

Section 11: Background information

Name: Linda Barth

Role in School (list positions with school) Founder and Board member; anticipated Administrator during planning year; anticipated Principal when school opens.

Statement of Intent:

As the chair and a founding member of this board, I have expressed my dedication to the founding of this school and the commitment of the next several years of my professional career to making this school a success. I anticipate working as the administrator during the planning year and the Principal of the school when it opens.

Not-for-Profit History:

Currently I am working on my administrative license through Utah State University. I expect to be certified by August 2011. I have worked in various leadership capacities in my church congregation for the past twenty years including president of the women's auxiliary at the local level and in the presidency of the young women's auxiliary at the district level.

Employment History:

Program Coordinator, July 2009 – July 2010

Newcomer Academy, Granite School District, Salt Lake City, UT

Oversaw day-to-day operation of ESL program for 120 new immigrants and refugees in grades 10 – 12. Supervised staff of 14 people including teachers, counselor, social worker, classroom aides, translators and parent liaisons. Coordinated use of shared facilities with Granite Peaks Learning Center administration and staff. Managed admissions process for new students including administering English and Math placement tests, recommending class schedules and ensuring completion of necessary admission forms. Monitored grades and extracurricular activities of exited students. Reported all program activities to district supervisor. Coordinated with various district departments to provide after school activities and program support. Initiated Student Advisory program in which all teachers, administrators, and support staff were responsible for monitoring ten to fifteen students' grades and general well being. Student Advisory meetings were held weekly to assess student issues that the coordinator, counselor or social worker needed to address. Conducted weekly professional development based on Lesson Study model in which teachers work together to establish a specific learning goal then plan, teach, observe and analyze a "research lesson" to meet that learning goal.

Teacher, October 1998 – June 2009

Lower East Side Prep High School (LESP), New York City Public Schools, NY

Taught ESL to recent immigrants primarily from China, but also Africa, Central Asia, and South America ages 17-21 at the intermediate and advanced levels. Instruction focused on developing research skills, vocabulary, reading comprehension skills, writing and literature study. Cooperative learning and a variety of technology integrated into every unit of study. LAB BESIS Coordinator 2008-2009. Administered placement exam and the New York State LAB R second language assessment to

over 250 incoming English Language Learners (ELLs). Coordinated annual proctoring of New York State ESL Achievement Test to the schools' 400 ELLs. Responsible for the meticulous organizing and thorough record keeping of these test scores and other related data. Reported this information to school administrators and district officials. Also, wrote a number of annual state and city reports about the school's services for ELLs using this data. Cooperating teacher to eight New York University MA TESOL students. Modeled lessons and teaching techniques, collaborated on lesson plans, observed and provided feedback to student teachers on a daily basis.

Curriculum Specialist, Summer 2006

Teach for America, New York City Institute

Underwent extensive two month training in preparation for teaching at summer institute. Taught, observed and coached a cohort of 35-40 prospective Teach for America teachers in preparation for their fall teaching assignments in New York City public schools. Content included the Teaching as Leadership approach, instructional planning and delivery, assessment, classroom management and culture, learning theory, diversity and second language acquisition basics.

Fulbright Exchange Teacher, Fall 2003

Universidad Autónoma del Estado de Hidalgo, Pachuca, Hidalgo, Mexico

Taught three courses in the university's teacher preparation program: "Techniques in the Teaching of English", "Educative Investigation in the Teaching and Learning of English", and "Teaching Reading and Writing". Classes were conducted in English to students with a wide range of English language skills.

Teacher, September 1997 – October 1998

George Washington High School, New York City Public Schools, NY

Taught 9th grade Dominican ESL students at all levels. Collaborated with fellow ESL teachers during school, after school and on weekends to create ESL curriculum integrated with social studies, international business, health and medicine, law and leadership, mass media and communication.

Peace Corps Volunteer, June 1995 to June 1997

Osh, Kyrgyzstan

Taught American literature, writing, and conversational English at the Department of World Languages at Osh State University, a teacher training institute. Conducted a class for the university instructors in current EFL methodology and research. Created a sizable library for the English department by soliciting and acquiring large book donations. Collaborated with Peace Corps TEFL pre-service trainer to teach, observe and advise new volunteers about lesson planning, creative resource management, and EFL materials development.

Education History:

Utah State University, Administration/Supervisory License - 2012

Teachers College, Columbia University, New York, NY – 1999

MA in Teaching English to Speakers of Other Languages

University of Utah, Salt Lake City, UT – 1995

BA in Secondary English Education, Minor in Teaching English as a Second Language

National Board for Professional Teaching Standards Certification – 2005

English as a New Language/Early Adolescence through Young Adulthood

Teaching Certification

New York State Permanent License K-12 for Teacher of English as a Second Language.

Utah State Secondary License for Teacher of English, ESL Endorsement.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name: Linda Lesue Barth

Address: 3265 Cummings Road

City, State, Zip Salt Lake City, UT 84109

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [] NO[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.	
Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [] NO[X]
Do you have outstanding or unresolved civil judgments against you?	YES [] NO[X]

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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Utah International Charter School CHARTER SCHOOL.

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

W. B. Bums 3/28/2011

Applicant's Signature

Subscribed and sworn before me this 28 day of March Year 2011

County of SALT LAKE State of UTAH

Notary Public [Signature] My Commission Expires 15 NOV 2011



MICHAEL ORD
Notary Public
State of Utah
My Comm. Expires Nov 15, 2011
1275 N Hill Field Rd Layton UT 84041-4848

Background Information (cont.)

Name Cynthia S. Bourne

Role in School (list positions with school) Founder and Board of Trustees member

Statement of Intent:

I have been actively involved in developing a Charter High School in South Salt Lake beginning in January of 2010. I have been very concerned about the need for this type of school since the closure of Granite High School in May of 2009 and the transfer of these students to Cottonwood High school. I do not live in South Salt Lake but I have been volunteering in that community since the Fall of 2000. I have worked primarily with Woodrow Wilson Elementary, a Title 1, At Risk, High Impact, at a 90% poverty level. This experience has brought me in close contact with many refugee and immigrant families living in South Salt Lake. This is a very diverse community. With the closure of their local High School, secondary students of South Salt Lake have suffered a great loss, particularly those students who are new to this country and those at the lowest poverty level. Transportation is a major issue for this population. Even though these students are bussed they have lost the opportunity to participate in many after school hours activities. Parents have lost touch with their child's education. Many parents do not feel safe allowing their children to travel so far to school. I have watched too many students make the decision to drop out of school and I have seen how that decision has affected their lives and their family. I feel an urgent need to allow these children the chance they need to succeed in life through a good education that is close to home with the tools and the nurturing that is needed. Many of them have the potential of being the first high school graduate in their family and can change the future for the entire family.

I believe that Utah International Charter School is a desperate need for this community. My personal goal is to see the physical doors open for this school as well as the "opening of doors" for its students as they receive a college-preparation education that is committed to excellence and individual success.

Not-for-Profit History:

My association with nonprofit organizations goes back many years in many countries. We have volunteered as a family since 1990 in an orphanage in Cuauhtémoc, Mexico and been involved in a variety of ways over the years. We have volunteered as a family for many years with Choice Humanitarian beginning in 1995 and have completed several projects in Mexico. I have been involved in raising over \$100,000.00 for Heifer International and worked in a variety of countries to raise the standard of living with the gift of farm animals and education. Most recently we have placed 100 cows in the Pursat province of Cambodia. I started Fill the Ark 5k (filltheark5k.org), an annual, local race that supports Heifer International and has been successful since 2002.

I have been involved specifically with the refugee and immigrant population of Salt Lake City since 2001. I have organized several local community projects and partnered with needy

communities in this valley through church and school organizations. I received the 2005 Chelsea Hale Creative Community Leadership Award for the Lowell Bennion Community Service Center for my work with the South Salt Lake Community, particularly Woodrow Wilson Elementary. I have served in several PTA positions including president for 4 different schools. Two years as president was at Woodrow Wilson Elementary when my own children were out of the public school system but where was a great need for training and leadership.

I helped to organize the first World Refugee Day in Salt Lake City in 2005 and I have continued to be involved in that effort. I am on the Board of Directors of the Utah Refugee Coalition, a 501-C3 organization (utahrefugeecoalition.com) dedicated to maximize the quality and pace of refugee integration in Utah by working in collaboration with public and private resources.

