-7562___ Fax ___(435) 797-2693___

Form of Organization

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

The initial Governing Board of OHSU:

Name	Phone Number	Type of Member	Position on Board
Dr. David Wiley	(435) 797-7562	Curriculum advisor	President
Kurt Johnson	(435) 797-3611	Business	Vice President
Brandon Muramatsu	(435) 797-2703	Business	Treasurer
Dr. Brett Shelton	(435) 512-4480	Curriculum advisor	Secretary
Justin Ball	(435) 757-8714	Curriculum advisor	Member

Founding Members:

Name	Phone Number	Type of Member
Dr. David Wiley	(435) 797-7562	Curriculum advisor
Kurt Johnson	(435) 797-3611	Business
Justin Ball	(435) 757-8714	Curriculum advisor
Dr. Gary Lopez	(831) 642-9459	Curriculum advisor
Elaine Wiley	(435) 245-3435	Parent
Murat Ozoglu	(801) 580-1036	Start-up advisor
Dr. Bekir S. Gur	(435) 797-0314	Start-up advisor
Brandon Muramatsu	(435) 881-3153	Business
Dr. Brett Shelton	(435) 512-4480	Curriculum advisor
Fred Mednick		
Phil Windley		

3 – Target Population

Mission Statement (use only this space):

The mission of Mountain Heights Academy is to provide Utah students with an excellent education through an online, virtual environment that will help them achieve their full academic and social potential.

The core philosophy of the Mountain Heights Academy is that education is a universal human right and that the most effective education is hands-on, service-oriented, and available to anyone. Because of this philosophy, MHA is committed to using open educational resources – educational materials that can be freely and legally copied, changed, and shared.

Open educational resources enable our educational mission by providing the greatest pedagogical flexibility possible to MHA students, parents, and teachers. Open educational resources enable our service mission by providing the greatest number of opportunities to improve our communities and revolutionize schooling around the world.

MHA offers a full college preparatory program and the opportunity for students to earn both a high school diploma and an associate's degree.

		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	
										125				125
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
										125	125			250
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
										125	125	125		375
2013-2014	K	1	2	3	4	5	6	7	8	9	10	11	12	
Ultimate Enrollment								250	250	250	250	250	250	1500

(The number of students should be at maximum the enrollment that is being requested)

NOTE: The above table represents the planned distribution of students among all grades 9-12 in the first three years of operation with the addition of grades 7-8 in 2013-2014. As a high school, MHA retains the ability to serve students in grades 9-12 in their first and subsequent years. The actual distribution among grades will be adjusted based on availability and the needs of enrolled students. However, this does not affect the total number of students.

School Calendar

[X] Standard   **[ ]** Extended School Year   **Instructional Days:** 180 days

[ ] Alternative **(please describe in 5 words or less)**   **Start Date:** August 19, 2009

The way MHA will meet the seven purposes of charter schools as outlined in 53A-1a-503:

Continue to improve student learning:

Following MHA's philosophy and mission, we utilize "virtual" hands-on and service learning in order to improve students' learning.

Please see our Curricular Emphasis section (# 10.1) for more detail.

Encourage the use of different and innovative teaching methods:

In framing e-learning, MHA will utilize cutting edge multimedia technologies and diverse educational approaches and methods including but not limited to service-oriented learning and inter-disciplinary project-based learning. All the students may be issued/provided a laptop and an internet connection subsidy, along with CDs/DVDs and other instructional supplies. In collaboration with the teachers, students will pace their own learning. We will utilize both synchronous and asynchronous types of communication. Synchronous tools enable live interactions and immediate feedback, and give a sense of belonging to a group. For each course, students will have the opportunity for synchronous instruction with their teacher each scheduled day of class. In addition, asynchronous modes of communication allow students to access instructional materials any time of the day.

Please see our Curricular Emphasis section (# 10.1) for more detail.

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

One of the aims of MHA is to provide openly-licensed educational materials, i.e., open educational resources (OER), so that teachers and students can use, re-use, and modify them. OER is a term that has been adopted by UNESCO (2002) to refer to "the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes."

While the availability of OER is growing exponentially in higher education, there is no high school which utilizes OER to its full potential. MHA will be the first school in the United States to utilize a curriculum entirely based on OER in a high school setting. MHA is committed to realize the full potential of the Internet to support open learning for all students and transform education by increasing educational opportunities for all.

We believe that OER is indispensable in order to foster the development, manipulation, and refinement of educational materials by teachers. Moreover, we will hire subject matter experts and designers to develop our own curriculum materials. In doing so, we will encourage teachers to re-use existing OER on the web and to build on other teachers' contributions. By creating and using OER, teachers will have greater control over their content used in the classrooms.

Moreover, teachers will be able to work from home and may be provided with a laptop and an Internet connection subsidy. Along with these personal incentives, they will attend various professional development trainings. Moreover, they will be national and international leaders in development of OERs for high school as MHA is going to be the first high school that utilizes a curriculum entirely based on OERs.

Please see also section (# 16.1) related to professional development.

Increase choice of learning opportunities for students:

Learning in traditional settings may not be the best choice for many students for many different reasons. To illustrate, some students do not feel safe in traditional schools, some feel that they are not being challenged, some cannot get individualized attention, and some have special physical needs that make it hard for them to attend into a traditional school. As there is not a charter school in every town and cities of Utah, many parents and students do not have any choice. Nonetheless, all parents in Utah will have the opportunity to send their children to a virtual charter school. Due to the online nature of MHA the students will have an individualized and home-based education. All students in the State of Utah will have an e-learning opportunity at any time and anywhere. This e-learning opportunity will provide a flexible environment to encourage students to become more active in learning and in the community through service learning.

Moreover, by offering students Advanced Placement courses and an associate's degree through relationships with various institutions of higher learning, MHA promises a sound and academically challenging program to students especially those who would like to go to a university. Whether or not students aim to go to a university, all students need a secondary education "that is academically challenging and develops the required knowledge and skills necessary for success in the labor market" (Lucas, 1996, p. 4).

MHA's unique openly-licensed curriculum will also create learning opportunities for students in other schools, as these materials will be openly and freely available for study and review.

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

Our online Learning Management System (LMS), which will allow for the integration of curriculum benchmarks, will help teachers, students, and parents for tracking student progress on a continuous basis. In addition to state-mandated testing and assessments, our service learning opportunities and end-of-term demonstrations to parents and the public will also create a new form of public accountability. Finally, our openly-licensed curriculum materials which are all freely available to the public will create an unprecedented level of transparency into the classroom experience.

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

The MHA will have a Parent Organization in place.

Please see our "Opportunities for Parental Involvement" in "Section 13" for more detail.

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

We will serve all students in Utah. Students from rural areas who may have challenges with transportation to/from a school of their choice may participate at MHA. As one teacher from a

small, rural Florida district has noted "Online learning 'evens the playing field' for rural students." (quoted in U.S. Department of Education, 2004, p. 36). All teachers and students in Utah will have the opportunity to access our OER-based curriculum that will be aligned with Utah State core curriculum standards and freely available to all. Furthermore, any student or teacher in the nation and the world will have the opportunity to have access the entire OER-based curriculum.

4 – Market Analysis

4.1. Market Context and Trends

Virtual schools are growing steadily and there is a growing interest in online learning. According to the Center for Educational Reform, as of January of 2007, 173 virtual charter schools were serving nearly 100,000 students in 18 states (Leachman, 2007). That number is up from 147 such schools serving 65,000 students in 2005-06 and 86 cyber charters serving 31,000 students across 13 states in 2004-05. National Education Technology Plan 2004 predicts that within the next decade every state and most schools will be taking the advantage of e-learning, offer some form of e-learning or virtual school instruction (U.S. Department of Education, 2004). Since e-learning provides teachers the opportunity to create an instructional environment that adapts to students wherever and however they need to learn, they are in demand by students and teachers as well. Moreover, it gives parents a significant choice of providers and educators an alternative means of meeting their student's academic goals and needs (U.S. Department of Education). In *Keeping Pace with K12 Online Learning: A Review of State Level Policy and Practice*, a report published in October of 2006 by the state departments of education in Texas, Wyoming and Colorado, the distance learning movement was reviewed in all fifty states (Watson & Ryan, 2006). According to the report, most online programs across the nation have seen a large percentage increase in the number of enrollment. Large percentage increase is not confined to smaller programs. Two of the largest programs, Florida's and Utah's online high schools, are two of the fastest growing programs in the nation. A proposal for a virtual charter school, Utah Virtual academy, was approved by the Utah State Charter School Board in 2007. All evidence/indicators suggest that growth of online programs will continue both in the nation and Utah.

4.2. Competitive Advantage

MHA will operate in partnership with various Universities and open source programs such as the Access to Knowledge Initiative (A2KI) in the Brigham Young University David O. McKay School of Education and Center for Teacher Education and Schooling (CITES). This partnership will give MHA access to levels of technical expertise and curriculum design and research capacity normally unavailable to public high schools. MHA will also work together with other appropriate partners on grants related to its open education curriculum, teaching model, and other relevant topics.

