

Section 16: Admission and Dismissal

Admission Procedure

Utah International Charter School, as an open enrollment public charter school, aligns with Utah state law and policy regarding student admission. The governing Board of Trustees supports a policy that prohibits discrimination based on race, creed, color, gender, religious affiliation, ancestry, disability, or need for special education services.

The UICS staff and Board of Trustees encourage a diverse student population that is highly motivated. A student's interests and abilities are assessed in conjunction with staff and parents/guardians to determine appropriate course readiness and placement. Summer and after school assistance is available for students who require or request any additional support as they pursue the course requirements.

To further ensure fairness, the student selection process includes:

- Students are selected by a computer-generated random-draw lottery in accordance with state guidelines (Utah Code Title 53A Chapter 1A).
- The lottery is conducted by an independent consultant. UICS staff is not involved in admission decisions. A committee comprising members of the Board of Trustees, recruitment committee, and the Executive Director hears appeals in the event a complaint is initiated regarding admissions.

UICS reserves the right to exclude an applicant if there is a prior history of safe schools violations or serious discipline infractions or misrepresentation of information on either application or registration forms.

Dismissal Procedure

Utah International Charter School students abide by the student behavioral code of conduct established by the UICS Board of Trustees. A specific UICS student handbook will be prepared and published by the Board of Trustees and staff. Participation in UICS is a privilege that is reinforced with an agreement on expectations between student, parent/guardian, and UICS staff. The contents of the agreement include expectations on attendance, active participation in program activities, and progress toward high school graduation as a minimum of academic progress. The UICS staff works closely with students and their parent/ guardian as a student progresses through the program.

Parents/guardians of UICS students who are identified as having difficulty in the program (academic, attendance, or other areas of participation) will be given several opportunities for help and support. Program interventions include but are not limited to summer and/or after-school assistance, individual/small group tutorials with UICS teaching staff during the school day, support from various community and professional partners in the form of tutoring or

mentoring relationships, and peer or cross-cultural tutoring. These interventions are congruent with the curricular imperative of a small, personalized learning community. These interventions also align with basic legal principles of fairness and due process.

Involuntary dismissal, suspension, or expulsion from UICS for violations of the safe and drug-free school policies occurs only after due process has been afforded to the student. The re-enrollment of the student in their home school is a decision of the local school or district. UICS adheres to state and federal law for students with IDEA or 504 plans. Students who are absent for 10 consecutive days without an excuse are withdrawn from the UCAS in accordance with Utah's Compulsory Education Law U.C.A. 53A-11-101 after notifying both the students and parent/guardian. The UICS disciplinary policy will specify disciplinary actions for different levels of student misconduct. Grounds for suspension or expulsion will follow state guidelines (Utah Code, Title 53A, Chapter 11) and Utah special education rules.

When violations of the safe and drug-free school policies occur, due process will be afforded to the student before there is suspension or expulsion. Any student suspended for more than 10 days shall have the right to appeal the decision before the Executive Director and/or the school board. Expulsions will be decided by the school board. Students who are expelled shall have the right to appeal the decision before the Board. UICS adheres to state and federal law for students with IDEA or 504 plans.

Discipline Procedure for Students with Disabilities

The principal will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases, behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student's disability or special considerations have been made relative to a student's IEP. Ultimately, ensuring the safety of all students and school personnel will be a priority.

UICS adheres to state and federal law for students with IDEA or 504 plans. If the pupil qualifies as a disabled student under IDEA 2004 or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, school director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student's IEP and are carefully documented.

When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on research-based intervention procedures.

UICS adheres to the USOE recommended suspension and expulsion policy found at http://www.schools.utah.gov/law/DOCS/PAPERS/Model_Suspension-Expulsion_Policy.aspx

Section 17: Procedures to Review Complaints

Utah International Charter School, the Executive Director, the Principal, the faculty, and the staff will strive to create a school climate that is open, inviting, and responsive. It will create a written policy establishing guidelines for handling complaints and other unresolved problems and will develop clear procedures for handling disputes that are not easily settled. This policy will try to incorporate the input and participation of parents, faculty, students, and others who are part of the school community. At a minimum, the policy will identify how to file a complaint, the people involved in the process, the steps required to achieve a decision or resolution, and an appeal process if any party is dissatisfied with a proposed solution. It is expected that the majority of problems arising can be solved through consultation between student, teacher, parent or guardian, and the school administrator. When student behavior or actions are sufficiently disruptive as to interfere with the educational process, appropriate action will be taken. All students, parents, and staff are assured due process. Due process requires promptness, fairness, and reasonableness in all actions, which includes the right to notices of offenses or charges to student and parent or guardian, statement of evidence, and the opportunity to respond to offenses or charges.

Procedure for Appeals or Grievance

A parent/guardian of a student aggrieved by a suspension or discipline decision may request a review for the decision by using the following procedure:

1. Discuss the grievance with the teacher or person at the school with whom the disagreement occurred. If no agreement is reached, the parent/guardian may meet with the Executive Director of UICS.
2. If no agreement is reached with the Executive Director, the parent/guardian may request a hearing before the UICS grievance committee in writing within 10 days of meeting with the Executive Director.
3. If the grievance committee responds to the written request and grants a hearing, the committee shall give its decision in writing within 10 days.
4. If the parent/guardian would like to appeal the committee's decision, the parent/guardian may request a hearing before the Board of Trustees within 10 days of receiving the committee's decision. If the board grants a hearing, the board shall give its decision in writing within 10 days.

The membership of the UICS grievance committee will consist of the Board of Trustee member who chairs the grievance committee, two of the board members representing the partner school district, one student representative appointed by the board who represents the elected Student Leadership Council (if one is assembled), and one faculty member selected by the UICS instructional staff.

Concerns related to Section 504 of the Rehabilitation Act of 1973 and the American Individuals with Disability Education Act or IDEA (Reauthorized 1997 20 U.S.C. section 1400, et. seq.) are addressed following input from the appropriate IEP team or school 504 compliance officer.

Section 18: Opportunities for Parental/Guardian Involvement

The following strategies will be used to ensure parent/guardian involvement:

- As per UICS Bylaws, the Parent/Guardian Organization will annually select one parent to participate in the governance of the school by becoming a voting member of the UICS Board of Trustees for a one-year term.
- Host family nights that will educate parents/guardians and students on how to navigate the U.S. education system. Increasing a parent/guardian's understanding of their role in the educational system increases their involvement and support. UICS will use family nights to get to know the community we serve so we can provide appropriate and relevant instruction and to seek parent/guardian input in the development of new programs. Cultural celebrations hosted on family nights will allow a family to communicate and celebrate their culture and heritage. This in turn will help the family feel empowered and part of the school community as well as honoring their culture and background. Our goals will include stabilizing families and strengthening their community.
- IEP, SEOP conferences will keep parent/guardians updated and involved in the progress and development of their student's education. These dialogue sessions with parents/guardians, teachers and students will be an important way to understand a student's background and educational experience, which is critical in assessing the needs of students, parents/guardians, and program development.
- Parent/guardian centers will include computers and a host and provide parents/guardians with a place they can voluntarily come to get updated on their student's education. As the program grows it will be a place to receive needed services, such as technology classes, ESL information, and parenting classes. It is our goal to provide not only every family with the opportunity to learn, but the ability to learn and grow together.
- The organization of voluntary advisory committees to seek input from parents/guardians and community leaders in the development of new programs and extracurricular activities will invest both parents/guardians and the community in school programs. Greater investment by both parents/guardians and community leaders is critical in building a culturally responsive community that focuses on the celebration of each student's culture and heritage. Study after study shows that family, home, and community are the true drivers of a child's education.
- Communicate an open door policy that allows parents/guardians to visit with administration and staff about concerns, complaints, compliments, and ideas for bettering the school community. A safe, comfortable environment that fosters open communication will allow families to feel they have a voice. Empowering both student and parent/guardian voices will help foster youth and parent/guardian civic awareness and a sense of civic responsibility.

- Provide home visits or phone calls to open the lines of communication between parents/guardians and the school. Often our target population will not have access to email or other forms of electronic communication. Home visits are an important form of outreach, allowing us to see what is going on in a student's home and assess the needs of both the family and student. To meet the needs of our students and help them achieve academic success it is critical that we are also aware of the needs of the parents/guardians and other family members.
- Create a volunteer center with a coordinator who maintains a weekly and monthly list of volunteer opportunities and actively recruits individual parents/guardians or parent/guardian teams to participate. Volunteer opportunities may include interpreting, tutoring, classroom help, school or grounds upkeep, clerical assistance, art/dance/music/sports expertise, child care during parent-teacher conferences, after-school support, hospitality efforts, day of service and other outreach opportunities, open houses, and new family welcomes.
- Create a parent/guardian leadership team that fields candidates for election to the parent/guardian position on the Board of Trustees, recruits parent/guardian leaders for UICS involvement in many capacities, coordinates parent/guardian communication via a school newsletter or web site, gives input on decisions vital to the well-being and direction of UICS, and acts as a liaison between the parents/guardians and the administration, regularly offering parental concerns and issues for discussion and consideration. Ideally the parent/guardian leadership team would include a member of each international community represented by the student body and act as a liaison between UICS and the community organizations representing those diverse cultures.
- Maintain a school web site, newsletter, or social network site, that communicates school news, activities, and volunteer opportunities as well as promotes school goals and school spirit and highlights teachers, students, teams, clubs, and community partners. Involve parents/guardians in translating and distributing the information.