I am also a member of the Refugee Advisory Board for the State of Utah Refugee Office (refugee.utah.gov) and am currently leading their Refugee Youth Committee.

Employment History:

I have been a homemaker with children in our home from 1974-2011. I worked in the office of Drs. Bourne, Lee and Sorenson from 1972-1982. I am currently the director of Ancestor Seekers (ancestorseekers.com), organizing and directing genealogy research trips for people from all over the world who want to do research at the Family History Library in Salt Lake City, Utah.

Education History:

Utah State University, 1971-1973
 University of Utah, 1984-1986

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Cynthia S. Bourne

Address 3250 Millcreek Dell Lane

City, State, Zip Salt Lake City, Utah 84109

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

<p>full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO [X]</p>
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[X]</p>

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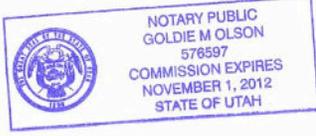
Cynthia S Bown

 Applicant's Signature

Subscribed and sworn before me this 17 day of March Year 2011.

County of Salt Lake State of Utah

Notary Public [Signature] My Commission Expires 11/01/2012



NOTARY PUBLIC
 GOLDIE M OLSON
 578597
 COMMISSION EXPIRES
 NOVEMBER 1, 2012
 STATE OF UTAH

Background Information (cont.)

Name Aloysius S. Church, Ed.D.

Role in School (list positions with school) Founder and Board of Trustees member

Statement of Intent:

To assist with the organization and operation of the Utah International Charter School (UICS) as a private citizen. To share my 40 years of experience and areas of expertise developed as a teacher and school administrator in Utah with school stakeholders (parents, staff, and community members) in fulfilling the mission of the school program. To serve as a supportive voice and provide appropriate legal and moral direction in the functioning of the UICS.

Not-for-Profit History:

I have worked as a public educator in the state of Utah since 1969, first as a VISTA volunteer and project director working with adult education and community outreach for low income parents in Salt Lake District. After my VISTA service I served as teacher (Lincoln Jr. High and Highland HS) and administrator (East HS and Glendale Int.) until 1991. That year I began working for the Murray District as principal (1991-1997) and district office administrator (curriculum and assessment) until 2002 when I was hired as CEO/Principal to open AMES (Academy for Math, Engineering and Science) charter early college high school. I served in this recent capacity until August 2010 when I retired. Currently I am an adjunct professor in the ELP department, College of Education, University of Utah.

Employment History:

In addition to the above not-for-profit work history, I have worked as a free lance journalist for Utah holiday Magazine (1975-1985); Deseret News (1985-1998) and KUTV (1979-1983). I also was a contributing writer for Network Magazine (1975-1985).

Education History:

1968: Georgetown University; BA, History

1974: University of Utah; M. Ed. Cultural Foundations

1987: University of Utah; Basic Administrative Certificate

1991: Utah State Office of Education; Professional Administrative Certificate

1991: University of Utah, Ed. D.; Education, Leadership and Policy

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Aloysius S. Church

Address 4110 South 670 East, Unit H

City, State, Zip Salt Lake City, Utah 84107

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO [X]</p>
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<p>5. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO [X]</p>
<p>6. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO [X]</p>

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

Alyson L. Lund

Applicant's Signature

Subscribed and sworn before me this 14th day of March Year 2011.

County of Salt Lake State of Utah.

Notary Public Valerie P. Durkee My Commission Expires _____



Background Information (cont.)

Name Wanda Gayle

Role in School Vice Chair, Board of Trustees and founding member

Statement of Intent:

I've been actively involved in developing Utah International Charter School since December 2009 when the volunteer coordinator at the Utah Office of Refugees told me about the effort to start a charter school with a target population of refugee students. Later, in the summer of 2010, the group decided to split into two committees, one with an elementary school focus and one with a secondary school focus. I continued with the secondary school committee and was elected vice chair when we became a board of trustees.

My commitment to the concept and goals of Utah International Charter School stems from my long-term experience with the refugee community and my previous experience as a founder of a successful charter school. I understand the strong desire for education most refugee families come to America with, and I respect their tenacity and motivation to not only attend ESL classes themselves but for their children to attain a high school diploma. However, there are many barriers to even these modest goals. But if even one child in a family graduates from high school, it changes the prospects for an entire family and leads the way to economic independence, good mental health, citizenship, and further education for everyone in the nuclear and extended family. My personal goal is to plant the seed for Utah International Charter School, nurture the emergent school, provide an unwavering commitment to excellence in college-preparation education during the school's early years, attend the first graduation in 2016, and look back at some point on a flourishing school that is a vital and integral part of a diverse city and community.

Not-for-Profit History:

My association with nonprofit organizations includes six years, starting in 1990, as treasurer for the Salt Lake Tibetan Resettlement Project, an effort that raised \$75,000 to resettle Tibetan refugees in the Salt Lake City area; assisted in housing, health care, employment, and sponsors for each of the refugees; provided ongoing support; and organized the visit of His Holiness the Dalai Lama to Salt Lake City in 2001.

I have also volunteered with Catholic Community Services and the International Rescue Committee off and on since about 1995 as a mentor to refugee families brought to Salt Lake City by those agencies. In 2010 I was a volunteer with the Utah Office of Refugees and helped organize World Refugee Day, a festival of cultural and educational events. I am currently signed up as a volunteer with the Asian Association.

In addition, I am a founding member of the Salt Lake Arts Academy and served on the Board of Directors as a parent member from 2002 to 2006. I was also the admissions officer responsible for recruitment, the lottery, the waiting list, and enrollment. I am familiar with the mechanics of

starting a charter school and the continuing effort to effectively govern and manage such a school, including board development, staff hiring, fundraising, program planning, facilities considerations, recruitment, and fiscal oversight.

Employment History:

I have had a free-lance editing business since 1997. I contract with many different businesses in the Salt Lake City area, including Westminster College, Pivot Communications, McCann Erickson SLC, and Franklin Covey. Corporate accounts I have contributed to include Microsoft Corp., Verizon Business, Biamp Systems, and Cymphonix Corporation. I also have experience working with companies that developed educational materials. In addition, I worked as a 2-1-1 Information Specialist at the Utah Food Bank from 2007-2010.

Education History:

Evergreen State College, Olympia, WA, B.A. History, 1982
 Simmons College, Boston, MA, Graduate coursework in Library and Information Science, 1998

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name _____ Wanda Gayle _____

Address _____ 1565 East Garfield Ave _____

City, State, Zip _____ Salt Lake City, UT 84105 _____

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO [X]</p>
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Granite School District School Board
 UTAH INTERNATIONAL CHARTER SCHOOL: Request for Charter School Authorization

<p>Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>7. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO [X]</p>
<p>8. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO [X]</p>

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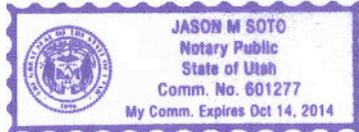
Wanda Gayle

Applicant's Signature

Subscribed and sworn before me this 4th day of MARCH Year 2011.

County of SAH LAKE State of UTAH.

Notary Public JMS My Commission Expires 10-14-2014



Background Information (cont.)

Name: Angella Hamilton

Role in School (list positions with school): ESL/History Teacher Granite School District

Statement of Intent:

For the last four years I have worked with refugee and other ELLs at the high school level. I began my career in the Newcomer Academy in Granite School District. I worked in the Academy, designed for refugee students and new immigrants, for three years. At the first of this year the District moved me to Cottonwood to work under a grant serving refugees. Here I continue advocating and working for ELL and refugee students. Every day I see the need for a place they can go to receive tailored instruction with teachers who are trained in SIOP and other strategies considered best practice for multicultural students and ELLs. My continued desire to improve the education of refugees and ELLs in this community drives my commitment to this charter school. I have actively participated as a member of the board since the decision to apply for a secondary charter. I plan to continue my participation in this school, whether it is on the board or as an employee, in years to come. I have worked diligently with others on the board to find educational models, and instruction practices, that meet the needs of our students and are considered best practice. As an educator I am committed to continue in searching out best practices and serving this population of students. Finally, my goal to create a sustainable school or program that fosters a global prospective and celebrates individual culture, which will begin to be achieved when we open the doors of Utah International Charter School.