MHA will also be one of the first high schools in the country to work with the MIT iLab project, which has previously been restricted to universities. Online laboratories ("iLabs") are experimental setups that can be accessed through the Internet from a regular web browser. iLabs allow students and educators in science and engineering to carry out experiments on expensive, real lab equipment from anywhere at any time. The iLab project at MIT is dedicated to the creation of a movement to develop and disseminate technology and pedagogy for sustainable and scalable iLabs so that they can be shared worldwide.

Because of MHA's desire to be responsive to the needs of 21st century students, MHA will establish a Student Advisory Board that will provide continuous feedback to the Director and the Governing Board of the school. The structure and makeup of the Student Advisory Board will be determined during the first month of the school year.

Utah's Electronic High School has more students (more than 38,000) than any other online program in the nation. However, this program is primarily supplemental with only some full-time students. MHA aims to serve primarily full-time students. By building close relationships with Utah universities, MHA will allow students to earn a high school diploma and an associate's degree at the same time. Moreover, all the virtual high schools in the nation (including Utah Virtual Academy (UVA) approved in 2007) use commercially produced instructional materials. According to their application to the Utah State Charter School Board, UVA is slated to pay $2,100,000 to K12, a Virginia-based education company, for its online curriculum over three years. MHA plans to create and continually revise its own curriculum for a total cost of $480,000 for all four years. Along with our mission, we aim to provide free and open access to educational opportunity for all students. All these free materials will be usable by Utah schools. Teachers and students of any Utah school will have a set of open, no cost materials that are tied to state standards that they can use to supplement the curriculum they already have. Moreover, all of our instructional materials could be freely used and modified by any teacher and student in the nation and world.

4.3. Outreach Plan

The founding members of MHA have extensive experience in promoting various educational projects. As we aim to reach and provide educational services to all Utahns, we have allocated funding for a comprehensive marketing campaign ($25,000 in the first year). Along with developing print materials for MHA and distributing them to libraries, supermarkets, and malls, we will use the Internet and newspapers to disseminate information about the school. Before school starts, MHA will develop a comprehensive school website in order to inform potential students and parents. We will also send flyers to schools and other public places such as churches. Moreover, we will send notices to minority organizations. Furthermore, we will have open houses at local libraries for face-to-face communication. It is our goal to use all these ways of communication as a means to assist students and families to determine whether online learning is good fit for them. The marketing plan for MHA will be revised annually in order to best meet the needs of the school.

5 – Detailed Business Plan

Anticipated revenues and expenditures are provided in the following operational budget. MHA will modify this budget to address any change in the number of students and teachers and the changing needs of the school. All estimations are based on the current market fees.

Revenues other than Federal and State funding:

> $60,000 private grant (in-kind?) (from Hewlett Foundation through USU COSL) for curriculum development for the first year.

Budget assumptions:

Year One:
> 6 full-time regular teachers; 1 half-time special education teacher; 1 full-time director; 1 full-time secretary; 1 part-time business manager; 1 full-time technology coordinator; 2 FTEs curriculum development staff; 125 students.

Year Two:
> 10.5 full-time regular teachers; 1 full-time special education teacher; 1 full-time director; 1 full-time secretary; 1 full-time vice-director; 1 full-time business manager; 1 full-time and 1 half-time technology coordinators; 1 half-time counselor; 1 full-time librarian; 4 FTEs curriculum development staff; 250 students.

Year Three:
> 16 full-time regular teachers; 1 full-time and 1 half-time special education teacher; 1 full-time director; 1 full-time and 1 part-time vice-directors; 1 full-time and 1 half-time secretaries; 1 full-time business manager; 2 full-time technology coordinators; 1 full-time counselor; 1 full-time librarian; 6 FTEs curriculum development staff; 500 students.

Average annual salaries of a full-time employee are as follows:
> Director: $70,000
> Vice Director: $50,000
> Regular teacher: $35,000
> Special education: $40,000
> Secretary: $27,000
> Business Manager: $40,000
> Technology Coordinator: $40,000
> Curriculum Development Staff: $40,000

Total employee benefits (including health, Utah State Retirement, federal and state taxes etc.) is 33 % of the salaries.

Instructional aids/library expenses are based on $60 per student.

Professional development is $1,000 per staff member while travel is $500 per staff member.

Curriculum development expenses are based on 2 full-time equivalents (FTE) of subject matter experts and designers for the first year; 4 FTEs for the second year; and 6 FTEs for the third year. The increase in amount due to the fact that: a) in the first year, we will serve on 9th graders and create 9th grade curriculum in the first year; b) we will serve on 9th and 10th graders and create 10th grade curriculum and some of the AP courses and courses related to the requirements of associate's degree; c) we will serve on 9th, 10th, and 11th graders and create 11th grade curriculum and some of the AP courses and courses related to the requirements of associate's degree. Moreover, the curriculum of the previous year will be revised in each year.

Laptop lease: $450 per computer system.

Software: $250 per computer system.

Rent (full service): $14 per square feet (2000 sf for the first year; 3000 sf for the second year; 4000 sf for the third year).

Web Hosting: $500 per month.

Internet connection for students and staff: $40 per connection.

Insurance is only an estimate. We will get the exact quote from Utah Risk Management.

Building improvements are based on an estimate of $10,000 for the first year and $7,500 for the subsequent years.

Furniture is based on an estimate of $10,000 for the first year and $5,000 for the subsequent years.

Marketing and advertisement is based on an estimate of $25,000 per year. We have allocated a relatively large amount of money to marketing because we plan to serve all students in Utah and accordingly we will target all Utahns in our comprehensive marketing and advertisement activities.

Testing location fee is based on $50 per hour. We estimate having 5 testing location centers and use each location 10 hours per year.

Open High School of Utah Operating Budget

	First Year (2009-2010)			Second Year (2010-2011)			Third Year (2011-2012)		
Number of Students (ADM):			125			250			375
Revenue			Total			Total			Total
State Funding			$718,407			$1,435,636			$2,152,864
Federal & State Projects			$0			$0			
Private Grants & Donations			$10,000			$10,000			$10,000
Loans									
Total Revenue			$728,407			$1,445,636			$2,162,864
Expenses	Explanation		Total	Explanation		Total	Explanation		Total
Salaries (100)	# of Staff	@ Salary		# of Staff	@ Salary		# of Staff	@ Salary	
Director (Principal)	1.00	$ 70,000.00	$70,000	1.00	$ 70,000.00	$70,000	1.00	$ 70,000.00	$70,000
Director (Vice Principal)				1.00	$ 50,000.00	$50,000	1.50	$ 50,000.00	$75,000
Teacher Regular Ed	6.00	$ 35,000.00	$210,000	10.50	$ 35,000.00	$367,500	16.00	$ 35,000.00	$560,000
Teacher-Special Ed	0.50	$ 40,000.00	$20,000	1.00	$ 40,000.00	$40,000	1.50	$ 40,000.00	$60,000
Secretary	1.00	$ 27,500.00	$27,500	1.00	$ 27,500.00	$27,500	1.50	$ 27,500.00	$41,250
Business Manager	0.25	$ 40,000.00	$10,000	1.00	$ 40,000.00	$40,000	1.00	$ 40,000.00	$40,000
Technology Coordinator	1.00	$ 40,000.00	$40,000	1.50	$ 40,000.00	$60,000	2.00	$ 40,000.00	$80,000
Online Curriculum Development Staff	-	$ 40,000.00	$	2.00	$ 40,000.00	$80,000	4.00	$ 40,000.00	$160,000
Counselor				0.50	$ 36,000.00	$18,000	1.00	$ 36,000.00	$36,000
Proctors			$1,250			$2,500			$3,750
Librarian				1.00	$ 33,000.00	$33,000	1.00	$ 33,000.00	$33,000
Other (Specify)_____									
Employee Benefits (200)	33% of the salaries		$126,250	33% of the salaries		$262,833	33% of the salaries		$386,333
Travel (580)	$500 per staff member		$4,875	$500 per staff member		$10,250	$500 per staff member		$15,250
Purchased Professional Services(300)									
Professional Development (300 & 500)	$1000 per staff member		$9,750	$1000 per staff member		$20,500	$1000 per staff member		$30,500
Instructional Aids/Books/Library(600)			$7,500			$15,000			$22,500
Supplies(600)			$2,500			$5,000			$7,500
Total Instruction, Administration & Support			$529,625			$1,102,083			$1,621,083
Operations & Maintenance	Explanation		Total	Explanation		Total	Explanation		Total
Rent (Full Service)	2000sf ($14 psf)		$28,000	3000sf ($14 psf)		$42,000	5000sf ($14 psf)		$70,000
Building Improvements			$7,500			$7,500			$7,500
Furniture & Other Equipment			$15,000			$5,000			$5,000
Leases (Laptops for Students & Staff)	$450 per laptop		$60,638	$450 per laptop		$121,725	$450 per laptop		$182,475
Computer Software	$250 per new laptop		$33,638	$250 per new laptop		$33,938	$250 per new laptop		$33,938
Server/Hosting	$500 per month		$6,000	$500 per month		$6,000	$500 per month		$6,000
Internet Connection for Students & Staff	$40 per connection		$5,390	$40 per connection		$10,820	$40 per connection		$16,220
Marketing & Advertisement			$15,000			$25,000			$25,000
Supplies			$5,000			$8,000			$10,000
Printing & Postage			$2,500			$4,000			$6,000
Phone Service			$3,000			$4,000			$5,000
Custodial Services			$1,200			$1,800			$2,400
Legal			$2,000			$3,000			$4,000
Auditor			$4,000			$7,000			$10,000
Property/Casualty Insurance			$1,500			$2,500			$4,000
Testing Location Rent			$2,500			$5,000			$7,500
Fees/Permits & dues			$1,500			$2,000			$2,500
Leases (Copiers)	1 Copier		$3,000	1 Copier		$4,000	2 Copiers		$6,000
Total Operations & Maintenance			$197,415			$293,283			$403,533
Total Expenditures			$727,040			$1,395,366			$2,024,616
Total Revenues			$728,407			$1,445,636			$2,162,864
Budget Balance (Revenues-Expenditures)			$1,367			$50,270			$138,248