Section 19: Educator Qualifications

Research indicates that the most important element in any school or classroom is the teachers. Educators hired by UICS will meet the NCLB requirements of content expertise for an assignment in each NCLB core academic course. The teacher will have: (1) a bachelor's degree; and (2) an educator license with a secondary area of concentration and endorsement in the content area assigned; and (3) at least one of the following in the assignment content area: (a) a university major degree, masters degree, doctoral degree, or National Board Certification in a related NCLB core academic content area; or (b) a course work equivalent of a major degree (30 semester or 45 quarter hours) in a related NCLB core academic content area; or (c) a passing score at the level designated by the USOE on a Board-approved subject area test; if no Board-approved test is available, an endorsement is sufficient for highly qualified status. An assignment in grades 7 or 8 given to a teacher holding an elementary area of concentration may be designated as NCLB highly qualified if the teacher holds an endorsement in the content area and meets one of the requirements of R277-510-5A(3) above.

All paraprofessionals will successfully complete a criminal background checks consistent with Section 53A-3-410. Paraprofessionals supported by Title I funds shall satisfy R277-524-4B(1)(2)(3) or (4). (1) Individual shall have earned a secondary school diploma or a recognized equivalent; and (2) The individual has completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or (3) The individual has obtained an associates (or higher) degree from an accredited higher education institution; or (4) The individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under NCLB.

Teaching candidates will be invited to apply for full- and part-time positions through public and higher education employment fairs and postings, a variety of media postings and notifications, school informational events, and a variety of social media. In addition, teacher applicants will be observed in teaching situations and expected to submit a written statement as to their philosophy, their experience working with ELLs, students at risk, international students, their collaborative work experience including professional learning communities, and responses to books and articles assigned by the UICS principal.

Preference in hiring will be given to teachers with previous teaching experience, an ESL endorsement, and extensive experience collaborating with colleagues and support staff. Other requirements include a caring attitude, the ability to be a positive contributor to the team, an innovative and creative approach to teaching, experience with educational technology, and a willingness to put in extra time to ensure both student and school success. Teachers must be willing to participate in professional and curriculum development during the summer prior to the school opening in 2013.

All candidates will be selected by the UICS Principal and representatives from the Board of Trustees.

Section 20: Administrative Services

UICS's Executive Director is the school's chief administrator and charged by the Board with establishing and maintaining an efficient, responsive administrative. To assist in this, the Executive Director will hire an Office Manager, secretary and Business Manager.

The UICS board will continue to explore options that will fulfill the business management functions. These responsibilities could be performed by a hired staff person or they could be performed by a private contractor. It will ultimately be the Executive Director's decision as to how best meet UICS's needs, from both the quality and cost perspectives.

The Executive Director is the school's Business Manager. The Director, along with business management staff, either employee or contracted service provider, are charged with executing and managing the financial and operations areas of the school organization. They are specifically responsible for:

- ✓ the maintenance and operation of the facilities and management of all school property
- ✓ management of all finances, including reporting
- ✓ management of the school's data systems, including student, teacher and employee data, and reporting
- ✓ employee relations, support and all human resources
- ✓ management of UICS's school meals program (coordination with Granite District)

UICS's Principal is the Instructional Leader and responsible for individual student growth and the overall success of the school's educational programs. The Principal will hire, train and evaluate the teaching staff, special education coordinator, social worker, refugee liaisons and support personnel, providing a professional development program in the form of a professional learning community. The Principal oversees special education needs and other unique student services. The Principal is responsible for after school programs as well as coordinating Community Learning Center services to support students and families. The Principal is the primary liaison with students, parents and volunteers. The Principal will coordinate, oversee and evaluate the educational support team consisting of administrative/office personnel, teacher aides/paraprofessionals and volunteers.

Job Description: Executive Director/Principal (Instructional Leader)

Hired By/Reports to: Board of Trustees

JOB SUMMARY

The Executive Director/Principal is hired by the Board of Trustees to fulfill the mission of the school, carrying out its goals and objectives, managing all aspects of the school and nonprofit corporation; to meet school and student academic goals and to ensure a vibrant school community; to be the face of the school through effective public and community relations; and to oversee all educational, administrative, business, financial, operational and data management aspects of the school and nonprofit corporation.

Qualifications:

- Masters degree in education or related field.
- Knowledge of financial management and business operations.
- Experience with business/nonprofit development and grant writing.
- Experience with public relations and marketing.
- Experience with relevant federal, state, and charter school regulations.
- Experience with charter school management.
- Administrative License.
- Substantial experience teaching at the secondary level.
- Substantial experience working with students at risk and English Language Learners.
- Substantial experience coaching/developing teacher skills and professional development communities.
- Demonstrated ability to analyze student and organizational data for improving student achievement.
- A deep understanding of highly effective schools, student learning, and best teaching practices.

Executive Director Responsibilities:

- Ensure school quality and improvement through ongoing evaluation of clear, measurable goals and objectives; prepare, in collaboration with the Board and Principal, and for Board approval, an annual set of measurable goals and objectives for the school and the nonprofit corporation.
- Work effectively and regularly communicate with the Board of Directors, attending board meetings as a non-voting ex-officio member.
- Implement policies and procedures as determined by the Board of Directors.
- Ensure that administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning and evaluation is continuous.
- Ensure the fiduciary health of the school and nonprofit corporation by hiring business/operations management personnel, overseeing all business, financial and data management aspects.
- Establish and oversee financial policies.
- Oversee the development of the school's annual budget in coordination with the Board of Directors; present annual budget to the Board for approval; implement approved budget.
- Ensure the compilation, preparation and timely completion of all reporting, USOE, State of Utah and Federal.

- Lead development efforts by researching, pursuing, and managing grant funds, corporate and individual donations.
- Oversee maintenance and operations of the school facility, including supplies, equipment purchasing, vendor relations and general management.
- Oversee the development, maintenance, and implementation of public relations and marketing plans; be the primary representative of the school and nonprofit corporation with the community.
- Serve as the primary point of contact for community relations by attending or conducting meetings of constituent groups, attending school functions, attending external meetings, conferences, or legal training sessions.
- Maintain relationships and membership to state and national charter school organizations as appropriate.

Principal and Instructional Leader Responsibilities:

- Effective leadership for UICS must adhere to the educational leadership standards adopted by the National Policy Board for Educational Administration.
- The Principal of UICS will promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. This will include implementing the vision and mission of the school collaboratively with staff and board members by collecting and using data to identify goals necessary to achieve the vision and mission, assess organizational effectiveness, and promote organizational learning. The Principal will also be responsible for creating and implementing plans to achieve identified goals, continuously monitoring progress toward those goals, and evaluating the results.
- The Principal of UICS will also promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. This will include nurturing and sustaining a culture of collaboration, trust, learning, and high expectations for staff and students, creating a comprehensive, rigorous, and coherent curricular program, creating a personalized and motivating learning environment for students, developing assessment and accountability systems to monitor student progress, and continuously monitoring and evaluating the impact of the instructional program. This will also include continuously developing the instructional and leadership capacity of staff through professional development and team building. The Principal will be responsible for continuously monitoring and evaluating individual teacher effectiveness and that of the instructional teams, the counseling department, and support staff.
- The Principal of UICS will also promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. This will include obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources, constantly seeking ways to ensure that teacher and organizational time is focused to support quality instruction and student learning, and promoting and protecting the welfare and safety of students and staff.

- The Principal of UICS will promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. This will include collecting and analyzing data and information pertinent to the educational environment, promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources, building and sustaining positive relationships with families and caregivers, and building and sustaining productive relationships with community partners.
- The Principal of UICS will promote the success of every student by acting with integrity, fairness, and in an ethical manner by ensuring a system of accountability for every student's academic and social success, modeling principles of self-awareness, reflective practice, transparency, and ethical behavior, safe guarding the values of democracy, equity, and diversity, and promoting social justice and ensuring that individual student needs inform all aspects of schooling.
- Finally, the Principal of UICS will promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- This will include advocating for children, families, and caregivers, acting to influence local, district, state, and national decisions affecting student learning, and assessing, analyzing, and anticipating emerging trends and initiatives in order to adapt leadership strategies.