Not-for-Profit History:

During the past four years I have been employed as a teacher in Granite School District. Over the past four years I have received extensive training on best practice for both language and content instruction. I have worked closely with district personnel to develop the Newcomer Academy, established by the district to meet the needs of refugee and recent immigrants with limited English language ability. In 2010, the district cut our funding, so we found alternative funding through federal grants and moved the program to Cottonwood High School.

I am currently working with Utah Refugee Soccer (a subsidiary of Utah Refugee Coalition, a 501(c)(3) non-profit), to establish a women's soccer program to build self-esteem and prevent young women from entering prostitution. I am also the head women's soccer coach at Cottonwood High School and well versed in educational procedures policies of high school sports and activities. I am also heading the Cottonwood Soccer programs initiative to get an intermural soccer program established at the school funded by South Salt Lake City and other grants.

Employment History:

I have been employed with Granite School District since August 2007, as an ESL and history teacher. The first three years, I worked in the Newcomer Academy, a program designed specifically for new refugees with limited English and some interrupted education. While working there I became an assistant coordinator for a year. Part of my responsibilities included student breakfast and lunch waivers, field trip organization, testing coordinator, parent liaison,

student discipline, activities coordinator, materials manager, and other various responsibilities depending on need. In 2010, I moved to Cottonwood High School to work in the Language Academy. I am currently the women’s head soccer coach and am in the process of rebuilding the program. I gave a presentation at the 2011 Utah Refugee Conference on the topic of “How to Help Refugee Youth Succeed in School.” All these experiences show my continual and active involvement with the target population and with education.

Education History:

- Ricks College, August 1999-April 2001, B.A. in History
- BYU, August 2004-April 2007, B.A in History Teaching, minor in TESOL

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name: Angella Hamilton

Address: 7815 Majestic Ridge Drive

City, State, Zip: Cottonwood Heights, Utah, 84121

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO [X]
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Applicant's Signature

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

County of _____ State of _____

Notary Public _____ My Commission Expires _____

Background Information (cont.)

Name Nazanin Nourmohammadi

Role in School (list positions with school) Founder and Board of Trustees member

Statement of Intent:

I was born in Tehran, Iran. I converted to Christianity and was an active member of the Episcopal Church in Iran. I served as a member of the vestry and the secretary to the Bishop of the Gulf, Middle East, and Iran Diocese for seven years. During that time and in the years to follow, I served as a missionary spreading God's word to more than fifteen different states. My services to the church and to God entailed many faith-building experiences. I am a stronger person today because of the trials I went through in Iran. I was captured and jailed eleven times including being beaten almost to death, yet, my faith in Christ never wavered.

I came to the United States in February of 2001. I resettled in Salt Lake City, Utah through the International Rescue Committee (IRC). I later worked for IRC as a volunteer and then a case manager for almost five years assisting other refugees to resettle in Utah. I want to help other refugees with similar experiences to my own. I love serving and helping others and I have been rewarded in so many different ways, particularly by way of personal satisfaction in having made a difference in another family's life.

Not-for-Profit History:

I am a vestry member in St. James Episcopal Church and part of the Outreach Committee. I also serve as a Lay Eucharist Visitor. I serve in different communities to build the capacity for their success. I am part of the Board of Directors for the Women Of the World (WOW), helping and empowering women from all communities.

Employment History:

Since February 2008, I have engaged in a new venture with the Department of Workforce Services, continuing my services to refugees by way of employment counseling. I am able to assist refugees from all countries of the world. The greatest reward for me, serving in this capacity, is seeing the success of the families in the community. Many of these families come from refugee camps with little or no English skills or work experience and I have the opportunity to help them learn these things, and in turn, when they do well in the community and independently support their families, I feel a sense of overwhelming satisfaction and gratitude to God for blessing them and blessing me to be able to help them.

Education History:

Master of Divinity, ICI University
Nursing degree, Beheshti University of Medical Sciences, Tehran, Iran
Literature and language diploma, UTTO University, Ankara, Turkey
Bridge in the Gap interpreter certification, SLC UT

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Nazanin Nourmahammadi

Address 8455 South 1520 East

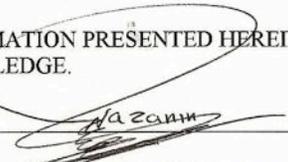
City, State, Zip Sandy UT 84093

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO[x]
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>11. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [] NO[x]
<p>12. Do you have outstanding or unresolved civil judgments against you?</p>	YES [] NO[x]

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR UTAH INTERNATIONAL CHARTER SCHOOL.

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



Applicant's Signature

Subscribed and sworn before me this 18 day of February Year 2011.

County of Salt Lake State of Utah.

Notary Public  My Commission Expires March 01, 2013



Background Information (cont.)

Name Steven N. Winitzky

Role in School (list positions with school) Trustee of the Board & Planning Team member

Statement of Intent:

I believe strongly that our systems of free public education are critical to the positive advancement of our American and global human societies. All important systems must continually be in the process of improvement. Since 1999, I have been involved in the charter school movement in Utah and nationally because I believe that the addition of small autonomous public schools is a proactive way to contribute to improving the public education system. I helped to found and operate one of Utah's early charter schools, City Academy, in 1999. Since then, through technical assistance endeavors and the state's charter school association, I have participated in the support of quality Utah charter schools.

When I began my retirement in June 2010, I decided to devote some of my time to assisting select groups of people think through their promising charter school visions and develop their school plans. My interest is in groups that aim to design schools for children that are currently being underserved. The Utah International Charter School group has this aim. The group is led by educators with experience with refugee students and the board consists of stake holders with hands-on experience in Salt Lake's refugee community. Certainly the school is open to all children, but the fact of its focus and location in the South Salt Lake area where hundreds of refugee families are located will ensure that newcomers to American society will attend and receive a powerful, research-based education that will prepare them for success in their secondary education and beyond into college, careers and as American citizens. I am pleased to be a member of the Board and the planning committee for the Utah International Charter School. I am committed to its success and the success of its students.

I bring ten years of Utah charter school experience to the group and I will play my part in establishing and operating the school, particularly in the areas of governance, finance and operations.

Not-for-Profit History:

The governing board is at the heart of a charter school. The success of a charter school – thus the success of individual students – is, in great part, a result of the health and effectiveness of its board.

I bring to this chartering endeavor my experience as a nonprofit board member, my experience founding and operating a Utah charter school (City Academy of Salt Lake), as well as my training in and teaching of governing board/organizational effectiveness.

I began working with and serving on nonprofit boards in the early 1990s when I first moved to Utah. My board service history below. In 2003, I began providing technical assistance services

to Utah charter schools with a small team of charter veterans through a series of grant projects, state contracts and through programs of the Utah Association of Public Charter Schools (UAPCS). Technical assistance services included charter board professional development through workshops, briefs, hotlines and one-on-one trainings. Between 2004 and 2009, we benefited from nationally recognized charter governance and organizational experts that included Brian Carpenter, Marci Cornell-Feist and Ted Fujimoto, who spent time in Utah providing workshops for the majority of existing charter school boards and administrators. As part of the UAPCS staffing team, I helped to develop and present board trainings to Utah charter schools during 2008 and 2009. Through these experiences I have become knowledgeable about nonprofit boards and the importance of professional development to ensure their effectiveness.

One of my responsibilities as a board member and planning team member for this chartering group is board professional-development coach. As such, I have provide regular mini-trainings on board effectiveness to the board and planning group.

Board Service:

- Board member, Generacion Floreciente (WVC dual language immersion school), 2010-present
- Board member, Utah International Charter School, 2010-present
- Board member, East Hollywood High School, 2009-present
- Board member/Executive Committee member, Utahns Against Hunger, 2001-2009
- Advisory Board member, Lowell Bennion Community Service Center, U of Utah, 2000-2008
- Board member, Utah Association of Public Charter Schools, 2003-2006, served as Vice President and Secretary
- Board member, Utah Charter School Association, 2000-2003
- Board member, Network Magazine, 1987-1990

Employment History:

Since 1999 my job history has been exclusively charter related. I was a founder of City Academy in 1998-99, serving in operational and financial administrative capacities at the school until 2003. I was City Academy's first business manager. Since 2003, I have been involved in providing technical assistance, training and support to Utah charter schools through a series of grant projects and state contracts. Since 2006, I have provided support services to Utah charters through the Utah Association of Public Charters Schools, serving as its chief of staff and executive director. Since retiring in June 2010, I have been assisting three charter school founding groups that are working to fashion charter schools that will serve special populations of children who are currently being underserved.