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	First Year (2009-2010)			Second Year (2010-2011)			Third Year (2011-2012)		
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State Funding			$718,407			$1,435,636			$2,152,864
Federal & State Projects			$0			$0			
Private Grants & Donations			$10,000			$10,000			$10,000
Loans									
Total Revenue			$728,407			$1,445,636			$2,162,864
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Director (Principal)	1.00	$ 70,000.00	$70,000	1.00	$ 70,000.00	$70,000	1.00	$ 70,000.00	$70,000
Director (Vice Principal)			$	1.00	$ 50,000.00	$50,000	1.50	$ 50,000.00	$75,000
Teacher Regular Ed	6.00	$ 35,000.00	$210,000	10.50	$ 35,000.00	$367,500	16.00	$ 35,000.00	$560,000
Teacher-Special Ed	0.50	$ 40,000.00	$20,000	1.00	$ 40,000.00	$40,000	1.50	$ 40,000.00	$60,000
Secretary	1.00	$ 27,500.00	$27,500	1.00	$ 27,500.00	$27,500	1.50	$ 27,500.00	$41,250
Business Manager	0.25	$ 40,000.00	$10,000	1.00	$ 40,000.00	$40,000	1.00	$ 40,000.00	$40,000
Technology Coordinator	1.00	$ 40,000.00	$40,000	1.50	$ 40,000.00	$60,000	2.00	$ 40,000.00	$80,000
Online Curriculum Development Staff	-	$ 40,000.00	$	2.00	$ 40,000.00	$80,000	4.00	$ 40,000.00	$160,000
Counselor				0.50	$ 36,000.00	$18,000	1.00	$ 36,000.00	$36,000
Proctors			$1,250			$2,500			$3,750
Librarian				1.00	$ 33,000.00	$33,000	1.00	$ 33,000.00	$33,000
Other (Specify)_____			$			$			$
Employee Benefits (200)	33% of the salaries		$126,250	33% of the salaries		$262,833	33% of the salaries		$386,333
Travel (580)	$500 per staff member		$4,875	$500 per staff member		$10,250	$500 per staff member		$15,250
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Printing & Postage			$2,500			$4,000			$6,000
Phone Service			$3,000			$4,000			$5,000
Custodial Services			$1,200			$1,800			$2,400
Legal			$2,000			$3,000			$4,000
Auditor			$4,000			$7,000			$10,000
Property/Casualty Insurance			$1,500			$2,500			$4,000
Testing Location Rent			$2,500			$5,000			$7,500
Fees/Permits & dues			$1,500			$2,000			$2,500
Leases (Copiers)	1 Copier		$3,000	1 Copier		$4,000	2 Copiers		$6,000
Total Operations & Maintenance			$197,415			$282,783			$396,033
Total Expenditures			$727,040			$1,384,866			$2,017,116
Total Revenues			$728,407			$1,445,636			$2,162,864
Budget Balance (Revenues-Expenditures)			$1,367			$60,770			$145,748

CHARTER SCHOOL WORKSHEET
FY 2010-2011 (PROJECTION ONLY)

School Name: **Open High School of Utah**

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	244	1.2	292.8
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	18		
Special Ed (Self-Contained)	6		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	11		
WPU Value	$2,514		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	292.8000	$ 736,099
Professional Staff	0.03800	11.1264	27,972
Restricted Basic School:			
Special Ed--Add-on	1.0000	24.0000	60,336
Spec. Ed. Self-Contained	1.0000	6.0000	15,084
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$215 per K-8 ADM		-
Total WPU Programs		333.9264	$ 839,491
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	$ 478.07 per WPU		$ 159,640
Quality Teaching Block Grant	$944 per CACTUS prior year teacher FTE		-
	OR, If new, use current teacher FTE		10,384
	$76 per total prior year WPUs; OR		-
	If new, $76 X C35 or current WPUs		25,378
Local Discretionary Block Grant	$41		12,005
Interventions-Student Success	$22 per K-12 WPU		6,442
	$90 per ELL student		-
Special Populations			
At Risk Regular Program	$6 per total prior year WPUs; OR		-
	If new, $6 X C35 or current WPUs		2,004
Gifted and Talented	$4 per K-12 WPU		1,171
Other			
School Land Trust Program	$39 per student		9,516
Reading Achievement Program	$19 per total prior year WPUs		-
	$3 per K-3 student		-
	$42 per low income student		-
Charter Administrative Costs	$62 per student		15,128
Local Replacement Dollars	Average $1,021 per student		255,250
Total Non-WPU			$ 496,918
One Time			
Teacher Materials/Supplies	$360 or $285 per teacher (K-6)[1]	0	-
	$310 or $235 per teacher (7-12)[2]	11	2,585
ADM costs (ongoing & one-time)	$393	244	95,892
Library Books and Resources	$3 per student	250	750
Total One Time			$ 99,227
ESTIMATED Total All State Funding			$ 1,435,636

[1] Steps one through three get $360; steps four or higher get $285
[2] Steps one through three get $310; steps four or higher get $235

Questions: Call Cathy Dudley @ 538-7667   Updated 04-17-07

CHARTER SCHOOL WORKSHEET
FY 2011-2012 (PROJECTION ONLY)

School Name: **Open High School of Utah**

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	366	1.2	439.2
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	27		
Special Ed (Self-Contained)	9		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	16		
WPU Value	$2,514		
Prior Year Teacher FTE (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	439.2000	$ 1,104,149
Professional Staff	0.03800	16.6896	41,958
Restricted Basic School:			
Special Ed--Add-on	1.0000	36.0000	90,504
Spec. Ed. Self-Contained	1.0000	9.0000	22,626
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$215 per K-8 ADM		-
Total WPU Programs		500.8896	$ 1,259,236
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	$ 478.07 per WPU		$ 239,460
Quality Teaching Block Grant	$944 per CACTUS prior year teacher FTE		-
	OR, If new, use current teacher FTE		15,104
	$76 per total prior year WPUs; OR		-
	If new, $76 X C35 or current WPUs		38,068
Local Discretionary Block Grant	$41		18,007
Interventions-Student Success	$22 per K-12 WPU		9,662
	$90 per ELL student		-
Special Populations			
At Risk Regular Program	$6 per total prior year WPUs; OR		-
	If new, $6 X C35 or current WPUs		3,005
Gifted and Talented	$4 per K-12 WPU		1,757
Other			
School Land Trust Program	$39 per student		14,274
Reading Achievement Program	$19 per total prior year WPUs		-
	$3 per K-3 student		-
	$42 per low income student		-
Charter Administrative Costs	$62 per student		22,692
Local Replacement Dollars	Average $1,021 per student		382,875
Total Non-WPU			$ 744,905
One Time			
Teacher Materials/Supplies	$360 or $285 per teacher (K-6)[1]	0	-
	$310 or $235 per teacher (7-12)[2]	16	3,760
ADM costs (ongoing & one-time)	$393	366	143,838
Library Books and Resources	$3 per student	375	1,125
Total One Time			$ 148,723
ESTIMATED Total All State Funding			$ 2,152,864

[1] Steps one through three get $360; steps four or higher get $285
[2] Steps one through three get $310; steps four or higher get $235

Questions: Call Cathy Dudley @ 538-7667   Updated 04-17-07

6 – Fiscal Procedures

Please refer to our Fiscal Policy document (**Attachment B**).

MHA ensures that the business manager will attend School Finance & statistics training prior to working with the charter school.