Job Descriptions: Office Manager & Office Staff

Directly Responsible to: Executive Director

Summary:

Responsible for the smooth and efficient operation of the UICS's administrative office. Provide administrative assistance to the CEO/Principal, office and school staff and students by managing the school's financial records and transactions, answering/screening phone calls, preparing correspondence and other written communication, receiving and responding to inquiries and requests, coordinating meetings and events, performing various personnel management functions, monitoring staff time and attendance, managing crisis situations, handling confidential information and other related duties.

Qualifications:

- High school diploma or equivalent.
- Must be a minimum of 18 years old.
- Post-secondary courses in business, office management, bookkeeping and/or office skills is a plus.
- Office management experience required for Office Manager position; preferred for staff support position.
- Experience working with elementary students required for Office Manager position; preferred for staff support position.
- Bilingual in English and Spanish may be required of the Office Manager and Staff.

Responsibilities:

- Provide administrative/secretarial support to Executive Director/Principal and school staff by answering composing, typing, word processing and/or formatting correspondence, newsletters, handbooks, reports and programs; coordinating meetings, taking, typing and distributing meeting minutes; maintaining and updating master calendar for the school year; coordinating building use with the Facilities Use Department; creating and maintaining filing systems; distributing mail; assisting in the maintenance and verification of building fixed asset inventory as requested; issuing and tracking building keys; and other related duties.
- Greet, welcome and assist all staff, students, parents, community members, callers and visitors to the school. Answer phones, provide information, take and deliver messages and direct callers to appropriate individual. Assist visitors, answer inquiries, provide information and direct to appropriate school areas. Diffuse conflicts and/or difficult situations as needed in the school office. Monitor students sent to the school office for disciplinary reasons.
- Monitor building visitors, visitor sign-in procedures and building activities including crisis situations such as building evacuations, lockdowns, emergency situations and safety procedures. May initiate crisis procedures in the administrator's absence with direction from appropriate officials.
- Monitor and coordinate office workflow including training and planning, assigning and directing work of assigned office staff and volunteers; assisting with scheduling para-educators and substitutes in the building; and developing, updating, communicating and implementing office and workroom procedures.
- Perform personnel management functions including managing employee time and attendance by tracking daily absences, entering time and attendance into appropriate software program and submitting related reports, ensuring substitute assignments, maintaining and updating all personnel changes, preparing various payroll documents and scheduling interviews. Maintain confidentiality of all related data.
- Assist Business Manager and Executive Director as requested in performing financial duties for the school including monitoring school budget(s) and reporting variances to supervisor; maintaining bookkeeping-related databases; performing purchasing card requisitions; receiving, inventorying and delivering incoming shipments; maintaining and organizing invoices and packing slips; collecting and counting monies for fundraisers, fines, fees and other activities; preparing and making bank deposits; creating and submitting reports to Financial Services; managing petty cash account and reimbursement checks; reconciling school accounts and bank statements; handling bookkeeping for parent/school organizations; attending budget/bookkeeping-related meetings/committees; assisting in developing and tracking grant proposals; registering staff members for conferences; and processing monthly budget reports after supervisor's review.

- Perform other job-related duties as assigned, including providing back-up coverage to other positions, registering new students, assisting students and contacting parents/guardians as necessary.

Job Description: Social Worker

Directly Responsible to: Principal

Summary:

UICS's Social Worker promotes and enhances the overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social worker significantly contributes to the development of a healthy, safe, and caring environment by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student successes and by implementing effective intervention strategies.

Qualifications:

- Familiar with the immigrant and refugee community and available resources
- Possession of a valid Utah credential as a school social worker (K-12)
- Possession of a Masters degree in counseling or social work or related field such as Psychology
- In-depth knowledge of special education and in-depth experience working with students with exceptional needs

Responsibilities:

- Work collaboratively with instructional teams, counselors, and administration to determine appropriate services and programs to address student educational, social and emotional needs.
- Be a resource for UICS students and families of students who are facing any kind of family trauma such as abuse, divorce, death, job loss, drug use, police arrests, prison/jail terms, etc.
- Work closely on a regular basis with administration and the Community Learning School liaison to provide expertise and resources to achieve UICS's Community Learning School goals.
- Work with the administration to develop a mentoring program for students.
- Make home visits when deemed necessary.
- Attend IEP meetings.
- Submit required reports on time, complete and accurate.

Job Description: Counselor

Directly Responsible to: Principal

Qualifications:

- Master's degree in school counseling.
- Valid counselor's license.
- Extensive experience working with students at risk, English Language Learners preferable.
- Experience teaching at the secondary level and an ESL endorsement is also preferable.

Responsibilities:

- Guide the development, implementation and evaluation of a culturally relevant and comprehensive counseling program.
- Responsible for assisting students plan for career development that includes awareness and exploration, job seeking and finding skills, and post high school placement.
- Facilitate the Student Education Occupation Planning both as a process and a product.
- Involve parents/guardians in all available comprehensive counseling and guidance programs.
- Work collaboratively with instructional teams, counselors, and administration to determine appropriate services and programs to address student educational, social and emotional needs.
- Implementation of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:
 - individual or group counseling
 - consultation with parents, teachers and other educators
 - referrals to other school support services or community resources
 - peer helping
 - psycho-education
 - intervention and advocacy at the systemic level
- Continually seek out professional development activities to improve practice and program development.
- Ensure confidentiality and secure record keeping systems.
- Develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities.
- Use student data to effect systemic change within the school system so every student receives the benefit of the school counseling program.
- Use annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

Job Description: Business Management Support/Business Management Contractor

Reports to: Executive Director

Job Summary

The UICS primary business management support staff may be a person hired by the Executive Director or these functions may be performed by a contracted service provider. The Business Manager support must be experienced and have a track record of successful charter school financial management.

The business management support staff will work closely with the Executive Director. Together, they are charged with executing and managing the financial operation of the school. Business management support personnel, in concert with the Executive Director, will work closely with the Board of Trustees, particularly the Board Treasurer, in the development of the annual budget, reporting and oversight of the school's finances and business operation.

Primary Job Functions of Business Management Support Personnel

Board of Trustees

- Works with the Board to provide long range financial planning for the school
- Provides ongoing communication to the Executive Director and Board of Trustees regarding the financial status of the school
- Attends Board meetings as required

Management

- Supervises finance administrative staff
- May supervise other administrative staff as directed by the Executive Director
- Responsible for all financial and tax reporting aspects of UICS as per the school's board-approved financial policy and procedures guidelines. Responsibilities include, but are not limited to:
 - Budgeting, budget management and reporting
 - Accounts payable and receivable
 - Payroll, payroll taxes, deposits, reporting
 - Bookkeeping and accounting system
 - USOE, State and Federal reporting and relations
 - Insurances
 - Annual financial audit
 - Banking and reconciliations
 - Vendor relations
 - Procurement
 - Manages student body and parent-teacher organization accounts
- Data management and reporting (SIS and CACTUS)
- Manages student records system
- Manages school property and facility
- Manage the school's communication systems, including telephone and internet
- Assist with development activities

Human Resources

- Oversees employee benefits program (negotiates when applicable)

- Oversees all hiring paperwork (contract, required documents, background checks, and benefit sign-ups)
- Maintains personnel files
- Maintains Employee Handbook
- Manages practices for compliance with labor laws

Minimum Requirements

- Bachelor's degree in a related field
- Experience and track record of successful charter school financial management
- State reporting on SIS and CACTUS preferred
- Experience managing and financing a facility is a plus

Abilities required

- Knowledge of various computer software packages, including MS Word, Excel, and QuickBooks.
- Ability to use good judgment
- Ability to work independently as well as part of a team
- Strong organizational skills
- Excellent interpersonal and communication skills

VOLUNTEERS

A volunteer is defined as an individual who performs a service to the school and/or the school's students without compensation. A volunteer need not be a parent of a student enrolled in the school.

Volunteer opportunities include but are not limited to: field trip chaperones (day and overnight); mentoring; tutoring; assisting in a classroom, library, office, or on a playground or other designated duties. Participation in school advisory committees, parent organizations, or similar activities that involve the monetary responsibility or activities that involve students apply to this guideline.

The school reserves the right to deny or discontinue volunteer opportunities to an individual at the Principal's discretion.

Volunteer Responsibilities and Qualifications

Volunteers are volunteers of the school and work under the direction of the school's administration.

It is strongly advised that volunteers conduct volunteer activities with another volunteer or school employee present when students are present.

Volunteers shall comply with the policies and procedures outlined by the school, state and federal law and any other school policy that governs interaction with the school's students, including but not limited to:

- Be at least 18 years old to volunteer; 21 years old to drive students

Exception: High school students may volunteer in special tutoring programs under the supervision of a staff member from their school.