Career History:

December 2008 – June 2010

EXECUTIVE DIRECTOR * UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS * SALT LAKE CITY

- Chief Executive Officer of Utah's statewide association of charter schools, directing a staff of six, responsible to a board of directors elected by association membership.
- Provides overall leadership of staff in the development and implementation of short and long range plans, policies and other activities

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

- Provides financial management of the corporation, including the development and implementation of the annual budget
- Develops, in consultation with the Chairman, Board of Directors and the Director of Advocacy, the annual legislative agenda and for conducting outreach activities to charter supporters and legislators
- Acts as liaison efforts with the State Charter School Board, the state Charter School office at USOE, and other strategic partnerships that may be available
- Provides information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the association
- Supports all activities associated with the Board of Directors, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agenda, and meeting materials
- Administers overall operations of the association, including: reviewing and evaluating the results of program activities, ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; developing organizational and administrative policies and program objectives for Board consideration

MAY 2006-2008 – STAFFING SERVICES CONTRACT WITH THE UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS

- UAPCS Chief of Staff: Directs contract for organizational staffing services and support of Executive Director and Board of Directors to increase the resource capacity of the statewide association by establishing a website and member services, analyzing and communicating policy issues, supporting legislative efforts, facilitating and keeping agendas for member and Director meetings, and providing general organizational, corporate and fiscal services
- Wrote the proposal and facilitated the grant from the National Alliance of Public Charter Schools to build the capacity of the UAPCS by developing a comprehensive three-year strategic plan
- Participated in the Master Classes series provided by the National Alliance of Public Charter Schools to assist state charter association leaders in building the capacity of their individual state organizations
- Wrote proposal to the Daniels Fund to provide seed money to move the Association to a new level of service and resources for Utah charter schools and implement key elements of the UAPCS Strategic Plan

October 2006 – September 2008

Director * CharterSTAR * Salt Lake City (DISSEMINATION GRANT PROJECT OF JOHN HANCOCK CHARTER SCHOOL WITH THE CHARTER SCHOOL SECTION OF THE USOE)

- Designed and directed project that secured a two-year contract to provide technical assistance services to Utah charter schools that included a training program for planning-year schools, informational workshops for people and groups interested in founding a charter school, trainings for SIS users and business management staff, email and telephone support, resource briefs, annual reporting calendar, one-on-one assistance and producing Utah's annual statewide charter school conference.

October 2006 – March 2007 – Technical assistance contract with the Charter School Section of the USOE/State of Utah)

- Designed project and wrote proposal to secure a state contract to assist all of Utah's charter schools
- Directed the six-month contract that included more than a dozen trainings for new and veteran charter school personnel, telephone/email assistance helpline, development of more than a dozen resource briefs, plus one-on-one onsite assistance

November 2003 – March 2006 – Dissemination grant project of City Academy Charter School with the Charter School Section of the USOE)

- Designed project and wrote proposal to secure federal charter school dissemination funds to assist all of Utah's charter schools
- Directed the two-year "TAP Project" that included a resource website, telephone/email assistance hotline, documentation of complex procedures, trainings for new and veteran charter school operators, one-on-one onsite assistance
- Provided analysis and position papers concerning charter school policy and funding issues

July 1998 – November 2003

Co-founder & Business Manager * City Academy Charter School * Salt Lake City

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

- Helped to establish City Academy and its programs
- Managed the school's business, data, facility and employee operations
- Designed and wrote organizational and marketing materials and grants

June 1990 – March 2000

Assistant Director/Administrator * Utahns Against Hunger * Salt Lake City

- Managed all fiduciary functions
- Wrote position papers, grant and project proposals, press releases, articles, newsletters, presentations
- Participated in the agency's annual effort at the Utah Legislature
- Designed and produced agency's printed materials including pamphlets, newsletters, flyers and posters
- Supervised office staff and managed facilities

June 1987 – June 1990

Freelance Writer * Salt Lake City

- Published articles in local media
- Edited technical manuals
- Served on the Editorial Board of Network Magazine
- Awarded 1st place in 1989 League of Utah Writer's statewide competition, "Newcomers" category

September 1986 – June 1987

Director of Administration * Liberty Dental Care * Washington, D.C.

- Directed all internal operations; hired and managed staff, facilitated contracts with service providers, created and maintained organization's computer databases and financial systems

September 1985 – September 1986

Vice President * Cascade East Corporation * Alexandria, Virginia

- Directed overseas trading and procurement division; fielded RFPs for a wide variety of material and services for Saudi Arabian clients; negotiated contracts with clients and suppliers; supervised shipping, contracts and international letters of credit
- Managed commercial property; supervised completion of construction, facilitated tenant space designs, performed CADD system drafting of tenant space designs, supervised construction of tenant space improvements, negotiated leases

December 1982 – August 1985

Director, Riyadh Office * Cascade East Corporation * Riyadh, Saudi Arabia

- Established and managed a trading and procurement office for the supply of North American materials and services for Saudi Arabian and international clients
- Supervised the installation of the first computer network for the Al Rashid consortium of Saudi Arabian joint venture companies

June 1977 – December 1982

Owner/Manager * Elizabethan Enterprises * Eugene, Oregon

- Performed residential construction and remodeling
- Managed and maintained residential rental properties
- Manufactured and marketed energy-conserving, insulating window shutters

July 1975 – June 1977

Media Specialist * Fern Ridge Middle School * Eugene, Oregon

- Directed school media center/library
- Taught media research, library skills and photography

Education History:

1971 Bachelor of Science, Journalism, University of Oregon, Eugene, Oregon

1976 Secondary Teaching Certification, Media Specialist, State of Oregon

2009 Completed Charter Support Organization Executive Management Training, a Master Class series of the National Alliance of Public Charter Schools

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Steven N. Winitzky

Address 35 F Street #421

City, State, Zip Salt Lake City, Utah 84103

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [] NO [X]
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>13. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [] NO [X]
<p>14. Do you have outstanding or unresolved civil judgments against you?</p>	YES [] NO [X]

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR SALT LAKE INTERNATIONAL HIGH SCHOOL.

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


Applicant's Signature

Subscribed and sworn before me this 8 day of Feb Year 2011.

County of Salt Lake State of Utah.

Notary Public Whitney Heather Dymock My Commission Expires Dec 23, 2014



Background Information (cont.)

Name Amy Wylie

Role in School (list positions with school) Founder and Board of Trustees member

Statement of Intent:

In November of 2009, there was interest expressed in a charter school targeting the unique needs of refugee students. I work for the State Refugee Services Office and was asked to organize an exploratory committee to consider the needs and possibilities. The interest continued to grow and out of the initial committee two groups emerged. One interested in elementary age and one 7th–12th grade students. The committee addressing the older grades has completed and excellent charter application under the name of Utah International Charter School.

Utah is fortunate to have such a diverse population joining our communities. I am personally fortunate to have the privilege to volunteer and work with hundreds of refugee families. They willingly share their culture and friendship with me. They are grateful to have found a new home in Utah, but resettlement to a new country is very challenging. One of the obvious challenges is learning English and pursuing an education and or employment. This may be a long-term challenge for adults, but there is great hope for the future of their youth.

The challenges have been overwhelming and some families feel they saved their children by coming to America, but then lost them to the challenges facing teenagers. There is a great need and strong support for schools that can engage students while providing an outstanding education with an ESL focus and cultural sensitivity. I am confident that these challenges can be addressed and overcome through a charter school.

Not-for-Profit History:

2000-present: Volunteer with the LDS Inner City Project. Volunteers offer support to low-income families in need of services and support.

I have worked with numerous non-profit agencies that provide services to low-income families, including refugees.