7 – Organizational Structure and Governing Body

7.1. Founding Board

The Founding Board is made up of individuals who have had and will continue to have a significant role in the development of MHA. Responsibilities of the Founding Board include, but are not limited to:

- Writing the charter
- Creating the Governing Board
- Determining the vision/mission of the school
- Signing assurances documents and honoring other legal commitments as required by the State of Utah
- Oversee all tasks and development required in order to open MHA

Children of a Founding Member are eligible for preferential enrollment under both State and Federal Charter School law and will not exceed 10% enrollment. A list of founding members is enclosed as **Attachment A**.

7.2. Governing Board

The Governing Board (i.e., Board of Directors of the school) includes a minimum of five (5) members and oversees MHA.

The Board members, in accordance with MHA bylaws, shall serve three (3) year terms and are eligible for re-election. A vacancy on the Board of Directors may be caused by death, resignation, and removal from office, or when then term of a current Board member has expired. The Board shall fill any such vacancy. A majority vote of all the remaining members of the Board is required to fill any such vacancy.

A majority of the members should be present to start a board meeting and a majority vote of the Board constitutes action by the Board. The Board will meet regularly. The meetings are open to the public and notice will be given in compliance with the Open Meeting Act, or current state statute.

The Board may appoint special committees related to school policies, curriculum, or administrative duties.

Responsibilities of the Board include, but are not limited to:
- Setting the policies of the school.
- Exercising sound legal and ethical practices
- Ensuring that the School follows the school mission.
- Authorizing any amendment to the charter.
- Promoting the school's mission.
- Hiring and evaluating the administrative positions of the school.
- Finding funds and grants for activities in accordance with the school's mission.
- Creating sub-committees.
- Assessing the performance of MHA.

Responsibilities of the President:
- Setting the agenda
- Chairing the Board meetings
- Appointing all committees
- Signing legal documents

Responsibilities of Vice- President:
- Performing duties of the President if the President is absent
- Coordinating meeting agendas

Responsibilities of Treasurer:
- Controlling financial matters
- Submission of monthly and annual financial reports
- Submission of annual budget

Responsibilities of Secretary:
- Distributing meeting agendas to members
- Posting public notice of meetings
- Keeping minutes of meetings

7.3. Parent Organization

The Parent Organization is comprised of parents/guardians whose students are attending MHA. The responsibilities of this association may include, but are not limited to:
- Coordinate the efforts of parent volunteers for activities, field trips, service learning, extracurricular activities, public relations, etc.
- Raise funds for supplementary materials and activities.
- Elect leadership of Parent Organization.

7.4. Organizational Flow Chart

The organizational chart below is representative of lines of communication and may be adjusted to better meet the Governance and Management needs of the school.
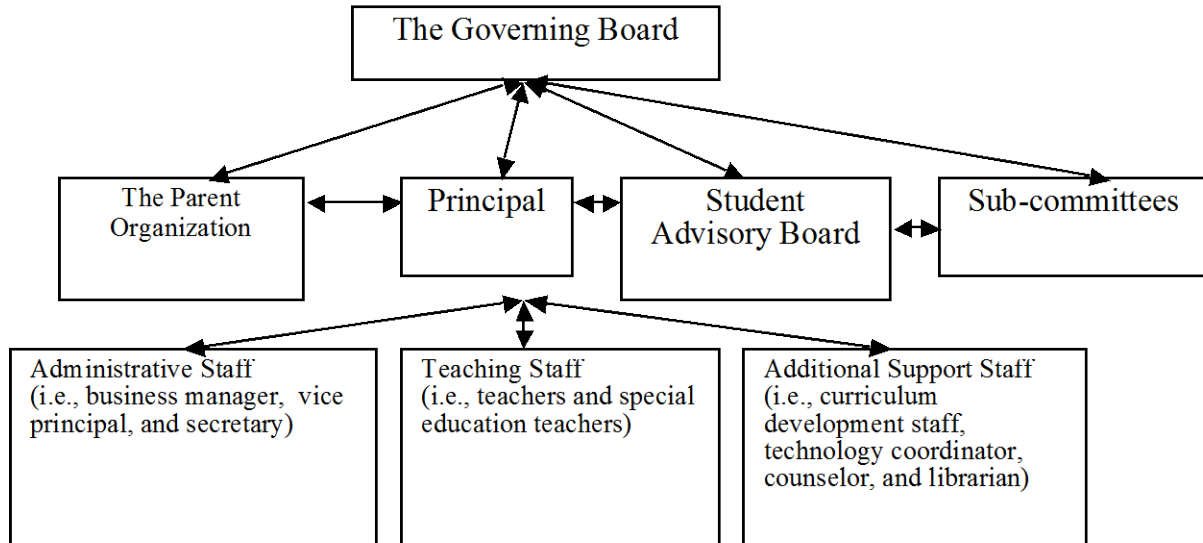
8 – Background Information and Resumes

Please refer to **Appendix D** for background information sheets and resumes, and **Appendix E** for disclosure statements.

9 – Articles of Incorporation

Please refer to **Appendix C** for Articles of Incorporation of the sponsoring organization.

10 – Comprehensive Program of Instruction

10.1 Curricular Emphasis

We believe that all students can learn, have the right to learn and should have equal access to the educational resources. Following MHA's philosophy and mission, we believe that the most effective teaching is both hands-on and service oriented. Service learning is defined as a learning strategy that integrates meaningful community service with instruction to enrich the learning experience and strengthen communities. Involvement in community affairs will be encouraged as part of our curriculum and thus we aim to have an active collaboration among teachers, students, and the community through service-learning.

> Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. (The National Service-Learning Clearinghouse, no date, para 5).

The National Commission on Service-Learning (2002), chaired by former United States Senator John Glenn, in its report entitled "Learning in Deed: The Power of Service-Learning for American Schools," found that service-learning is a powerful strategy for teaching and learning, which allows young people to deepen and demonstrate their learning and at the same time develop a strong sense of civic responsibility. Specifically, service-learning accomplishes the following:

- Reverses *student disengagement* from schooling by giving students responsibility for their own learning and increasing their motivation to participate in school activities.
- Reinforces and extends the *standards-based reform* movement by providing a real-life context for learning and giving students a sense of the practical importance of what they are learning in school.
- Promotes the *public purposes of education* by preparing students for citizenship through involvement in citizen action.
- Builds on the growing *willingness of students to become involved in service* to their communities while adding an academic component to such service.
- Contributes to young people's *personal and career development* by reducing violence and sexual activity and increasing their sense of responsibility and workplace skills. (The National Commission on Service-Learning, 2002, p. 4)

An example of service-learning is the development of websites by the students. Students may contact the Chamber of Commerce in their towns and develop or improve websites for local businesses or non-profit organizations.

As we have emphasized, we believe that the most effective teaching is both hands-on and service oriented. As our students will be at a distance and may not have physical hands-on experiences, we aim to provide hands-on experiences using virtual technology and computer graphics. Virtual science laboratories have been popular in the US to try experiments that would be too costly or dangerous to do at local high schools (Dillon, 2006). We believe that physical hands-on experience is indispensable for meaningful learning and virtual hands-on experiments could be very valuable in supplementing physical lab work. Moreover, new developments in virtual technologies and online learning might prove to be a real alternative to physical lab work. We

encourage students to have experiments with physical laboratories. Nonetheless, virtual online laboratories are often the only way advanced science can be taught in isolated rural areas. Moreover, it is easy to experiment with large-scale environments using virtual technology. For example, in the past, providing students with a hands-on experience with tornadic thunderstorms was difficult due to the complexity of the systems, the lack of predictability, and the danger associated with the storms; however, now, a software, the Virtual Storm, provides a hands-on experience about severe weather using virtual reality technology and was found to be a useful compliment to a lecture (Faidley, 2006). Moreover, the students at several prominent online high schools have had high scores on A.P. exams. On the 2005 administration of the A.P. biology exam, for instance, 61 percent of students nationwide earned a qualifying score of three or above on the A.P.'s five-point system; yet 71 percent of students who took A.P. biology online through the Florida Virtual School, and 80 percent of students who took it from the Virtual High School, Maynard, Mass., earned a three or higher on that test (Dillon, 2006).

We believe that open educational resources enable our educational mission by providing the greatest pedagogical flexibility possible to MHA students. To illustrate, before www.eSkeletons.org, a project funded by National Science Foundation among others, access to real bones and skeletons for hands-on learning was restricted; students at select schools might have access but opportunities for many other were limited or non-existent. In other words, providing virtual hands-on experience is a step in removing barriers to access to information.

As MHA's aim is to provide all Utah students with excellent education, we will also use personalized and interactive instruction with particular attention to helping all students achieve proficiency in core curriculum. Thus, we aim to construct an active and flexible learning environment that engages and motivates students from various backgrounds. No scripted curriculum can be a replacement to commitment from teachers and students for a meaningful learning relationship.

Service learning will be supported by the inter-disciplinary projects—the projects that students are personally interested in. Using inter-disciplinary projects, students can acquire knowledge indirectly by means of activities of the projects. In project-based learning, the goal is to learn more and conduct an extensive research about a specific topic, rather than to find a right answer posed by a teacher (Katz, 1994).