- Sign in at the office and wear an identification badge
- Refrain from tobacco and alcohol use during volunteer service
- Arrange childcare for younger children so that volunteer time is dedicated to the school
- Set a good example for students in dress, language and conduct
- Treat all students fairly, equally and positively
- Comply with the school's parent-student handbook
- Complete an [Authorization and Release form](#) to consent to a background check

Section 21: Library plan

UICS is committed to providing an exceptional learning environment for its students and the larger community it is chartered to serve. As such, the school's library abides by the principles found in the Northwest Accreditation Commission's Library standards. The overarching mission of the library is to support and enlarge the scope of the school's mission and vision.

In this effort, the library media center will be directed by certified specialist in one or both areas, with demonstrated abilities and professional certification in library and/or media services for enrollment up to 250 students. As a minimum, in the initial years of operation, there will be an individual who will work closely with a school district or other certified library media specialist. The school will maintain a full-time certified specialist as well as additional staff as determined by the budget for enrollment of 251 or higher. This is in compliance with NWAC standard 6.13. UICS reserves the right to modify this aspect of the library plan as needed to accommodate for the ELL population that will be predominantly served.

The operating schedule for the library media center conforms to the extended day schedule and year calendar of the school. Students, faculty, staff, parents/guardians, and community members will have access to the center as it functions in a primary role of literacy center for various age groups and community needs. As such the library will be open the same days as the school with a schedule of 7:00 am to 5:00 pm with the exception being early release days or other specialized schedules. A specialized calendar may be created for summer hours and during winter break as determined by the school's board and administration as needed. This is in compliance with standard 6.14 of the Northwest Accreditation Commission standards for accreditation.

Standard 6.15 requires that “the library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.” The school supports this effort in the library media center to facilitate academic and life success for students and the community-at-large. These materials may exist in standard form by way of books, magazines, and journals as well as through Internet and other technological means. The school's budget provides for the updating of materials as needed as well as the development of an ongoing system to add to or remove items from the library.

In compliance with standard 6.16, the policies for selecting and removing information resources and the use of technologies and the Internet are determined by the board. Primarily, these policies will determine, based on current best practices, the process by which the budget will be developed, how materials will be added, and how to remove items that are no longer in demand. Special selections will be developed as budget and needs arise to best serve the needs of the school community.

The school's board will carefully consider the annual acquisition of needed materials as part of the budgeting process. Based on enrollment figures, the school will grow the library media services in a manner that best serves the school population. The library media center provides services that enhance classroom instruction and other activities associated with the school, which allow the school to become a true learning community.

Section 22: Technology Plan

1. What is your school's Technology Plan vision statement? Include clear goals and realistic strategies for using telecommunications and information technology to improve education (i.e., student performance, library services, CBT, assessment, etc.)

The students attending Utah International Charter School will have a wide range of skills and exposure to technology. Those who come from refugee camps may never have seen a computer before, while other students will be well versed in all of today's social media. Our vision is to provide all students, faculty, staff, and the community with the opportunity to develop the skills necessary for success in a technologically driven world. Our vision will be driven by three guiding principles: connecting, collaboration, and community.

Students and teachers will have the ability to access computer technology in classrooms, library media centers, and computer labs, thereby connecting the classroom to the ever-changing wide world of information.

Furthermore, students will learn how to connect with students around the world while safely navigating the Internet, keeping their digital privacy, and becoming part of the digital community.

Individually and collaboratively, students will have the opportunity to explore and to apply the multiple uses of computer technology with academic skill reinforcement, curriculum-based computer projects, and academic-based use of the Internet, thus increasing the potential for higher student achievement.

Teachers will use technology confidently and intelligently in order to facilitate life-long learning among themselves as well as their students. They will be encouraged to model ethical and productive digital citizenry by using social media to collaborate with colleagues at the school and around the world and participate in their own professional digital communities.

Administrators will adopt a unified communications strategy that will connect the entire campus with voice, instant message, email, efax, and document sharing capabilities. They will provide support resources and training for the technology systems, lead by example in using technology based communication tools, and automate school management processes to the extent possible and consistent with providing meaningful human interaction to the community.

Finally, our vision will extend to our students' parents. While students are learning their second language, parents are often left behind. We will strive to educate parents about the educational technology their children are using and encourage students to share with their parents how they are using new technology and skills to become life-long learners. In educating parents about technology, we hope to close the digital and generational divide that often grows when families immigrate to a new country.

Board members and parents will both enjoy the convenience of an interactive school website where calendars, announcements, newsletters, distribution lists, and credentials based content is managed by the key stakeholders. They will also enjoy a reliable email system to connect with school faculty and staff for timely communication with the school.

2. What is your school's professional development strategy to ensure that staff (e.g., teachers, administrators, and support personnel) knows how to use these new technologies to improve education?

Prior to the school opening, teachers will receive training on instructional methods that rely on technology by outside specialists as well as on key technology infrastructure. For ongoing training, teachers will have the opportunity to consult with their content and instructional teams to determine what professional development they need to use new technologies for the implementation of their interdisciplinary curriculum. Teachers will also be expected to join professional digital communities and make use of various social media resources to explore teaching strategies, new content and applications, and share this information with their teams. Together, instructional and content teams will be able to build a repertoire of activities that are enabled by widely available and free internet content.

3. What is your school's evaluation process to enable the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise?

As a part of their on-going weekly team and subject meetings, teams will be required to reflect on their ability to use technology to accomplish their language, content, and community-building goals. In addition, as part of the shared leadership structure, which will include a technology committee, teachers will have the opportunity to continually assess the needs of teachers and students, stay abreast of the best practices being shared through social media, and shape the technology use and acquisition for the school.

Granite School District School Board
 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

Utah International Charter School

TECHNOLOGY INFRASTRUCTURE & ACQUISITION
 PLAN

Totals	Cohorts Teachers	Computer Labs or Classrooms	Mobil Laptop Carts	Library Media Center	Admin Office	Acquisition Plan		
						Year 1	Year 2	Year 3

COMPUTERS

Desktop	119	24	80		10	5	66	27	26
		16-4-4	40-20-20		6-2-2	4-1			
Laptop	80		80				40	20	20
			40-20-20						

All computers are
internet capable

199

PERIPHERAL
 DEVICES

Printers/Scanners	21	6	4	4	2	5	13	5	3
		4-1-1	2-1-1	2-1-1	1-1	4-1			
LCD Projectors	18	12	4		1	1	12	3	3
		8-2-2	2-1-1		1	1			
Smart Boards	16	12	4				6	5	5
		4-4-4	2-1-1						
Digital Cameras	26	24				2	18	4	4
		16-4-4				2			
Laptop Mobil Carts	4			4			2	1	1
			2-1-1						

NETWORK
 EQUIPMENT

Internal Data Wiring	65
System Hdwr Room	1
Firewall	1
Wireless Access Pts	8
Ntwrk Access Switch	1
Ntwrk Data Switch	2
Domain Server	1
UPS Backup Power	1
Total Classrooms	24
Classrooms wired	24

65
1
1
8
1
2
1
1

TELECOMMUNICATIONS
 LINKS

DSL T-1/T-3 or cable	1
Domain Host Email	1
VOIP Telephone Host	1

1	1	1
1	1	1
1	1	1

Section 23: Extracurricular Activities

Utah International Charter School will begin by offering five types of extracurricular activities. The first is after-school academic tutoring provided by community service organizations including YouthLinc, a nonprofit organization committed to developing high school students into lifelong humanitarians through community service.

The second extracurricular activity will be intramural soccer teams for both boys and girls. This sport will be conducted after school and coached by teachers on staff.

The third will be a variety of fine arts, dance, and technology classes offered by teachers on staff on a weekly basis. These classes may include topics such as cooking, photography, dance, drawing, and computer skills not taught in the regular CTE classes.

The fourth extracurricular activity will include community service focusing on how the students can serve their immediate community as well as the broader community of South Salt Lake. This activity will be organized and conducted by teachers on staff on a weekly basis.

The fifth extracurricular activity available to students will be a culture club designed for students to both celebrate and share their cultural traditions, music, dance, and identities. This activity will be lead by teachers on staff on a weekly basis.

There will be no fees required for students to participate. Donations for materials and supplies will be solicited from private donors, local businesses, and non-profit organizations. We will also seek donations through grants from organizations such as DonorsChoose, which connects educators and private donors.

In addition, our partnership with Granite School District will make it possible for our students to participate in traditional high school sports in their neighborhood schools.

Section 24: Terms and Conditions of Employment

Utah International Charter School is an Equal Opportunity Employer and does not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. Utah International Charter School follows all requirements of ADA regarding job application procedures, hiring, advancement and discharge of employees, worker's compensation, job training, and other terms, conditions, and privileges of employment. Utah International Charter School shall provide reasonable accommodations to all disabled employees.