Employment History:

February 2009 to present: State of Utah, Department of Workforce Services, Refugee Services Office.
Responsibilities of Refugee Services Office: Develop better services for refugees resettled in Utah.
Specifically assigned as volunteer coordinator, resource development for refugee communities, liaison with agencies providing services to refugee clients, and housing support.

Education History:

Sociology Degree, University of Utah
Projected graduation: 2012

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Amy Wylie

Address 2111 East Lincoln Lane

City, State, Zip Holladay, Utah 84124

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO[x]</p>
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
<p>15. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO[x]</p>
<p>16. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO[x]</p>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

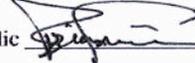
WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Utah International Charter School CHARTER SCHOOL.

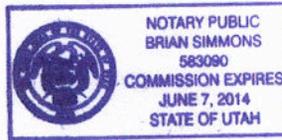
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's Signature

Subscribed and sworn before me this 22 day of MARCH Year 2011.

County of SALT LAKE State of UTAH.

Notary Public  My Commission Expires JUNE 7 2014



Section 12: Comprehensive Program of Instruction

Mission

The mission of Utah International Charter School is to provide a rigorous and relevant education in a small school setting for secondary students seeking global perspectives, including recently arrived immigrants and refugees. Our educational program will include English language acquisition, international languages, college prep and career readiness for a diverse student body.

The research on the effectiveness of small schools is extensive. The Bill and Melinda Gates Foundation studied what are called Small Schools of Choice (SSCs) in New York City, which are “small, academically nonselective, public high schools that were opened between 2002 and 2008 serving approximately 100 students per grade in grades 9 through 12 and open to students at all levels of academic achievement” (Bloom, Thompson, & Unterman, 2010, p.1).

Bloom, et. al. (2010) found that students in SSCs had higher average attendance (p.7), earned more credits (pp. 5,7), and had higher overall graduation rates (p. 8).

Our educational program will be based on the notion that language is easiest learned through content; and content is best learned through a language-rich, highly scaffolded, integrated curriculum that includes a variety of individual and collaborative projects. For ELLs to succeed they must master not only English vocabulary and grammar, but also the way English is used in core content classes. Short has established these as the three bases of academic literacy 1) knowledge of English, 2) knowledge of the content topic, and 3) knowledge of how the tasks are to be accomplished (2002. p.13).

To meet the objective of our mission to provide a rigorous and relevant education, as well as cultivate a global perspective, our curriculum will be chosen from a wide range of resources that are culturally responsive and engage students in actively learning and making meaning of the Content Core Standards and National TESOL Standards. The curriculum will also integrate SIOP strategies to increase student’s academic and social English language acquisition preparing them for college and careers.

Relevant culturally responsive curriculum is critical to student learning. Christine Sleeter (2005, p. 149) in “Un-standardizing Curriculum” explains that every student needs to see his or her reality mirrored in the curriculum. Those who see curriculum as a “window” to someone else’s reality become disengaged, making relevant content critical to a rigorous education (Sleeter, 2005, p. 149). Research also indicates that cultural responsive curriculum “improves student achievement, according to a variety of indicators, across ethnic groups, grade levels, and subject or skill areas. The multiple achievement effects include higher scores on standardized tests, high grade point averages, improved student self concepts and self-confidence, and greater varieties and levels of student engagement with subject matter” (Gay, 2000, p. 46).

The research supporting integrated curriculum is also extensive. In his article, "Models of Curriculum Integration," Loepp (1999) cites a plethora of research by cognitive scientists who now believe that:

"The single best way to grow a better brain is through challenging problem solving. This creates new dendritic connections that allow us to make even more connections" (Jenson, 1998, p. 35). And one of the best ways to promote problem solving is through an enriched environment that makes connections among several disciplines (Wolf & Brandt, 1998). Educational researchers have found that an integrated curriculum can result in greater intellectual curiosity, improved attitude towards schooling, enhanced problem-solving skills, and higher achievement in college (Austin, Hirstein, & Walen, 1997; Kain, 1993). Barab and Landa (1997) indicated that when students focus on problems worth solving, motivation and learning increase.

In addition to a culturally responsive and integrated curriculum, our teachers will incorporate strategies developed by the Center for Applied Linguistics in the Sheltered Instruction Observation Protocol or SIOP method, which has undergone extensive empirical research studies to establish its effectiveness on English Language Learner achievement (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).

The Sheltered Instruction Observation Protocol includes eight key components (Puzick, n.d.):

1. Preparing ELLs "for learning by being able to communicate about the learning experience" (para. 3).
2. Building background knowledge.
3. Delivering comprehensible input with vocabulary students can understand and providing a variety of audio and visual aids, context clues, and body language.
4. Explicitly teaching comprehension and cognitive learning strategies.
5. Providing ample opportunity for student-to-student and student-to-teacher interactions.
6. Explicitly stating and ensuring students understand both content and language objectives.
7. Assessing student progress with "a comprehensive and deliberate review of vocabulary, key content area concepts, and language standards" (para. 9).

To facilitate these innovative teaching methods, the students will be organized in a vastly different way than traditional high schools are currently organized. Students will study in cohorts organized by grade: 7th & 8th grades; 9th & 10th grades; and 11th & 12th grades. Once placed in heterogeneous cohort with other students from different countries and different English language levels, students will study with the same instructional team of teachers for two years. Heterogeneous groupings are based on the belief that everyone needs mentors at every level and in every learning circumstance. Teacher modeling is essential, but student modeling and collaborative learning is also an effective and powerful scaffolding tool for learning language and content (Walqui, 2006, pp.167-168).

Instructional teams will be required to meet everyday at lunch to plan and discuss students. They will also have three periods every other week to plan their interdisciplinary curriculum, which is supported by abundant research demonstrating its effectiveness.

The teachers will meet with their subject matter colleagues every other week as well. In this capacity, the teachers will be required to create common formative and summative assessments. Subject matter teams will be trained to analyze the results from their common assessments and develop strategies to address the weaknesses within their individual instruction. For example, if one math teacher has classes consistently scoring lower in a certain algebraic equations, that teacher may be required to observe a teacher whose students are scoring higher in this area. Or the teacher may need to do a mini-action research project to determine why he/she is not getting satisfactory results with that particular area of instruction.

Our goal is for the UICS instructional and advisory teams to become high functioning professional learning communities, which include the following elements (Crow & Matthews, 2010, pp. 47-48):

- A “common mission, vision, values and goals that are focused on student learning”
- “Teaming that is collaborative”
- “Decision making based on data and research”
- “Use of continuous assessment to improve learning”
- “Academic success for all students with systems of prevention and intervention”
- “Professional development that is teacher driven and embedded in daily work”
- “Participative leadership that focuses on teaching and learning”

Shared leadership is critical for a PLC and will be implemented at UICS as a system of committees in which one member from each instructional team will participate. Team leaders will be a part of the Principal’s Advisory Committee, which makes over arching policy and governing decisions along with the principal, elected parents and students. There will also be a professional development committee, a hiring committee, a committee for extracurricular activities and after school programs, and a parent and family outreach committee. In this way, the responsibilities for every aspect of the school program are shared among the entire staff. We expect this increase ownership and teacher involvement at much higher levels than in traditional schools.

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 PLC’s 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 PLC’s (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 study, 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).”

Along with more participation and control, instructional teams will be held accountable for the progress of their cohort—approximately 80 students whom they schedule, advise and track for two years. Student progress will be measured by regular formative and cumulative assessments in addition to standardized state tests.

Instructional teams will develop strategies to support students in and outside of the classroom. Teachers will be required to work collaboratively with the school refugee liaison, social worker and administrative team concerning students' academic and social progress.

The school will also employ and work with a variety of support staff that will also be held accountable for the work they do with the students. The school refugee liaison, counselor, social worker and administration will be responsible for providing additional support to each student's family through community, health and government programs focused on immigrant and refugee needs.

Traditional school models have allowed teachers only a minimum amount of autonomy. That may be found in the “privacy” of their own classrooms. Sometimes those teachers may have been able to determine certain aspects of their curriculum, but more often, teachers have been told exactly what to teach by their district or state curriculum officers, thus leaving them perhaps only the autonomy to decorate their classrooms. Today's teachers must redefine this notion of autonomy. Teachers should and can be given the opportunity for a collective autonomy and the authority to work within an instructional team.