MHA's curriculum emphasizes mastery of core subjects and preparation for college. Namely, MHA's core curriculum features language arts, mathematics, science, social studies, the arts, physical education/health, career and technical education, educational technology, general financial literacy, and library media skills with a focus on college preparation. MHA will work with various state universities to allow college-level study for successful high school students. The combined high school and college programs will enable students to complete a high school diploma and an associate degree simultaneously.

Each enrolled student at MHA may be loaned a laptop computer system, including software. Computer systems will be school property and must be returned to the school when the student leaves the school. The Technology Coordinator at MHA will provide technical support. The courses will be conducted both synchronously and asynchronously. Students will have the opportunity for synchronous instruction with their teacher each scheduled day of class. Both the teacher and the students will be online and have the opportunity to discuss and exchange ideas

about the subject matter. The remaining instructional time will be conducted asynchronously. Students will have opportunity to post any question to the forum and get the answer from fellow students and teachers. The asynchronous sessions will provide flexibility for students to self-pace learning based on their own learning habits and styles. Through asynchronous tools, students can read, reply to their classmates' and teacher's messages, and post their own thoughts on a subject.

Each laptop given to students will have parental control software in order to block inappropriate content. Moreover, each student will be given an acceptable computer use policy. This policy will include such items as, user may not:
- Use computer for any illegal purposes.
- Use inappropriate language of any kind.
- Violate the rules of common sense and etiquette.
- Change any computer files that do not belong to the user.
- Give their password to anyone.
- Damage any part of hardware or software of the computer system.

Because MHA is a virtual charter school, there will be no transportation services. Transportation will not be provided by MHA when students are required to take proctored examinations in nearby locations and regional centers at the end of each semester but a transportation subsidy will be offered to economically disadvantaged students. A proctor is defined as an individual who is approved of and appointed by MHA to monitor a student taking an exam. All students must take state-required tests at a site with a live proctor to ensure academic integrity and to prevent fraud.

10.2 Effectiveness Goals

Goals	Specific Objectives	Measurement Criteria
1. Improve student learning.	Science:	
	Students will exceed Utah AYP proficiency standards on the CRT end of year tests.	All student subgroups will achieve minimum scores of 80% on the science portion of the State-mandated CRT tests for the 2009-2010 school year. An additional 2% gain will be anticipated for each sequential year until a minimum score of 90% is achieved.
	Mathematics:	
	Students will exceed Utah AYP proficiency standards on the CRT end of year tests.	All student subgroups will achieve minimum scores of 80% on the mathematics portion of the State-mandated CRT tests for the 2009-2010 school year. An additional 2% gain will be anticipated for each sequential year until a minimum score of 90% is achieved.
	English Language Arts:	
	Students will exceed Utah AYP proficiency standards on the CRT end of year tests.	All student subgroups will achieve minimum scores of 80% on the science portion of the State-mandated CRT tests for the 2009-2010 school year. An additional 2% gain will be anticipated for each sequential year until a minimum score of 90% is achieved.
2. Maintain an active collaboration among teachers, students, and the community.	School administration and staff will maintain open communication with parents.	Monthly communication with parents will be initiated by teachers during the school year.
		Monthly communication with parents will be initiated by the Director via either an email, electronic or printed newsletter during the school year.
3. Engage students in their local community.	Students will be involved in service-learning, helping to determine and meet real, defined community needs that combine a service experience with a learning experience.	Students will work on at least one major project related to community-identified concerns in every semester. Each student's monthly progress will be reported to an assigned mentor teacher.

4. Prepare students to be successful in higher education.	Prepare students for higher education by offering the A.P. courses.	70 percent of students participating in an A.P. class will earn a qualifying score of 3 or above on the A.P.'s 5 point system.
	Prepare students for a successful ACT/SAT testing experience.	All students will achieve an overall minimum total score of 900 on SAT and/or 18 on ACT (i.e., minimum scores for the Utah State University admissions)
	All students will have a minimum high school grade point average (GPA) of 2.5 out of 4.00.	All students will maintain a minimum GPA of 2.5. out of 4.00 by the end of each semester as reported in the MHA grade management system.
5. Provide high quality instruction	Maintain a personalized learning environment.	We will provide individualized instruction and one-on-one tutoring.
	Hire qualified teachers with appropriate certifications as required by the State of Utah.	Before hiring, MHA will verify current license and certifications of all potential teachers.
	Provide high quality and easily accessed materials.	
6. OER outreach to the world…	Provide open educational materials to anyone via the Internet by adapting existing copyright-free courses or developing new copyright-free courses.	Before use, MHA staff for copyright clearance will check all course materials and content.
		All courses will be made accessible free of charge on the Internet.
	Provide assistance for the development of virtual high schools elsewhere.	Conference presentations, materials, etc.

10.3. Master Course List

We adopt course descriptions, performance objectives, benchmarks, and standards as presented by the Utah Educational Network website (http://www.uen.org/core/)— a website developed in partnership with Utah State Office of Education (USOE) and Utah System of Higher Education (USHE) — so alignments are not included in this application. All of our AP courses follow specific criteria established by the College Board.

For our course catalog and graduation requirements, please see **Appendix G**.

10.4. Program Instruction

It is MHA's goal that all students meet appropriate grade level requirements of the Utah State Core Curriculum. All test results and related assessment data collected through various assessment methods (verbal and written assessment, projects, portfolios, group projects, etc.) will be entered on a continuous basis into a Learning Management System (LMS) and be available online to teachers, staff, parents, and students in order to monitor student progress toward mastery of the Utah State Core Curriculum. LMS will allow for the integration of curriculum benchmarks and standards. Parents will be given Report Cards, both mid-term and quarterly, to monitor student progress. The teachers will be in contact with parents on a continuing basis in order to help students manage their time. The parents will be asked to keep daily attendance logs of student's offline work at the end of every school day. Students' online attendance will also be tracked by our LMS. Teachers and administrative staff will review offline works and logs of online attendance and make sure that the students complete 990 hours of instruction.

Administrative staff will also have the access to the LMS in order to make sure that teachers integrate Utah Core standards into instruction and students meet the standards. Administrative staff will also have access to the online classrooms and may review instruction at any time. Sample lesson plans will be periodically reviewed by the director and vice director to ensure that teachers are integrating the Utah Core standards into instructional practices.

All teachers will be trained in the curricular emphasis and effectiveness goals of MHA before the school starts. All teachers will be required to plan how to accomplish MHA's effectiveness goals with the help of the vice director. All teachers will use the Utah Core standards as a foundation for lesson planning. Using state-mandated tests and other test and assessment data collected, teachers will monitor whether they meet the Core standards and understand what needs to be done to meet the standards. All the state-mandated test results will be reported to the Governing Board and parents.

All the assessment and evaluation results collected through the teachers and state-mandated tests will be used as a formative assessment. In other words, they will be used to make necessary modifications in the instruction in order to meet the Utah Core standards for all students.

10.5. Calendar and Master Schedule

MHA will follow traditional 9-month, 180-day calendar. MHA will use semesters as divisions of calendar systems. The tentative school year for the first year of OHSU is from August 19, 2009 to May 28, 2010 and there will be no instruction on the following days: Labor Day, Dr. Martin Luther King Jr. Day, President's Day, Memorial Day, Thanksgiving Recess, Winter Recess, Spring Recess, and Emergency Make-up Day. MHA will meet the requirement of 990 hours of instruction and 180 school days per school year.

Students can access their online course anytime; however administrative personnel and instructional staff will be available Monday through Friday 8:00 a.m. to 3:30 p.m. MST, except holidays and breaks.

Other calendar items will be as follows:
- Teacher in-service training (August 11-14, 2009)
- Weekly Staff Meetings (TBD)
- Monthly Board Meetings (every Wednesday of the third week)
- Parent Organization meetings (TBD)
- Parent Teacher conferences (October 14, 2009 & March 3, 2010)
- CRT testing window (April 5-9, 2010)
- Direct Writing Assessment (DWA) window (February 8-12, 2010)
- Utah Basic Skills Competency Test (UBSCT) window (October 19-23, 2009 & February 15-19, 2010)

The schedule below represents an example of how an individual student may choose to structure their day.