At-Will Status

Under Utah State Law, UICS is exempt from the Utah Orderly Termination Act. All UICS employees are at-will employees and have no expectation of continued employment. UICS desires to dismiss employees only when it is in the best interest of the school's mission, its educational philosophy and its students.

Employment

Utah International Charter School will make every attempt to publicize and attract applicants who are qualified and exhibit passion and aptitude for working with English Language Learners and newcomers. In all cases, UICS will select its personnel directly and in compliance with all Federal and State rules and regulations. As charged by the Board of Trustees, UICS's Principal/Instructional Leader is responsible for the hiring, supervision, evaluation, and termination of the school's staff, or the delegation thereof.

Offers of employment are made in writing which, if accepted, are signed and returned to UICS. Accepted offers establish and acknowledge an agreement to an employment relationship between the employee and UICS. This agreement outlines the job requirements as well as compensation and benefits. Employment offers may be renewed yearly for all employees, including the Executive Director and Principal. UICS will ensure that the Employment Agreement does not eliminate the school's at-will status and will have Utah Risk Management deliver an opinion on the document before it is put to full use.

All employees of UICS are expected to conduct themselves in a professional manner. Employees of UICS shall:

- Have only appropriate and professional relationships with students.
- Maintain current licenses for any positions held.
- Pass a background check as often as State Statute requires.
- Treat all students fairly.
- Ensure confidentiality of student information.
- Take personal responsibility for teaching individual students.
- Work towards continual improvement in using Expeditionary Learning teaching methods.

- Be in attendance and punctual for required meetings and trainings
- Comply with dress standards.
- Not use, possess or unlawfully distribute illegal or unauthorized drugs.
- Act in accordance with other accepted professional standards.

Corrective Action, Disciplinary Action, Termination

Utah International Charter School values differences and believes in excellence. The school will work to create a culture where peer and supervisor critique is expected and welcomed. In the event of corrective action, Utah International Charter School will make a good faith effort to help the employee improve before termination, so long as such actions will not have a significant negative impact on students or overall staff morale.

The following list of reasons for termination or discipline is not all-inclusive. The Board of Trustees and Executive Director retain the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

- Falsification of information supplied to the school, including but not limited to application information, employment data, reports, and testing data
- Insubordination, which is defined as “refusal to obey a directive which a supervisor is entitled to give and have obeyed”
- Improper or unlawful physical contact with students
- Manufacturing, possessing, using, dispensing, distributing, selling, and/or engaging in any transaction or action to facilitate the use, dispersal, or distribution of any illicit (as opposed to authorized) drugs or alcoholic beverages on school premises or as a part of any school activity
- Possessing, viewing, or distributing pornographic material (printed, electronic, or otherwise)
- Failure to obtain or maintain an appropriate license
- Theft of school property
- Inability, incapability, or failure to perform essential job functions despite reasonable accommodations
- Evident unfitness to perform teaching duties
- Violation of school policy which is of sufficient gravity to warrant disciplinary action or termination
- Conviction of a crime which has a rational nexus to education
- Conduct which is harmful to students and which is of such a negative nature that it warrants disciplinary action or termination
- Any reason the Board of Trustees or its Designees(s) in its sole discretion deems reasonable and appropriate and as pertains to the vision and mission of Utah International Charter School

Nothing contained in this section is intended to create, or can create, any contractual or other legal rights. Employment by UICS remains at-will. Any procedure or practice, whether set forth herein or not, is employed at the discretion of the Board of Trustees and its designee(s). Either party may terminate employment at any time, with or without cause, warning or notice. Nothing contained herein creates any expectation of continued employment.

Section 25: Employee Evaluation

In accordance with U.C.A. 53A-1a-512(2)(b), charter schools in Utah are exempt from mandatory educator evaluations as stated in U.C.A. 53A-10-101-112. All employees at Utah International Charter School are “at will” employees. An educator evaluation process has been established and approved by the Board of Trustees as an appendix to the Employee Handbook. All written results of evaluations are determined to be private, protected, and controlled as confidential in accordance with U.C.A. 62A-4a-412.

Utah International Charter School will also provide mentors for new teachers in accordance with the Entry Years Enhancement (EYE) for quality teaching program, which will include mentoring, testing, assessment/evaluation, and developing a professional portfolio as outlined in ([R277-502](#) and) [R277-522](#).

The Utah International Charter School (UICS) model for teacher evaluation includes a three-prong approach that is based on research about teacher quality and student achievement. The first aspect of this model is the use of student surveys.

“In fall 2009, the Bill & Melinda Gates Foundation launched the Measures of Effective Teaching (MET) project to test new approaches to measuring effective teaching” (Bill and Melinda Gates Foundation, 2010, p.2). Within this research, the MET project included results from surveys given to elementary and secondary students. The UICS model of evaluation includes the same survey because the MET project has found that there is a strong “pair-wise correlation” between several of the student perception survey statements and “teacher value-added” measures (Bill and Melinda Gates Foundation, 2010, p.24).

The second prong of the evaluation model is a set of two observation tools for formative evaluations. During the formative process, all teachers will be evaluated on their ability to incorporate the eight components and thirty features of the Sheltered Instruction Observation Protocol (SIOP). These are instructional strategies developed in part by the Center for Applied Linguistics and have undergone extensive empirical research studies to establish its effectiveness on English Language Learner achievement (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).

The other formative observation tool will be a list of quality teaching features correlated with student achievement. Teachers will be able to choose which of these aspects of their practice they would like to improve. Teachers need a measure of autonomy in their own professional development. In his popular book, *Outliers*, Malcolm Gladwell states, “Autonomy, complexity, and a connection between effort and reward - are, most people agree, the three qualities that work has to have if it is to be satisfying” (p.149). In his book about motivation, *Drive*, Daniel H. Pink states, “People need autonomy over task (what they do), time (when they do it), team (who they do it with), and technique (how they do it). Companies that offer autonomy...are outperforming their competitors” (p.207). In his extensive research of successful businesses, Jim Collins found that “the good-to-great companies built a consistent system with clear constraints, but they also gave people freedom and responsibility within the framework of that system” (p. 126). That is the goal for the formative aspect of this evaluation tool - to provide teachers with the autonomy they need to improve their own practice in the way they feel will be most

beneficial to them, in a time-frame they decide, and working with colleagues, administration, or coaches they are most comfortable with.

The third prong of the evaluation model is a set of three summative evaluation tools based on three aspects of teaching practice that are essential to the culture of Utah International Charter School: 1) professional learning communities, 2) reflection, and 3) student achievement. The analytical rubric evaluating these aspects borrows language (little or no evidence, limited evidence, clear evidence, and clear, consistent, and convincing evidence) from the National Board for Professional Teaching Standards.

Research has shown that professional learning communities have positive effects on student achievement. Matthews and Crow (2007, pp.48-49) cite several studies and list the following outcomes:

- “High school students in PLCs demonstrated higher levels of achievement in math, reading, science, and history (Lee, Smith, & Croninger, 1995).”
- “Hispanic students demonstrated higher levels of academic achievement when their schools began functioning as PLCs (Reyes, Scribner, & Paredes-Scribner, 1999).”
- “Students achieved higher levels of authentic learning where teachers worked interdependently and used authentic pedagogical and assessment practices (Louis & Marks, 1998).”
- “Students were absent less often and were less likely to drop out of school before graduating from high school (Hord, 1997).”

Teachers have also been shown to improve their practice and motivation while working in PLCs. Matthews and Crow (2007, p.49) state:

When teachers engaged in ongoing professional conversations with other teachers, their knowledge increased with subject matter and teaching skills, and their morale increased significantly. In addition, teachers reported feeling energized and renewed (Louis & Marks, 1998). These problem-based dialogues increased levels of trust, which provided a necessary foundation to build student-focused collective action among teachers (Bryk & Schneider, 2002). In another student, faculty who were involved in a PLC provided higher intellectual learning tasks for their students because they were engaged in more collaborative learning, which was more powerful than independent learning (Hord & Sommers, 2008).

The second summative evaluation assesses each teacher’s ability to reflect on his or her practice. Teacher reflection is crucial for professional growth and improved teaching practice. It is also supported by extensive research. Sharp (2003), states:

According to Lester (1998), teachers who think reflectively about their own teaching are better equipped to be lifelong learners; they are also in a more favorable position to initiate changes in their existing practice through personal awareness of their classroom and its culture...Dicker and Monda-Amaya (1995) cite the benefits associated with the reflective process. First, it provides teachers with a tool for making changes in the instructional environment. Second, reflective practice can be a method for evaluating the purpose and effectiveness of teachers’ instruction. Third, it is a process for thinking about how to apply content and past classroom experiences to

make changes in instruction. Lastly, reflection is a process for systematically evaluating challenges in the teaching--learning process to introduce positive solutions. (para.7-8)

In addition, Lui and Milman (2010) ask, “How can teacher educators best prepare teachers to teach students whose backgrounds are likely very different from their own?” Research shows that reflective practice is integral to this process (e.g. Jennings & Smith, 2002; Mueller, 2006; Nieto, 2006)” (p.619). It is, therefore, crucial that teachers at Utah International Charter School keep teaching journals, reflect on their lesson plans, and engage in a reflective dialogue with their colleagues.