In conclusion, Jim Cummins' (1986; 2001) seminal article, “Empowering Minority Students: A Framework for Intervention,” stated that the extent to which minority students are empowered by their educational experience depends on how much the 1) minority students' language and culture are incorporated into the school program; 2) how much the minority community participation is encouraged as an integral component of children's education; 3) how the pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge; and 4) whether professionals involved in assessment become advocates for minority students rather than legitimizing the location of the “problem” in the students (p. 659).

We believe the educational program of Utah International Charter School embodies the four components Cummins cites and, thus, will empower language minority students and English

Language Learners as well as native English-speaking students seeking a global perspective in their education.

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Section 13: Assessments, Graduation Requirements, and Master Course List

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.

Graduation Requirements

Students must have satisfactory citizenship and adhere to the rules and policies of the school. To graduate, students must have successful completion of 24 units of academic credit in grades 9 through 12. Twenty-two units of credit are prescribed, and two units are elective.

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 Does this align with Granite District's graduation requirements?

Summary of Required Courses

9 th Grade Requirements	
Mathematics I	Math I (1 credit)
Science	Earth Systems (1 credit)
Social Studies	Geography (1 credit)
English	English 9 (1 credit)
World Languages	Spanish (1 credit)
Physical Education & Health	PE & Health (.5 credits)
CTE	Computer Technology (.5 credits)
Art	Drama, Music, Dance, Art (1 Credit)
Total	7 Credits

10 th Grade Requirements	
Mathematics	Math II (1 credit)
Science	Biology (1 credit)
Social Studies	World Civilizations (1 credit)
English	English 10 (1credit)
World Languages	Spanish (1 credit)
Physical Education & Health	PE & Health (.5 credits)
CTE	Computer Technology (.5 credits)
Art	Drama, Music, Dance, Art (.5 Credits)
Electives	Drama, Music, Dance, Art (.5 Credits)
Total Cumulative	14 Credits

11 th Grade Requirements	
Mathematics	Math III (1 credit)
Science	Chemistry (1 credit)
Social Studies	US History (1 credit)
English	English 11 (1 credit)
Physical Education	PE (.5 - 1 credit)

Financial Literacy	Financial Literacy (.5 credits)
Art	Drama, Music, Dance, Art (.5 Credits)
Electives	Drama, Music, Art, Spanish, Computer Technology, Concurrent Enrollment through Salt Lake Community College (1 - 1.5 Credits)
Total Cumulative	21 Credits

12th Grade Requirements	
English	English 12 (1 credit)
Social Studies	US Government and Citizenship (1 credit)
Physical Education	PE if not completed in 11th grade (.5 credits)
Electives	Drama, Music, Art, Spanish, Computer Technology, Concurrent Enrollment through Salt Lake Community College (.5 - 5 Credits)
Total Cumulative	24 - 28 Credits

National Common Core

Utah International Charter School will follow the National Common Core Standards in Language Arts and Math in grades 7 - 12. As they are developed, UICS will adopt the Common Core standards for other subjects as well. This may include science and social studies.

Master Course List

7th Grade Courses

English 7 Based on the National Common Core

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills using a variety of selected novels, poetry, plays, fiction and nonfiction texts. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy. Will also include a special emphasis on globalization and immigration.

Utah & US History

Year Course - Required

In the first semester, students will study the early events, culture, and issues in the United States from early Native American history to before the Civil War. In the second semester, students will study important events, culture, and issues in the creation, development, and modern society of Utah. Will also include a special emphasis on immigration and globalization and how they affected each event in the U.S. and Utah. Curriculum will be integrated with other core content areas such as math and science in addition to the humanities: fine arts, music, literature.

Math Core 7 Based on the National Common Core

Year Course - Required

Focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve

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 The catalog does not identify whether each course is required or elective as required for the application.

problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Curriculum will be integrated with other core content areas such as science and history in addition to the humanities: fine arts, music.

Integrated Science 7

Year Course - Required

This course will integrate health and physical wellness as well as biological studies. Curriculum will be integrated with other core content areas such as math and history in addition to the humanities: fine arts, music, literature.

Spanish

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills in Spanish. Students will also study the history, cultures, and customs of Spanish speaking countries. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music.

Physical Education

Semester Course - Required

This course will teach students about healthy lifestyles, integrating health studies. This course will include various sports and physical activities.

Career & Technical Education (CTE) Intro

Semester Course - Required

The course focuses on basic computer literacy and integrating the state core. This course will align to the state CTE intro core.

Elective Options

Drama

Semester Course - Elective

This course will introduce students to the basic concepts of theater, music, and drama. The course will be integrated with our social studies and English classes and include a special emphasis on immigration and globalization.

Music

Semester Course - Elective

This course will provide students with fundamental knowledge of music and singing performances. This course will be integrated with English and social studies and include a special emphasis on immigration and globalization.

Art

Semester Course - Elective

The course will instruct students in the basic skills of drawing, painting, photography, mixed media, sculpture, design, and/or art history. This course will be integrated with core curriculum,

social studies, English, math, and science and include a special emphasis on immigration and globalization.

8th Grade Courses

English 8 Based on National Common Core

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills using a variety of selected novels, poetry, plays, fiction and nonfiction texts.

Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy. Will also include a special emphasis on immigration and globalization.

American History

Year Course - Required

This courses focus on the events, culture, and issues in United States history from the Civil War to 1900. Will also include a special emphasis on immigration and marginalized voices and how they affected that time period. Curriculum will be integrated with other core content areas such as math, English, and science in addition to the humanities: fine arts, music, philosophy.

Math Core 8 Based on the National Common Core

Year Course - Required

Focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Science 8

Year Course - Required

The curriculum will follow the state core and will be integrated with other core content areas such as English, social studies, and math.

Spanish

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills in Spanish. Students will also study the history, cultures, and customs of Spanish speaking countries.

Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy.

Physical Education 8

Semester Course - Required

This course will teach students about healthy lifestyles, integrating health studies. This course will include various sports and physical activities.

Career and Technical Education CTE with Computer Technology

Semester Course - Required

The curriculum will follow the state core and will be integrated with other core content areas such as English, math, and science, social studies.

Elective Options

Drama

Semester Course - Elective

This course will introduce students to the basic concepts of theater, music, and drama. The course will be integrated with our social studies and English classes and include a special emphasis on immigration and marginalized voices.

Music

Semester Course - Elective

This course will provide students with fundamental knowledge of music and singing performances. This course will be integrated with English and social studies and include a special emphasis on immigration and marginalized voices.

Art

Semester Course - Elective

The course will instruct students in the basic skills of drawing, painting, photography, mixed media, sculpture, design, and/or art history. This course will be integrated with core curriculum, social studies, English, math, and science and include a special emphasis on immigration and marginalized voices.

High School

9th Grade Courses

English 9 Based on National Common Core

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills using a variety of selected novels, poetry, plays, fiction and nonfiction texts.

Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy. Will also include a special emphasis on immigration, international, and marginalized voices.

Geography for Life

Year Course - Required

Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard in the following geographic themes: location, place, movement, region, and human-environmental interaction. The course will include map skills with physical and human geography essentials, beginning with North America, South America, Europe, and their connections to other world regions.

This course will follow the state core standards and will integrate with other core content areas such as English, math, and science in addition to the humanities like fine arts, music, and literature.

Math I - Based on National Common Core

Year Course - Required

The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Curriculum will be integrated with other core content areas such as science and history in addition to the humanities: fine arts, music.

Earth Systems Science

Year Course - Required

Life and physical science content are integrated in a curriculum with two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. This course builds upon students' experience with integrated science in grades seven and eight and is the springboard course for success in biology, chemistry, and physics.

The theme for Earth Systems Science is **systems**. The "Benchmarks" in the Earth Systems Science Core emphasize "systems" as an organizing concept to understand life on Earth, geological change, and the interaction of atmosphere, hydrosphere, and biosphere. Earth Systems Science provides students with an understanding of how the parts of a system interact. The concept of matter cycling and energy flowing is used to help understand how systems on planet Earth are interrelated.

The curriculum will follow the state core and will be integrated with other core content areas such as English, social studies, and math.

Spanish

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills in Spanish. Students will also study the history, cultures, and customs of Spanish speaking countries. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music.