2009-2010 OHSU Daily Online Class Schedule (First Semester)

	9th Grade
8:00-8:45	Health
8:45-8:50	*Break*
8:50-9:35	Language Arts 9
9:35-9:40	*Break*
9:40-10:25	Algebra I
10:25-10:30	*Break*
10:30-11:15	Biology I
11:15:11:20	*Break*
11:20-12:05	Computer Technology: Introduction to Online Learning & Open High School
12:05-12:30	*Lunch Break*
12:30-1:15	Chemistry I
1:15-1:20	*Break*
1:20-2:05	Fitness for Life
Individualized Lifetime Activities OR Team Sports Participation (1 hour)	

2009-2010 OHSU Daily Online Class Schedule (Second Semester)

	9th Grade
8:00-8:45	Introduction to Service

	Learning
8:45-8:50	*Break*
8:50-9:35	Language Arts 9
9:35-9:40	*Break*
9:40-10:25	Algebra I
10:25-10:30	*Break*
10:30-11:15	Biology I
11:15:11:20	*Break*
11:20-12:05	Geography for Life
12:05-12:30	*Lunch Break*
12:30-1:15	Chemistry I
1:15-1:20	*Break*
1:20-2:05	World Civilizations
Individualized Lifetime Activities OR Team Sports Participation (1 hour)	

2010-2011 OHSU Daily Online Class Schedule (First Semester)

	9th Grade	10th Grade
8:00-8:45	Health	Required Arts Course
8:45-8:50	*Break*	*Break*
8:50-9:35	Language Arts 9	Language Arts 10
9:35-9:40	*Break*	*Break*
9:40-10:25	Algebra I	Geometry
10:25-10:30	*Break*	*Break*
10:30-11:15	Biology I	Earth Science I
11:15:11:20	*Break*	*Break*
11:20-12:05	Computer Technology: Introduction to Online Learning & Open High School	Elective
12:05-12:30	*Lunch Break*	*Lunch Break*
12:30-1:15	Chemistry I	Physics I
1:15-1:20	*Break*	*Break*
1:20-2:05	Fitness for Life	Computer Aided Drafting
2:05-2:10		*Break*
2:10-2:55		US History
Individualized Lifetime Activities OR Team Sports Participation (1 hour)		

2010-2011 OHSU Daily Online Class Schedule (Second Semester)

	9th Grade	10th Grade
8:00-8:45	Elective	Required Arts Course
8:45-8:50	*Break*	*Break*
8:50-9:35	Language Arts 9	Language Arts 10
9:35-9:40	*Break*	*Break*
9:40-10:25	Algebra I	Geometry
10:25-10:30	*Break*	*Break*
10:30-11:15	Biology I	Earth Science I
11:15:11:20	*Break*	*Break*
11:20-12:05	Geography for Life	World Civilizations
12:05-12:30	*Lunch Break*	*Lunch Break*
12:30-1:15	Chemistry I	Physics I
1:15-1:20	*Break*	*Break*
1:20-2:05	World Civilizations	Computer Aided Drafting
2:05-2:10		*Break*
2:10-2:55		US History
Individualized Lifetime Activities OR Team Sports Participation (1 hour)		

2011-2012 OHSU Daily Online Class Schedule (First Semester)

	9th Grade	10th Grade	11th Grade
8:00-8:45	Health	Required Arts Course	Required Arts Course
8:45-8:50	*Break*	*Break*	*Break*
8:50-9:35	Language Arts 9	Language Arts 10	Language Arts 11
9:35-9:40	*Break*	*Break*	*Break*
9:40-10:25	Algebra I	Geometry	Pre-Calculus OR Algebra II
10:25-10:30	*Break*	*Break*	*Break*
10:30-11:15	Biology I	Earth Science I	AP Biology
11:15:11:20	*Break*	*Break*	*Break*
11:20-12:05	Computer Technology: Introduction to Online Learning & Open High School	Fitness for Life	Elective
12:05-12:30	*Lunch Break*	*Lunch Break*	*Lunch Break*
12:30-1:15	Chemistry I	Physics I	AP Chemistry
1:15-1:20	*Break*	*Break*	*Break*
1:20-2:05	Fitness for Life	Computer Aided Drafting	AP Computer Science A
2:05-2:10		*Break*	*Break*
2:10-2:55		US History	USU ENGL 2010
Individualized Lifetime Activities OR Team Sports Participation (1 hour)			

2011-2012 OHSU Daily Online Class Schedule (Second Semester)

	9th Grade	10th Grade	11th Grade
8:00-8:45	Elective	Required Arts Course	Financial Literacy
8:45-8:50	*Break*	*Break*	*Break*
8:50-9:35	Language Arts 9	Language Arts 10	Language Arts 11
9:35-9:40	*Break*	*Break*	*Break*
9:40-10:25	Algebra I	Geometry	Pre-Calculus OR Algebra II
10:25-10:30	*Break*	*Break*	*Break*
10:30-11:15	Biology I	Earth Science I	AP Biology
11:15:11:20	*Break*	*Break*	*Break*
11:20-12:05	Geography for Life	Elective	US History
12:05-12:30	*Lunch Break*	*Lunch Break*	*Lunch Break*
12:30-1:15	Chemistry I	Physics I	AP Chemistry
1:15-1:20	*Break*	*Break*	*Break*
1:20-2:05	World Civilizations	Computer Aided Drafting	AP Computer Science A
2:05-2:10		*Break*	*Break*
2:10-2:55		US History	USU ENGL 2010
Individualized Lifetime Activities OR Team Sports Participation (1 hour)			

10.6 Special Education

MHA is committed to provide quality instruction to all students. MHA's teachers will be encouraged to assess each student on a continuous basis to determine each student's particular learning difficulties, strengths, and weaknesses. Moreover, teachers will conduct interviews with students and parents to decide how to provide help to each student. They will also review records from previous schools, including the Individual Education Plans (IEP). If a disabled student needs special education services, the IEP team will develop an IEP for that student. The IEP team includes one or more regular teacher, special education teacher, a representative of LEA (Local Educational Authority), -if appropriate- the student, and the parents. The IEP will include specific goals for each student that correlate with the Utah core curriculum. The IEP will be accessible to special education teacher, regular education teachers, and other service providers who are responsible for IEP's implementation so that all these parties could be informed of their responsibilities.

MHA plans to offer an inclusive and holistic approach to special education services. All special education students will receive support, remediation, modifications, and consultation services. We are committed to provide special education services that meet all special education needs. We will not be able employ a specialist for every kind of special need; however, we will hire at least one half-time full-time special education teacher for the first year (for an estimated 12 special education students) and contract more based on the special needs of the students. In the second year, we may hire one full-time special education teacher (for an estimated 24 special education students). In the third year, we may hire one full-time and one half time special education teachers (for an estimated 36 special education students).

MHA will follow the Utah Special Education Rule regarding new referrals. Whenever a referral for special education is considered necessary, a record of the results of interventions implemented will be attached to the referral and reviewed along with the student's previous school performance. MHA will not deny the rights of a parent to refer a student for evaluation, nor will it delay by the procedures listed in the Regular Education Interventions section of Utah Special Education Rule.

It is MHA's policy that all children with disabilities and who are in need of special education are identified, located, and evaluated. MHA will follow all the requirements related to the Child Find system and procedures listed in the Utah Special Education Rule. All students will undergo a systemic screening to determine needs by the regular teachers and/or the special education teacher during the first month of the school. Teachers or other staff members will recommend to parent's medical screenings of the students, including physical, sensory, language, and speech.

Available special education services will be included in the student handbook distributed to every family each year.

MHA will follow all the requirements of the Individuals with Disabilities Act (IDEA) 2004 and Utah Special Education Rule. All teachers and administrative personnel at MHA will be required to have knowledge of IDEA 2004 and Utah Special Education Rule requirements before the

school opens. Special education records will be requested, reviewed, maintained, and transferred following Utah Special Education Rule requirements.

11 – Admission and Suspension/Expulsion Procedures

11.1. Application

The school's admission policy complies with Utah State Law #53A-1a506.5 relating to charter school students' applications and deadlines.

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 MHA except those allowed by law. MHA will admit all eligible students who submit a timely application. MHA shall give enrollment preference to children of founding members, actively enrolled pupils returning to MHA in the second or any subsequent year of its operation and to siblings of pupils already enrolled in MHA. Prospective students will be required to submit a written application no later than the admissions closing date preceding the start of the school year. Parents/guardians will be notified by either telephone or mail within 2 weeks.

11.2. Public Lottery

If, by the application deadline, the number of applications exceeds the capacity of a class all applications for that class 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. MHA may accept late enrollments if the maximum number of students has not been reached until the first day of school. Parents/guardians will be notified of lottery results by either telephone or mail within 2 weeks.

Any appeals to the admission process must be made in writing to the director of the school. After consultation with the director, if further review is needed an appeal may be made to the Governing Board. Decisions of the Board will be final. Failure of a parent to comply with the MHA Admission Policy, or the willful providing of false or misleading information, shall constitute the basis for denial of admission.

11.3. Enrollment

Parents or guardians must fill out a student application and supply the following documentation to be eligible for actual enrollment: birth certificate, immunization record, and family "proof of residency" in the State of Utah.

11.4. Suspension/expulsion

All students at MHA have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time a student feels he/she is the subject of harassment,

hazing, threats, or other intimidating behavior, he/she should immediately speak to an administrator about the problem. The situation will be investigated immediately. All reports like this will be kept completely confidential.