The third summative evaluation assess each teachers ability to analyze five benchmark assignments and/or tests and a random sampling of students’ work on these assignments and tests. Ideally, this will occur twice a year in December and May. This evaluation will be based on an analytical rubric that looks at how well the assignments and tests correspond to the standards and day to day instruction. Based on this student work, the rubric will also evaluate how well the teacher is able to articulate what the student knows, what the student still needs to learn and how the teacher will address those needs. As Robbins and Avery (2004) point out, “Instruction is effective only if it contributes to student learning (p.119).”

This exercise should demonstrate a culmination of skills that teachers have practiced and refined during the formative evaluation process. It requires clear, substantive knowledge of the content and language objectives the teacher has set for the class. It addresses the questions the instructional teams are required to ask and reflect on in their team meetings. It requires individual reflection and analysis essential for meeting the needs of all students and constantly improving instruction.

References

- Alvy, H. & Robbins, P. (2004). *The new principal’s fieldbook: Strategies for success*. Alexandria, VA: ASCD.
- Bill and Melinda Gates Foundation. (2010, December). *Learning about teaching: Initial findings from the Measures of Effective Teaching project*. Retrieved March 2, 2011, from <http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf>
- Collins, J. (2001). *Good to great*. New York: Collins Business.
- Crow, G.M., & Matthews, L.J. (2010). *The principalship: New roles in a professional learning community*. New York: Allyn & Bacon.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29(4), 39-49.

- Guarino, A.J., Echevarria, J. Short, D., Shick, J.E., Forbes, S., & Rueda, R. (2001). The Sheltered Instructional Observational Protocol. *Journal of Research in Education*, 11, (1), 138-140.
- Gladwell, M. (2008). *Outliers: The story of success*. New York: Little, Brown and Company.
- Gordon, R., Kane, T.J., & Staiger, D.O. (2006, April). Identifying effective teachers using performance on the job. Retrieved March 7, 2011, from the Brookings Institute Web site: http://www.brookings.edu/~media/Files/rc/papers/2006/04education_gordon/200604hamilton_1.pdf
- Hindeman, J.L., Stronge, J.H., Tucker, P.D., & Ward, T.J. (2007). What is the relationship between teacher quality and student achievement: An exploratory study [Electronic version]. *Journal of Personnel Evaluation in Education*, 20(3-4), 165-184.
- Kaplan, L.S. & Owings, W.A. (2001). Teacher quality and student achievement: Recommendations for principals. *NASSP Bulletin*, 85(628), 64-73. DOI: 10.1177/019263650108562808
- Liu, L.B. and Milman, N.B. (2010). Preparing teacher candidates to teach diverse student populations through reflective practice. *Reflective Practice*, 11(5), 619-630. DOI: 10.1080/14623943.2010.516973
- National Board for Professional Teaching Standards. (2010). Scoring. Retrieved March 7, 2011, from the NBPTS web site: http://nbpts.org/for_candidates/scoring
- Pink, D.H. (2009). *Drive*. New York: Riverhead Books.
- Sharp, K.M. (2003). Teacher reflection: A perspective from the trenches [Electronic version]. *Theory Into Practice*, 42(3), 243-247.

Section 26: Employment of Relatives

As a general policy, the employment, supervision or evaluation of relatives are discouraged at UICS. The Board of Trustees recognizes that there may be circumstances where this situation is unavoidable and has adopted guidance policies.

Definitions

“Relative” means a father, mother, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

“Appointee” means an employee whose salary, wages, pay, or compensation is paid from school funds. “School officer” means a person who holds a position that is compensated by school funds; or who holds a position on the UICS Board of Trustees.

Policy

No school officer may employ, appoint, vote for or recommend the appointment of a relative in or to any position of employment, when the appointee will be directly supervised by a relative, except as follows:

- Appointee will be employed for a period of 12 weeks or less
- Appointee is a volunteer
- Appointee is the only person available, qualified, or eligible for the position
- UICS Board of Trustees determines that the school officer is the only person available or best qualified to perform supervisory functions for the appointee

No school officer may directly supervise an appointee who is a relative, except as follows:

- Relative was appointed or employed before the school officer assumed their position, if the relative's appointment did not violate the provisions of this policy in effect at the time of their appointment
- Appointee will be employed for a period of 12 weeks or less
- Appointee is a volunteer
- Appointee is the only person available, qualified, or eligible for the position
- UICS Board of Trustees determines that the public officer is the only person available or best qualified to perform supervisory functions for the appointee

No appointee may accept or retain employment if he or she is under the direct supervision of a relative, except as follows:

- Relative was appointed or employed before the school officer assumed their position, if the relative's appointment did not violate the provisions of this policy in effect at the time of their appointment
- Appointee is the only person available, qualified, or eligible for the position
- Appointee is employed for a period of 12 weeks or less

- Appointee is a volunteer
- UICS Board of Trustees determines that the appointee's relative is the only person available or best qualified to supervise the appointee

When a school officer supervises a relative as allowed above, the officer shall make a complete written disclosure of the relationship to the UICS Board of Trustees and the school officer who exercises authority over a relative may not evaluate the relative's job performance or recommend salary increases for the relative.

The UICS Board of Trustees reserves the right to consider other employees within this policy based on personal relationships (friend, roommate, significant other, and etc.).

Section 27: Insurance

Utah International Charter School will acquire most of its insurance needs through the Utah State Division of Risk Management. Rates for liability coverages are anticipated to be \$18 per student and are included in the UICS budget. The Risk Management coverages UICS will carry are:

- General liability coverage for both bodily injury and property damage liability at \$2 million per occurrence
- Automobile liability coverage for bodily injury and property damage at \$2 million per occurrence including PIP coverage
- Personal injury/Civil rights coverage for claimed Constitutional violations and claimed violations of federal and state law - \$2 million per occurrence
- Errors and omission coverage for, among other things, actions taken by directors and board members who govern the school - \$2 million per occurrence
- Government crime policy including employee theft, faithful performance, and coverage for employee and officer bonds

UICS will acquire property insurance from the Utah State Division of Risk Management – a standard all-risk property policy with possible endorsements for business interruption, extra expense and tuition fee coverage. Per risk management, UICS anticipates the costs at \$1 per thousand dollars of property value; \$300 per annum is included in the budgets for this coverage.

UICS will acquire Workers' Compensation Coverage at such amounts and limits as required by Utah law through the Workers Compensation Fund of Utah. These expenses are included in the Employee Benefits line of the budget.

UICS anticipates acquiring a Treasurer's Bond through Moreton and Company of Salt Lake City. A Treasurer bond expense of \$300 is included in the budget.

UICS will acquire liability insurance through the Utah State Division of Risk Management for the planning-year period (from charter approval until the school's opening) for \$1000, which is reflected in the planning-year budget.

UICS will acquire all required insurance coverage before the opening of the school and will maintain a certificate of insurance at all times.

Section 28: Conversion Charter Schools

Not applicable.

Section 29: 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 maintain 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 and other 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

Granite School District School Board
UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

(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. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the Standard Test Administration and Testing Ethics Policy for Utah Educators brochure and then sign the Standard Test Administration and Testing Ethics Policy document. The signed document must be kept on file at the school.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the Standard Test Administration and Testing Ethics Policy for Utah Educators.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

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.

CC. All governing board members will attend a mandatory human resources training annually.

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): Linda Barth

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 Utah International Charter School except those allowed by law.

Utah International 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

Utah International Charter School will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

Assessment

Utah International Charter School will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

Electronic Data Submission

- The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.
 - Produce a complete USOE Clearinghouse file multiple times a year. For details see: <http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm>
 - Submit electronic standardized testing “pre-load” and “all-student” files, for details see: <http://www.schools.utah.gov/computerservices/Testing/Testing.htm>
 - Integrate with the USOE statewide student identification, SSID system. For details see: http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf
 - Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see: <http://www.digitalbridgeeducation.com/usoeoproject.aspx>
- An electronic fiscal system that can fulfill the following requirements.
 - Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.

Nonsectarian Statement

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

Assessment

Utah International Charter School will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director meetings and specific assessment trainings.

Special Education/Exceptional Student Services Training

The principal/director for Utah International Charter School or Linda Barth (or applicant/authorized signer if no principal has been hired) 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.

Linda Barth
CAO (please print)


Signature

9-1-2011
Date

Section 30: Utah State Retirement

Utah International Charter School does not intend to participate in the Utah Retirement System at this time, but may reconsider in the future per URS policy.