Computer Technology

Semester Course - Required

This course will cover the basic concepts of biology according to the core. The curriculum will be integrated with other core content areas such as math, science, social studies, and English.

Integrated Physical Education (.25 credits) and Health (.25 credits)

Semester Course - Required

This course will teach students about healthy lifestyles, integrating health studies. This course will include various sports, physical activities, and dance.

Art Options (Students must choose two)

Drama

Semester Course (.5 credits)

This course will introduce students to the basic concepts of theater, music, and drama. The course will be integrated with our social studies and English classes and include a special emphasis on immigration and marginalized voices.

Music

Semester Course

This course will provide students with fundamental knowledge of music and singing performances. This course will be integrated with English and social studies and include a special emphasis on immigration and marginalized voices.

Art

Semester Course

The course will instruct students in the basic skills of drawing, painting, photography, mixed media, sculpture, design, and/or art history. This course will be integrated with core curriculum, social studies, English, math, and science and include a special emphasis on immigration and marginalized voices.

10th Grade Courses

English 10 Based on National Common Core

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills using a variety of selected novels, poetry, plays, fiction and nonfiction texts. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy. Will also include a special emphasis on immigration, international, and marginalized voices.

World Civilizations

Year Course - Required

The study of World Civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, South Asia, Southwest Asia (Middle East), Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical and religious, scientific and technological, and artistic. Curriculum will be integrated with other core content areas such as English, math, and science in addition to the humanities: fine arts, music, philosophy.

Math II - Based on National Common Core

Year Course - Required

The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Biology

The Biology Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry.

The Biology Core has three major concepts for the focus of instruction: (1) the structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live.

The curriculum will follow the state core and will be integrated with other core content areas such as English, social studies, and math.

Spanish

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills in Spanish. Students will also study the history, cultures, and customs of Spanish speaking countries. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy.

Integrated Physical Education (.25 credits) and Health (.25 credits)

Semester Course - Required

This course will teach students about healthy lifestyles, integrating health studies. This course will include various sports and physical activities.

Computer Technology

Semester Course - Required

This course will cover the basic concepts of biology according to the core. The curriculum will be integrated with other core content areas such as math, science, social studies, and English.

Art and Elective Options

Drama

Semester Course - Elective

This course will introduce students to the basic concepts of theater, music, and drama. The course will be integrated with our social studies and English classes and include a special emphasis on immigration and marginalized voices.

Music

Semester Course - Elective

This course will provide students with fundamental knowledge of music and singing performances. This course will be integrated with English and social studies and include a special emphasis on immigration and marginalized voices.

Art

Semester Course - Elective

The course will instruct students in the basic skills of drawing, painting, photography, mixed media, sculpture, design, and/or art history. This course will be integrated with core curriculum, social studies, English, math, and science and include a special emphasis on immigration and marginalized voices.

11th Grade Courses

English 11 Based on National Common Core

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills using a variety of selected novels, poetry, plays, fiction and nonfiction texts. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy. Will also include a special emphasis on immigration, international, and marginalized voices.

Math III - Based on National Common Core

Year Course - Required

It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions.³ They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

US History

Year Course - Required

This course will cover U.S. History from 1900 to the present. Will also include a special emphasis on immigration and marginalized voices and how they affected that time period. Curriculum will be integrated with other core content areas such as math, English, and science in addition to the humanities: fine arts, music, philosophy.

Science - Required: Physics or Chemistry

Physics

Year course

The Physics Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry. The Physics Core has three major concepts for the focus of instruction: (1) motion of objects, (2) forces acting on objects, and (3) energy.

Chemistry

Year Course

The Chemistry Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry. Chemistry is organized around major concepts of matter, structure, energy, and change. The "Benchmarks" in the chemistry Core emphasize the principles and laws that describe the conservation of matter, changes in the structure of matter, and changes in energy.

Financial Literacy

Semester Course - Required

This course will cover the basic principle of finance and accounting following the state core. Curriculum will be integrated with other core content areas such as English, social studies, and science.

Physical Education

Semester Course - Required

This course will teach students about healthy lifestyles, integrating health studies. This course will include various sports and physical activities.

Art and Elective Options

Spanish

Year Course - Elective

This course will develop students' reading, writing, listening and speaking skills in Spanish. Students will also study the history, cultures, and customs of Spanish speaking countries. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy.

Computer Technology

Semester Course - Elective

This course will cover the basic concepts of biology according to the core. The curriculum will be integrated with other core content areas such as math, science, social studies, and English.

Drama

Semester Course - Elective

This course will introduce students to the basic concepts of theater, music, and drama. The course will be integrated with our social studies and English classes and include a special emphasis on immigration and marginalized voices.

Music

Semester Course - Elective

This course will provide students with fundamental knowledge of music and singing performances. This course will be integrated with English and social studies and include a special emphasis on immigration and marginalized voices.

Art

Semester Course - Elective

The course will instruct students in the basic skills of drawing, painting, photography, mixed media, sculpture, design, and/or art history. This course will be integrated with core curriculum, social studies, English, math, and science and include a special emphasis on immigration and marginalized voices.

12th Grade Courses

12th Grade English Based on National Common Core

Year Course - Required

This course will develop students' reading, writing, listening and speaking skills using a variety of selected novels, poetry, plays, fiction and nonfiction texts. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music, philosophy. Will also include a special emphasis on immigration, international, and marginalized voices.

US Government and Citizenship

Semester

The goal of this course is to foster informed, responsible participation in public life. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course will follow the state core standards and will integrate with other core content areas such as English, math, and science in addition to the humanities: fine arts, music, philosophy.

Physical Education

Semester Course - Required if not completed in 11th grade.

This course will teach students about healthy lifestyles, integrating health studies. This course will include various sports and physical activities.

Elective Options

Calculus

Year Course - Elective

This course must be taken through Salt Lake Community College Concurrent Enrollment.

Chemistry

Year Course - Elective

This course may also be taken through Salt Lake Community College Concurrent Enrollment.

Physics

Year course - Elective

The Physics Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry. The Physics Core has three major concepts for the focus of instruction: (1) motion of objects, (2) forces acting on objects, and (3) energy. This course may also be taken through Salt Lake Community College Concurrent Enrollment.

Spanish

Year Course - Elective

This course will develop students' reading, writing, listening and speaking skills in Spanish. Students will also study the history, cultures, and customs of Spanish speaking countries. Curriculum will be integrated with other core content areas such as math, history, and science in addition to the humanities: fine arts, music.

Computer Technology

Semester Course - Electives

This course will cover the basic concepts of computer technology according to the core. The curriculum will be integrated with other core content areas such as math, science, social studies, and English.

Drama

Semester Course - Elective

This course will introduce students to the basic concepts of theater, music, and drama. The course will be integrated with our social studies and English classes and include a special emphasis on immigration and globalization.

Choir & Music

Semester Course - Elective

This course will provide students with fundamental knowledge of music and singing performances. This course will be integrated with English and social studies and include a special emphasis on immigration and globalization.

Art

Semester Course - Elective

The course will instruct students in the basic skills of drawing, painting, photography, mixed media, sculpture, design, and/or art history. This course will be integrated with core curriculum,

social studies, English, math, and science and include a special emphasis on immigration and globalization.

Section 14: Special Education

Introduction

The Utah International Charter School is committed to providing for the education of students with disabilities enrolled at the school. Because we anticipate students from culturally and linguistically diverse backgrounds, we will develop multiple strategies for assessments, LEP plans, etc. The school will maintain policies and procedures consistent with Federal IDEA laws as well as the most current iteration of such laws as well as the Utah State Board of Education Special Education Rules and any future iteration of such rules. It is the mission of the school to provide a rigorous global education for all students enrolled regardless of their ability level.

The school has a written performance contract with the authorized public chartering agency, the State Charter School Board and the ultimate oversight as provided by the State Board of Education through the Special Education Department at the Utah State Office of Education. This contract includes a description of how student performance will be measured including students on qualified IEPs.

As with other charter schools in the state, students are admitted to Utah International Charter School based solely on a random lottery as required under Utah Code and the Utah State Board of Education administrative rules for charter schools. The lottery will be performed without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying,” “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of 1988 will be submitted to the Utah State Office of Education (USOE) annually with the application for IDEA Part B funding.