A student may be suspended at any time for disobedient behavior, fighting, bad language, poor attitude, rebellion, disregard for school rules or property, or similar incidents. No student will be suspended without notice for the reason for which he/she is being suspended and an opportunity to be heard in his/her own behalf before the director/designee. Parents will be informed immediately of all suspensions. The student's parents are required to contact with the Director and any staff member involved in the suspension prior to the student's return to school. A suspended student may or may not be required to make up work missed, and will not be allowed to attend any school related function during a period of suspension.

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the Director after hearing about the events involved in a situation. No student shall be expelled without the opportunity for a formal hearing before the Board or before a disciplinary committee duly authorized by the Board. Such hearings shall be closed to the public, but should the parent request, the meeting will be held in public. Students and parents/guardians may appeal an expulsion within two school days of the expulsion being issued. This appeal will be made to the Director and heard by the Board or disciplinary committee. All disciplinary committee hearings on expulsions will be held within five (5) school days of the appeal being made. The decision of this disciplinary committee is final.

A handbook on school rules and discipline will be distributed to every child and parent at the beginning of school.

12 – Procedures to Review Complaints

If there are state or district policies governing the handling of complaints, they shall take precedence over school procedures. Otherwise, the subsequent steps are to be followed in case of a complaint from a parent regarding the operation of MHA. The main goal of MHA is to handle any complaint as quickly as possible. The complaints should first be handled between the parties involved. For example, if a parent has a complaint against a teacher, that parent should talk to the teacher.

If an issue cannot be settled with informal interaction, the following procedure will be followed.
1. The student, parent, custodian(s) or legal guardian(s) may address any concern or grievance to the director, in writing.
2. The Director will investigate and respond in writing within ten (10) working days.
3. If the family's concern is still not resolved, the student, parent, custodian(s) or legal guardian(s) may address in writing the concern or grievance to the MHA Governing Board.
4. The MHA Governing Board will investigate and respond in writing within ten (10) working days.
5. If concern or grievance is not resolved the student, parent, custodian(s) or legal guardian(s) may decide to contact the State Board of Education for resolution or other help.

MHA will follow the Special Education Rules set by Utah State Board of Education in handling the complaints from parents of students served under Section 504 or IDEA. (http://www.schools.utah.gov/sars/lawsregs/dispute.htm)

13 – Opportunities for Parental Involvement

MHA believes that active participation of students, teachers, and administrators in decision-making is a key to success of the school. Nonetheless, parental involvement is strictly voluntary at MHA; volunteer time to the school activities cannot be required from parents.

All parents and guardians will become members of the Parent Organization. By holding regular meetings, the Parent Organization will monitor the progress of the school and provide quarterly reports to the Governing Board. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.

All parents will be eligible and encouraged to attend the monthly board meetings.

As parents may not be familiar with online learning, a parent orientation will be held before the beginning of each school year. All parents will be encouraged to attend. The parent orientation will allow parents to meet the MHA staff, be assured of their rights and responsibilities to be involved in their child's education, and introduce the day-to-day functioning of the MHA online model.

On a daily basis, parents will have the opportunity to contact teachers and check students' progress using an online learning management system. Parents will be encouraged to visit the management system regularly to see and assess the learning environment and their children's progress.

Parents will be contacted by phone or mail at least once a month by the school to discuss the students' progress. Furthermore, MHA will conduct at least two online anonymous surveys per year in order to get feedback from parents about registration, orientation, students' progress, and other topics.

MHA believes that active participation of students, teachers, and administrators in decision-making is a key to success of the school. Nonetheless, parental involvement is strictly voluntary at MHA; volunteer time to the school activities cannot be required from parents.

14 – Educator Qualifications

MHA will adhere to the following guidelines in regards to classroom teachers.

All teachers will:
- Be licensed and certified by the State of Utah, or be qualified to teach under Utah State of Education's alternative certification or authorization program.
- Have strong expertise in content-area instruction.
- Have prerequisite technology skills to teach online.
- Have a significant expertise in online teaching. (PREFERRED)
- Participate in professional development activities.
- Be in agreement with the mission and vision of the school, and instructional philosophy.
- Demonstrate a willingness to support MHA's commitment to open education.
- Complete their job duties with minimal supervision.
- Be able to fill another position at the school, i.e., specialty teacher, technology teacher, library media specialist, or special education teacher. (PREFERRED)

Moreover, hiring core academic teachers will be based on the Utah Administrative Rule R277-510-5 (i.e., The No Child Left Behind Act Highly Qualified Assignments - Secondary Teachers 6-12). Similarly, hiring paraprofessionals will be according to Utah Administrative Rule R277-524-4 regarding the Requirements for Paraprofessionals.

MHA is an at-will employer. The governing board has the right to terminate a contract when an employee is not complying with the standards set forth by the school or the State of Utah and in the contract.

Background checks and/or drug testing of prospective or current employees, particularly teachers, will be performed as required by state law. Any individual who will have unsupervised time with students (e.g., parent volunteers and advisors) will also be required to submit a criminal background check.

The school will maintain a confidential personnel file for each employee. The file will contain any employment-related documents.

15 – Administrative Services

15.1. Personnel and Responsibilities

The following includes a sample list of positions that may be used to staff the school.

Director

The instructional and professional leader of MHA will be the director. The director will be responsible for day-to-day operation of the school.

The qualifications of the director:
- o 4 years of teaching and/or administration experience.
- o Master's degree in an education and/or administration related field (PREFERRED).
- o Strong management and leadership skills.
- o Shared understanding of MHA's philosophy, vision, and mission.
- o Excellent communication skills.

The responsibilities of the director:

- o Planning, budgeting, facilities management, scheduling staff development, supervision and evaluation of staff.
- o Preparing the annual budget and submit to the Governing Board for approval.
- o Hiring and firing and asking the Governing Board for approval.
- o Advancing the ideals of the school.
- o Attend meetings of the Governing Board whenever asked by the Board.
- o Establish regular communication with local boards of education, superintendents, and county administrators.
- o Report the progress of the students to the Board.
- o Maintain communication with the parents.
- o Establish a positive working environment for the teachers and staff of MHA.
- o Participating in in-service training workshops and conferences to remain current in educational research and practice.

Vice Director

The qualifications of the vice director:
- o 2-3 years of teaching and/or administration experience.
- o Master's degree in an education and/or administration related field (PREFERRED).
- o Strong management and leadership skills.
- o Shared understanding with MHA's philosophy, vision, and mission.
- o Excellent communication skills.

The responsibilities of the vice director:

- o Reviewing curriculum to ensure compliance with the mission of MHA.
- o Arranging substitute teachers as needed.
- o Scheduling classes and in-service training.
- o Monitoring the students' progress.
- o Ensuring educational materials as needed.
- o Directing and supervising teachers' activities.
- o Ensuring the Utah State Core Curriculum standards are being met.

Secretary

The secretary under the direct supervision of the School Director is responsible for the overall management of the school's administrative office. The secretary will conduct the following: perform bookkeeping activities for the school; register new students and maintaining student files; perform duties under the direction of administrative personnel; assist teachers and students with problems; maintain confidentiality of any personnel information; and keep the receipts of all financial transactions.

The qualifications of the secretary include the following:
- o High school diploma or equivalent.
- o Experience in office practices, bookkeeping, and computer operations.
- o Minimum of three years' secretarial experience (PREFERRED).

Counselor

Upon initial start-up, there will be a part-time counselor at MHA. As student population increases and in accordance with USOE guidelines, the counselor position will be changed to full time. Additional counselor positions will be created as warranted. The responsibilities of the counselor include providing academic guidance to students, developing parents and school relationships, providing remedial services, working with other teachers and staff members to ensure that each student has a safe and positive learning environment, and reporting all potentially dangerous situations to the authorities and law enforcement.

Qualifications:
- o Be a licensed school counselor.
- o Experience in implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.
- o Training in the Utah Comprehensive Counseling and Guidance Program will be required.

Business Manager

The business manager is responsible for managing the school's financial operations to ensure the school remains financially stable over the long term and providing payroll management services for all staff and other financial services. The business manager under the control of the Governing Board and the Director will manage the school's finances in accordance with all applicable federal, state, and local laws and regulations. The manager will be required to attend training in school finance and statistics prior to working with MHA. The manager, in

collaboration with the Director, is also responsible for preparing the financial reports required by the Utah State Office of Education and other state agencies.

Qualifications:
- o A bachelor's degree in business administration with emphasis in accounting or a minimum of five years experience in business administration.
- o Knowledge in fund accounting, federal and state regulations, asses management, and payroll.
- o Excellent communications.
- o High competence in Microsoft Office, with an emphasis on Excel and PowerPoint.
- o Experience with QuickBooks. (PREFERRED)

Technology Coordinator

The technology coordinator is responsible for answering inbound support calls from students, solving any technical problems, providing technical assistance to the teachers, setting and maintaining the school website, performing various tasks in a variety of technology projects, and do other duties as assigned by the administrative personnel.