Attachments:

ATTACHMENT A: LETTERS OF SUPPORT 171
ATTACHMENT B: BYLAWS 173
ATTACHMENT C: ARTICLES OF INCORPORATION 182
ATTACHMENT D: JOB DESCRIPTIONS OF BOARD 188

Attachment A: Letters of Support

March 29, 2011

Dear Utah International Charter School,

On behalf of the Utah Refugee Services Office, I want to convey my appreciation of the Utah International Charter School Board of Trustees' efforts to provide a charter school option for secondary refugee students and others in our community that value an international perspective.

Our office understands the challenges refugee and immigrant youth are facing and we know how important it is that they receive every opportunity for a relevant and rigorous education. A chance to attain a high school diploma in a supportive charter school setting is an invaluable advantage to any child, and especially to the youth population Utah International Charter School has targeted.

Our office is anxious to support your work in any way that we can as you reach out to the community that will benefit so greatly from this effort.

Thank you in advance for your focus and for addressing the social, emotional, and educational needs of a very diverse and unique population.

Sincerely,



Gerald Brown
Director, Refugee Services Office,
Department of Workforce Services

March 30, 2011

Dear Trustees,

The City of South Salt Lake is pleased to support the Utah International Charter School in their pursuit of a new school in our city. We have been coordinating with the chartering group over the last year as they have explored a location in South Salt Lake and developed a vision for a unique education approach for our diverse population. Our city has a rich history of welcoming newcomers to this region and country. From our pioneer days to modern times, many people have started new lives in South Salt Lake. Our community works hard to welcome refugees and immigrants and integrate them. Our Recreation Department has developed outstanding after school programs and community education programs that have made great strides in helping youth and families succeed. Our Police Department and Chamber of Commerce have also spearheaded programs to encourage safe and healthy behaviors and community life. We welcome a new partner to this effort, and believe Utah International Charter School's educational contributions will further our success.

We believe that cultural diversity is one of the City's greatest assets. We wish for a school that showcases our vibrant city and our strength that comes from diversity and new experiences. We are committed to helping the Utah International Charter School provide a curriculum and extra-curricular activities that attract students from every walk of life. We support your plan for a rigorous college preparatory course, with a focus on international issues. In our vision, Utah International Charter School is a regional attraction—a school that becomes a reason for people to come to, and eventually move to our city. Our established families, with students on more traditional track have as much to gain from a new high school as do our students who are underserved by the existing education options. We hope this partnership can bring out the best in all our citizens.

The City has undertaken an Education Initiative to identify education priorities to include in our City's Strategic Plan. Two of these priorities are: helping charter schools locate here to expand educational choices and helping establish a new high school in city boundaries. We look forward to the positive impact that Utah International Charter Schools will have in both these respects.

Sincerely,

Cherie Wood
Mayor, City of South Salt Lake

ATTACHMENT B

BYLAWS
of the
BOARD OF TRUSTEES
of
UTAH INTERNATIONAL CHARTER SCHOOL

Table of Contents

- I. Name of Organization
- II. Purpose
- III. Board of Trustees
 - A. Powers & Duties
 - B. Number of Trustees
 - C. Elections, Eligibility and Term of Office
 - D. Removal of Trustees
 - E. Resignation by Trustees
 - F. Vacancies
 - G. Compensation of Trustees
- IV. Meetings of the Board
 - A. Place of Meetings
 - B. Annual Meetings
 - C. Regular Meetings
 - D. Special Meetings
 - E. Notices
- V. Action by the Board
 - A. Quorum
 - B. Action by the Board
 - C. Committees
- VI. Officers and Elections
 - A. Officers
 - B. Elections, Eligibility and Term of Office
 - C. Removal and Resignation
- VII. Non-Liability of Trustees
- VIII. Insurance for Corporate Agents
- IX. Other Provisions
 - A. Fiscal Year
 - B. Execution of Instruments
 - C. Checks and Notes
 - D. Conflict of Interest
- X. Amendment

BYLAWS
of the
BOARD OF TRUSTEES
of
UTAH INTERNATIONAL CHARTER SCHOOL
a Utah nonprofit corporation

I. NAME OF ORGANIZATION

The name of the corporation is Utah International Charter School.

II. PURPOSE

The purpose of the corporation is to manage, operate, guide, direct and promote Utah International Charter School, a chartered public school, and such other educational activities as the Board of Trustees may define.

III. BOARD OF TRUSTEES

A. Powers & Duties

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the Articles of Incorporation and these Bylaws. The Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove trustees.
2. To elect and remove officers.
3. To select a Director (Chief Executive Officer) for the charter school; to establish measurable goals and objectives for the Director; to support and evaluate the Director's performance; and, if necessary, remove the Director.
4. To ensure the quality of the school and its continuous improvement through ongoing evaluation of clear, measurable goals and objectives; to prepare, in collaboration with the school Director, an annual set of measurable goals and objectives for the school and the nonprofit corporation.
5. To establish procedures that ensure sound financial management and an efficient operation of the school.
6. To approve reports consistent with those required by the Utah Legislature, the Utah State Charter School Board and the Utah State Board of Education.
7. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.
8. To maintain insurance on behalf of any of its trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such.
9. To enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation.

10. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

B. Number of Trustees

The number of Trustees of the corporation shall be not less than 3 nor more than 15. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees

1. Election. The Board shall elect Trustees by the vote of a majority of the Trustees.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. Trustees are responsible for selecting new members with the objective of achieving a well-rounded Board whose members have a diversity of expertise and experience and represent the broad community served by the school.
3. Parent Trustee. One Trustee shall be a parent of a currently enrolled UICS student who is elected by the UICS parent organization. The parent trustee term of office shall be one year. A Parent Trustee may serve more than one term. The Parent Trustee may be removed with or without cause by a majority vote of the parent organization, but not the Board of Trustees.
4. Teacher Non-voting Advisor. One non-voting Advisor to the Board shall be a teacher selected by a majority of UICS teachers.
5. Student Non-voting Advisor. One non-voting Advisor shall be a student selected by a majority of UICS students.
6. Executive Director Ex-officio Board Status. The Chief Executive Officer/School Instructional Leader shall be an ex-officio, non-voting member of the Board of Trustees.
7. Term of Office
 - a. The term of each member of the initial Board of Trustees shall be until June 30 prior to the first operational year of the school. Prior to the beginning of the first operational year, the board shall elect directors providing for staggered terms, by designating approximately one-third of the directors to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each director shall continue for three years. Directors may be elected for successive terms. A decrease in the number of directors or in the term of office does not shorten an incumbent director's term. The UICS Board of Trustees recognizes the differences between the responsibilities of the founding board and those of the operational board and understand that once school's CEO is hired and doors are open to students, the Board will begin to make the transition from a hands-on managerial board to a governance board.
 - b. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a

Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

8. Time of Elections. The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees

The Board may remove a Trustee with or without cause by a majority vote.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair. The resignation is effective on the giving of notice, or at any later date specified in the notice.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

IV. MEETINGS OF THE BOARD

Meetings of the Board shall conform to Utah Open and Public Meeting laws.

A. Place of Meetings

Board Meetings shall be held at the School or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An Annual Meeting shall be held prior to the beginning of each new fiscal year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held at any time called by the Chair or by any five Trustees.

E. Notices

Notices of Board Meetings shall conform to Utah Open and Public Meeting laws and be given as follows:

1. The annual meeting schedule shall be posted at least one time per year with date, time and place in the school director's office, on the school website and on Utah's public notice website www.utah.gov/pmn.
2. Special Meetings shall be held upon 48-hours notice delivered personally to Trustees or by telephone, facsimile or e-mail. Notices will be deemed given when personally delivered in writing to the recipient or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. Special meetings shall be noticed to the general public in the school director's office, on the school website and on Utah's public notice website www.utah.gov/pmn.

V. ACTION BY THE BOARD

A. Quorum

A quorum consists of one more than half of the number of Trustees.

B. Action by the Board

1. Actions Taken at Board Meetings. Each Trustee shall have one vote and such voting may not be done by proxy. The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board. At all meeting all votes shall be by voice, however, if a majority so requires, any question may be voted by written ballot. The results of all voting shall be noted in the official minutes of the meeting.
2. Actions Without a Meeting. The Board may take any required or permitted action without a meeting if all the Trustees individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect as a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings. Actions and consent may be communicated by email.
3. Board Meeting by Telephone or Online Conferencing. Trustees may participate in a Board meeting through use of telephone or online conference or similar communication equipment, so long as all Trustees participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. Wherever possible in these types of meetings, efforts must be made for public participation.

C. Committees

All committees of this organization shall be appointed and their terms set by the Board. The Board may designate permanent Standing Committees, as well as special committees or Task Forces. All committees will consist of at least one Trustee, who shall serve at the pleasure of the Board.