The qualifications of technology coordinator include bachelor degree in instructional technology, information technology, or related field, well developed communication skills, strong knowledge of software that will be used by the school personnel and students.

Proctors

Proctors are responsible for ensuring academic integrity. All proctors shall successfully complete a proctor training program. Proctors may not be a religious leader (e.g., cleric, minister, priest, rabbi); a student tutor; a coworker; a neighbor; a family member or a relative of the student. MHA's teachers could be proctors.

Librarian

Responsibilities of the librarian:

- o Provide/maintains access to a variety of print and non-print sources that meet the differentiated needs of all learners.
- o Provide reference services to assist in identifying, locating and accessing relevant information sources.
- o Collaborate with the teachers to support and enhance the curriculum through the use of library resources.
- o Develop and manage the library budget.
- o Seek additional sources of funding.

Qualifications:
- o Must be a certified library media specialist.

Online Curriculum Development Staff

Online curriculum development staff will be responsible for creating and revising the entire curriculum together with teachers. All the materials will be licensed under creative commons licenses. All the teachers and students shall be free to share, copy, distribute, transmit, and remix/adapt the instructional materials.

Responsibilities:
- o Design and develop curricular resources for students and teachers.
- o Prepare model lesson plans.
- o Provide advice for teachers and director on matters pertaining to instruction and curriculum.
- o Plan and implement staff development programs for school staff.

Requirements:
- o Bachelor or Master's degree in curriculum and instruction, instructional technology, secondary education subject matter experts, or a related field.
- o Experience in developing instructional materials.
- o Excellent communication skills, particularly in writing and editing.
- o 3 years teaching experience [for subject matter experts]

Professional development

Teachers at MHA will have the opportunity to attend various professional development activities. In-service training for new teachers will be conducted for the following:
- o Understanding MHA's vision, mission, and curriculum.
- o Using a Learning Management System (LMS) to communicate with students and parents, assess and monitor students' learning.
- o How to teach online.
- o Finding and improving open educational resources.
- o How to create quality instructional materials and publish those materials online.
- o How to get technical help.
- o How to use LMS to ensure that students have mastered core curriculum standards.
- o Instructional strategies to improve student performance.

Community relations

Community relations will be the responsibility of the Governing Board and Director.

Employment Issues

All hiring for administrative positions will be the responsibility of the Governing Board. The Director, teachers and other staff members may be selected to serve on hiring committees. The Board will approve all hiring.

15.2. Administrative Services Fees

MHA estimated the fees for the administrative services, supplies, and materials. Fees for MHA's first three years are detailed in the Business Plan section (#5) of the application.

15.3. Purchasing Policies and Procedures

Please refer to our Fiscal Policy document (**Attachment B**).

16 – Library Plan

MHA will work with Northwest Association of Accredited Schools to meet their standards for accreditation for an online school, which may include the following:

- Be directed by a certified library media specialist.
- Utilize a wide range of materials, technologies, and/or other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.
- Foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
- Ensure policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

To supplement the Northwest Association of Accredited Schools standards, the MHA library media program may:

- Maintain a digital library with links to UEN Pioneer Library and various other encyclopedias, books, journals and multimedia materials.
- Provide each student with a DVD that includes electronic copies of books selected from Project Gutenberg. http://www.gutenberg.org
- Require that parents ensure student access to their local public library, help them obtain a library card, and learn how to utilize resources at their local library.

17 – Terms and Conditions of Employment

- Mountain Heights Academy is an at-will employer.
- Employees are expected to adhere to the requirements for employment described in the Charter and personnel policies. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers, and the community.
- The Governing Board, upon suggestion of the Director, may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists.
- Verbal and written warnings may be issued by the Governing Board, Director, or any other supervisory personnel. Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Director and the School Board.
- MHA's interest is to make every effort to treat employees fairly. When any policy or regulation is violated and may be corrected by a verbal or written warning, MHA's aim is not to punish, but rather correct the situation.
- In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the Director as soon as possible and at least ten (10) calendar days before the effective date of resignation.
- In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least ten (10) calendar days before termination, unless determined that the employee poses a threat to the health, safety, or welfare of the school or students.
- In the event of termination of employment, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.
- Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the section regarding Employee Evaluation (#18).
- All employees are required to work according to the schedule and dates stated in their employment agreements. In addition, teachers are required to participate in programs related to their professional duties that may be held outside school hours. These days may include teacher in-service sessions conducted within the regular work hours, staff meetings, parent-teacher-student conferences, and two informational nights.
- Sick leave is available to employees as determined by their employment agreement and as outlined in personnel policies.
- MHA does not discriminate in any personnel matters or in the provision of programs and services on any basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Director or the governing Board.
- All the instructional materials produced by MHA's personnel shall be licensed using a Creative Commons license.

18 – Employee Evaluation

MHA will utilize both informal and formal evaluation of school personnel. The degree to which teachers are able to work in harmony with our mission, other staff, students, parents, the Director, and school volunteers will be a central factor in evaluation. The Director and/or any supervisor will observe the teachers informally at any time. Formal evaluation will be done at least one in a year and may include, but not be limited to, the following criteria: ability to differentiate instruction, instructional effectiveness, assessment procedures, knowledge of curriculum, organization, discipline, instructional methods, learning activities. The Director will meet with the teacher after formal evaluation to discuss observations and provide feedback and constructive criticism with suggestion for improvement.

All instructional and professional staff will create and maintain a Personal Development Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement.

MHA will comply with Utah Administrative Code R277-522 regarding required entry years enhancements of professional and emotional support for Level 1 teachers. For all first year employees including Level 1 teachers, there shall be a formal review three months after the start of the school year by a mentor or the Director. The purpose of the three-month review shall be to review the employee's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

Both parents and students will have the opportunity to give feedback about teachers via separate Parent and Student Feedback Questionnaires designed to assess information about teaching methods, teacher accessibility, and responsiveness to parent and/or student concerns, etc.

Annual evaluation of secretarial and custodial staff will be conducted by a supervisor or the Director. The Director will also undergo an annual review process based on the following criteria: supervision of teachers; ability to manage students, staff, and programs; overall professionalism, etc. For this, the governing Board will form an evaluation committee that will provide feedback for the Director.

All evaluations will be added to the employee's file and will remain confidential. All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

19 – Employment of Relatives

A relative is defined as a husband, wife, father, mother, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law. Relatives may be employed by MHA except in circumstances where a relative is directly supervising the work activities of another relative; or where a relative is solely controlling the budget from which another relative is paid. If a relative of a charter school officer is to be considered for employment, the charter school officer shall: disclose the relationship, in writing, to the other charter school officers; submit the employment decision for the approval, by majority vote, to the charter school's governing board; abstain from voting on the issue; and be absent from any meeting when the employment is being considered and determined.

20 – Insurance

MHA will obtain the required insurance through State of Utah Risk Management Division. MHA will acquire, maintain, and provide a certificate of insurance each year before the opening date.

21 – Assurances

Utah State Board of Education

UTAH CHARTER SCHOOLS
Assurances

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

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.

B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.

C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.

D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Dr. David Wiley

Title (type): Mountain Heights Academy

Signature:

Date:

Admission Procedures

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

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

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

Proof of Insurance

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

Electronic Data Submission
Mountain Heights Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement
Mountain Heights Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

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

Dr. David Wiley\
CAO   (please print)   CAO's Signature   Date

22 – Waivers

As MHA is a virtual charter school, we are requesting a waiver from the following Utah statutes and Utah State Board of Education Rules:

1- Utah Code Section 53A-1a-507 (9). Requirements for charter schools.

"Beginning on July 1, 2007, a charter school shall submit any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract."

MHA will not have a school building but will have an administration center. MHA will provide any lease considerations relating to this center to the Utah State Charter School Board for review and advice prior to entering into the lease.

2- Utah Administrative Rule R392-200. Design, Construction, Operation, Sanitation, and Safety of Schools.

This rule provides minimum requirements for the protection of the health and safety of the school occupants. As MHA will not have a school building, MHA is requesting a waiver from the requirement of this Utah Administrative Rule.

3- Any rule related to physical facility of the brick and mortar traditional schools that does not apply to a virtual school.

23 – Letters of Support

Please see **Appendix F**.

24 – Utah State Retirement

Mountain Heights Academy will hire high-quality, qualified educators. As part of its compensation and incentive program, MHA will offer flexible benefits through private-sector options. MHA elects to not participate in Utah State Retirement.

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- Murat Ozoglu (Beehive Science & Technology Academy, Utah)
- Paige Anderson (Providence Hall, Utah)

We have also consulted the following charter applications that were publicly available:
- Gateway Preparatory Academy, Utah.
- Utah Virtual Academy, Utah.

Our "Terms and Conditions of Employment" and "Employee evaluation" have been modified from the following:
- WestEd (no date). Draft personnel policies. Retrieved October 10, 2007 from http://www.uscharterschools.org/pub/uscs_docs/r/personnel.htm