VI. OFFICERS

A. Officers

The officers of the corporation consist of a Chair, Vice Chair, Secretary and Treasurer. Other officers may be designated by the Board.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. Specifically:
 - a. As the senior volunteer leader of UICS, presides at all meetings of the Board of Trustees and other meetings as required.
 - b. Works with the Executive Director and other board officers to develop the agendas for Board of Trustees meetings.
 - c. Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
 - d. In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.
 - e. Works with the Executive Director and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
 - f. Communicates effectively with and supports the Executive Director in his/her job as manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.
 - g. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe. Specifically:
 - a. The Vice Chair is the secondary volunteer leader of the Charter School and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair
 - b. Supports the activities of the Chair including sharing responsibilities as appropriate.
 - c. Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
3. Secretary. Reports to the Chair and Board of Trustees. Specific responsibilities:
 - a. Provide direction and oversight for the keeping, at the principal office of the corporation or at such a place as the Board may determine, all organizational documents, including the articles of incorporation, the bylaws, adopted policies and a book of minutes of all meetings of the Trustees and meetings of committees. Minutes

shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.

- b. Present for approval by the Board copies of all minutes of meetings of the board.
 - c. In general, serves as the protocol and communications officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, and committee report, the adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
4. Treasurer. Reports to the Chair and the Board of Trustees. Supports the Executive Director and business management personnel. This position requires some background in and understanding of finance and business management. The Treasurer is responsible for ensuring that Board members understand financial aspects of the organization. Responsibilities include:
- a. Facilitates the board in meeting its financial oversight responsibilities.
 - b. Ensures the presentation of timely and meaningful financial reports to the board.
 - c. Ensures the development of annual budget and its submission to the Board for its approval and leads the monitoring of budget implementation.
 - d. Oversees development and board review of financial policies and procedures.
 - e. Leads in the Board review of the annual financial audit including the management letter.
 - f. Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices.
3. Term of Office. Each officer serves at the pleasure of the Board, holding office for a one year term. An officer may serve multiple terms.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time by majority vote. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

VII. NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

VIII. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of the law.

IX. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, the school's Chief Executive Officer/Director and other Trustees, as designated by the Board.

D. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest in writing to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

XII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF BOARD CHAIR

The undersigned does hereby certify that the undersigned is the Board Chair of Utah International Charter School, a Utah nonprofit Corporation, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Trustees of said corporation; and that the above and foregoing Bylaws are now in full force and effect.



Board Chair



Date

ATTACHMENT C

ARTICLES OF INCORPORATION
OF
UTAH INTERNATIONAL CHARTER SCHOOL

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

Article I
NAME

The name of the corporation is Utah International Charter School.

Article II
DURATION

The period of duration of this corporation is perpetual unless dissolved pursuant to law.

Article III
PURPOSE

- (a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization.
- (b) The specific purpose of the corporation is to establish, manage, operate, guide, direct and promote Utah International Charter School, a chartered public school, and such other educational activities as the Board of Directors may define.
- (c) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
- (d) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- (e) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and

to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

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

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

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

Article IV MEMBERS/STOCK

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

Article V BY-LAWS

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

Article VI DIRECTORS

The number of directors of this Corporation shall be no fewer than three (3), but not more than fifteen (15), as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is nine (9), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Linda Barth
3265 Cummings Road
Salt Lake City, Utah 84109

Cynthia Bourne
3250 Millcreek Dell Lane
Salt Lake City, Utah 84109

Aloysius Church
4110 South 670 East, Unit H
Salt Lake City, Utah 84107

Wanda Gayle
1565 E. Garfield Avenue
Salt Lake City, Utah 84105

Angella Hamilton
7815 Majestic Road Drive
Cottonwood Heights, Utah 84121

Ryan Marchant
1773 West 8300 South
West Jordan, Utah 84088

Nazanin Nourmohammadi
8455 South 1520 East
Sandy, Utah 84093

Steven Winitzky
35 F Street #421
Salt Lake City, Utah 84103

Amy Wylie
2111 East Lincoln Lane
Salt Lake City, Utah 84124

Article VII
INCORPORATORS

The names and addresses of the incorporators are:

Linda Barth
3265 Cummings Road
Salt Lake City, Utah 84109

Cynthia Bourne
3250 Millcreek Dell Lane
Salt Lake City, Utah 84109

Aloysius Church
4110 South 670 East, Unit H
Salt Lake City, Utah 84107

Wanda Gayle
1565 E. Garfield Avenue
Salt Lake City, Utah 84105

Angella Hamilton
7815 Majestic Road Drive
Cottonwood Heights, Utah 84121

Ryan Marchant
1773 West 8300 South
West Jordan, Utah 84088

Nazanin Nourmohammadi
8455 South 1520 East
Sandy, Utah 84093

Steven Winitzky
35 F Street #421
Salt Lake City, Utah 84103

Amy Wylie
2111 East Lincoln Lane
Salt Lake City, Utah 84124

Article VIII
REGISTERED OFFICE AND AGENT

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

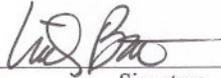
3265 Cummings Road
Salt Lake City, Utah 84109

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

The corporation's initial registered agent at such address shall be:

Linda Barth

I hereby acknowledge and accept appointment as corporate registered agent.



Signature

Article IX

PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be 3265 Cummings Road, Salt Lake City, Utah 84109. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

Article X DISTRIBUTIONS

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

Article XI DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, and within the meaning of Section 53A-1a-510.5 of the Utah Annotated Code. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

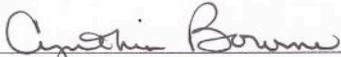
Granite School District School Board
UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

In Witness Whereof, We, Linda Barth, Cynthia Bourne, Aloysius Church, Wanda Gayle, Angella Hamilton, Ryan Marchant, Nazanin Nourmohammadi, Steven Winitzky, Amy Wylie, have executed these Articles of Incorporation this 14th day of February, 2011, and say:

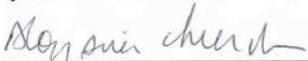
That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they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



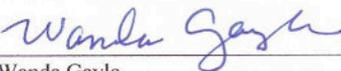
Linda Barth



Cynthia Bourne



Aloysius Church



Wanda Gayle



Angella Hamilton



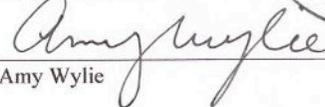
Ryan Marchant



Nazanin Nourmohammadi



Steven Winitzky



Amy Wylie

ATTACHMENT D

Job Description for Utah International Charter School Board Members

General Responsibilities:

Responsible for ensuring that the academic program of Utah International Charter School (UICS) is successful, that the school's program and operation improve student learning and are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities:

1. Determine the mission and purpose of UICS and keep it clearly in focus¹.
 - Create and periodically review the mission statement which:
 - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is successfully educating students and is not drifting away from its original purposes.
 - Understand and support the mission statement.
 2. Select the School Leader
 - Reach consensus on the School Leader's job description.
 - Undertake a careful search process to find the most qualified individual.
 - Oversee and approve contract negotiation and renewal.
 3. Support and review the performance of the School Leader
 - Provide frequent and constructive feedback.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Compliment for exceptional accomplishments.
 - Provide for an annual written performance review with a process agreed upon with the School Leader well in advance.
 4. Ensure effective organizational planning
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
 5. Ensure adequate resources
 - Approve fundraising targets and goals.
 - Assist in carrying out development plan.
 - Make an annual gift at a level that is personally meaningful.
 6. Manage resources effectively
 - Approve the annual budget.
 - Monitor budget implementation through periodic financial reports.
 - Approve accounting and personnel policies.
 - Provide for an independent annual audit by a qualified CPA.
-

- Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.
7. Determine, monitor and strengthen the programs and services
- Assure programs and services are consistent with the mission and the charter.
 - Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Monitor progress in achieving the outcomes and goals.
 - Assess the quality of the program and services.
8. Enhance UICS's public standing
- Serve as ambassadors, advocates and community representatives of the school.
 - Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
 - Provide for a written annual report and public presentation that details UICS's mission, programs, financial condition, and progress made towards charter promises.
 - Approve goals of an annual public relations program.
9. Ensure legal, financial and ethical integrity and maintain accountability.
- Establish policies to guide the school's board members and staff.
 - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
 - Adhere to the provisions of the school's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the school.
 - Ensure compliance with all federal state and local government regulations.
10. Recruit and orient new board members; conduct professional development and assess board performance
- Define board membership needs in terms of skill, experience and diversity.
 - Cultivate, check the credentials of and recruit prospective nominees.
 - Provide for new board member orientation.
 - Conduct regular professional board development activities to improve board quality.
 - Conduct an annual evaluation of the full board and individual trustees to improve board quality.