General Description

Utah International Charter School wants to be located at 350 East 3605 South, South Salt Lake, Utah. The building is 60,000 square feet with footage available for administrative offices, a computer lab, a library, approximately 25 classrooms, 2 gyms, and a cafeteria. The planned enrollment is eventually 480 students in grades 7-12 but an initial enrollment of 320. While the school will focus a great deal in the a rigorous global perspective, the school is very committed to abiding by the Common Core standards, which will eventually replace the current Utah Core Curriculum as the foundation for curricular and program decisions at each grade level.

The school was founded in June 2010 by a concerned group of public education teachers with specific experience in ELL education, charter school advocates and proponents, and citizens with a variety of background and educational experience.

The mission of Utah International Charter School is to provide a rigorous and relevant education for secondary students including recently arrived immigrants and refugees seeking global perspectives. Our educational program includes English language acquisition, international

languages, college preparation, and career readiness for a diverse student body.

The Board of Trustees of Utah International Charter School believes strongly that an annual self-improvement plan is essential to improving the education program. Each year the Board will assess the school's performance as it relates to the academic performance of all students entrusted to the school, the vision, and how it has impacted lives for good, as well as the federal- and state-mandated issues regarding various assessments and compliance with all education laws, codes, and rules. Without this level of self-assessment, Utah International Charter School cannot expect to progress and serve well its students.

Free Appropriate Public Education (FAPE)

Utah International Charter School has established it will abide by all laws, codes, and rules as they govern and regulate the delivery of an education program. The concept, expectation, and law that governs the delivery of FAPE, is essentially the mission, vision, values of the school and how it interacts with its students.

In accordance with FAPE:

- All students with disabilities ages 3 through 21 who attend public charter schools and their parents retain all rights under Part B of the IDEA and the State Board of Education Special Education Rule.
- Utah International Charter School is an LEA that will receive funding under Part B, and is responsible for ensuring that all of the requirements of Part B of the IDEA and these rules will be met.
- Utah International Charter School, a public charter school, provides a Free Appropriate Public Education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Utah State Board of Education Special Education Rules and the United States Department of Education Final Regulations for the Individuals with Disabilities Education Act (IDEA).
- Special education and related services are provided a) at public expense, under public supervision and direction, and without charge; b) that meet the standards of the USOE and Part B of the IDEA; c) for preschool, elementary school, and secondary school education in Utah; and d) in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of the IDEA and these rules.

Utah International Charter School hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education and related services under IDEA and the USBE SER, of the ages served by Utah International Charter School between ages 12 and 22, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

Identification/Evaluation of Students with Disabilities

Child Find is required of public education institutions and Utah International Charter School is committed to seeking out students with disabilities enrolled in grades 7-12. This includes students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and are in need of special education or related services even though they are advancing from grade to grade, and regardless of the severity of the disability. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

Utah International Charter School's Child Find Procedures to ensure that students suspected of having a disability are identified and located are as follows:

1. Finding students who have been receiving needed special education or special education and related services.
 - a. The enrollment application includes questions about whether a student has received special education or special education and related services in the previous school or educational program.
 - b. Parents are asked during registration if the students received any services beyond the regular program in the previous school.
 - c. If parents respond in the affirmative, a phone contact is made with the previous school to locate the special education records.
 - d. Utah International Charter School follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USOE.
2. In identifying and locating students who are suspected of having a disability but have not been previously identified or determined eligible for special education or special education and related services, Utah International Charter School will implement the following procedures:
 - a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
 - b. Weekly staff meetings where time is allotted for staff to address concerns for a particular student.
 - c. Notice in a student or parent handbook of the referral procedures and of the availability of services for eligible students with disabilities.

- d. If a parent or staff member is concerned about a student outside the grade levels of UICS, the parent or staff member is referred to the district of the student's parent/guardian's residence.

Referral Procedure

When a parent or staff member suspects a student may have a disability, the following referral procedure is implemented:

- A. Teachers implement pre-referral interventions and provide documentation of the results to a school based teacher assistance team, which includes at least one general education teacher, the special education teacher, the LEA, and any other staff member with information that can help in this determination, such as the guidance counselor.
- B. The referring person completes and signs a referral form. If school personnel are making the referral, documentation of contacts with the parents about the concerns regarding the student's educational performance will be attached.
- C. The referral form will be routed to the special education director, who reviews existing data (including pre-referral intervention results and Teacher Assistance Team recommendations) on the student and determines if the referral should go forward for a full evaluation. If it is decided that the evaluation should take place, the special education director assigns a staff member to oversee and conduct the evaluation. If the referral is not going to result in a full evaluation, the special education director sends the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation.

Evaluation

1. Parental Consent

Prior to initiating a full and complete individual evaluation, parental consent is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for evaluation must not be construed as consent for provisions of special education services.

Reasonable efforts to obtain parental consent are made and documented by the school. Utah International Charter School follows the requirements of USBE II.C.4 with respect to parents who cannot be located.

Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.

2. Written Prior Notice

The parent is given Written Prior Notice that the evaluation will take place. (See Section IV.C of this plan for required components of Written Prior Notice.) Written Prior Notice is embedded in the school's Consent for Evaluation form.

3. Evaluation Timeline

When the signed parental consent or refusal of consent for evaluation is received at the school, the school secretary or special education teacher writes the date it was received on the form to document the beginning of the timeline for the evaluation. UICS will complete all evaluations within 45 school days of receiving the consent. The 45 school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in UICS after the timeframe has started in a previous LEA, the school must make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.

4. Evaluation Process

a. Review of Existing Data

When conducting an initial evaluation (when appropriate), the evaluation team considers existing data on the student's educational performance. This may include student records of grades, courses completed, statewide test results, LEA-wide test results, classroom assessments, teacher interviews, observations, notes in the student's cumulative file, and any other information available.

b. Administration of Additional Assessments

In addition, the special education staff administers assessments in other areas as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation, in order to determine eligibility and the student's educational needs. The test administration follows all of the requirements of the USBER SER II.F-H, including use of a variety of assessment tools, use of more than one procedure, use of technically sound instruments, selection of tools that are not discriminatory on a racial or cultural basis, administration in student's native language or mode of communication, use of assessments for the purposes intended and in accordance with the publisher's administration standards, administration by trained and knowledgeable personnel, use of tools that assess what they purport to measure and not just the student's disability, assessment in all areas related to the student's suspected disability, and comprehensive assessment, not just in areas commonly associated with the specific disability.

c. Evaluation Requirements

Evaluations for students suspected in each of the 13 areas of disability include the requirements for evaluation procedures and assessment of student performance in specific areas identified in USBE SER II.J.1-13.

Reevaluation Procedures (USBE SER II.G)

1. Utah International Charter School conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance, of a student warrant a reevaluation or if the student's parent/guardian or teacher requests a reevaluation.
2. Parental consent for reevaluations.
 - a. Utah International Charter School obtains informed parental consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.
 - b. If the parent refuses to consent to the reevaluation, the LEA may, but is not required to, pursue the reevaluation by using the consent override procedures provided in the procedural safeguards, and including mediation or due process procedures.
 - c. The reevaluation may be conducted without parental consent if the school can demonstrate that it made reasonable attempts to obtain such consent and the student's parent has failed to respond. A written record of the attempts is maintained in the student's special education file.

Additional Requirements for Initial Evaluation and Reevaluation Procedures (USBE SER II.H)

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the student. This review may be conducted without a formal meeting. The special education teacher/case manager may review and discuss the existing data with team members and the parent individually. Existing data may include evaluations and information provided by the parent/guardian of the student; current classroom-based, local or state assessments, and classroom-based observations; observations by teachers and related services providers; grades; attendance, and other information regarding the student's current educational performance.
2. The IEP team and appropriate other qualified professionals, based on their data review and input from the student's parent/guardian, identifies what additional data, if any, are needed to determine whether the student is or continues to be a student with a disability and the educational needs of the student, and a) the present levels of academic achievement and related developmental needs of the student; b) whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and c)

whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

3. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine continuing eligibility and student needs, the parents are given written prior notice of that decision and of their right to request additional assessment. UICS then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parent/guardian is given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
4. If the parent requests additional assessment as part of the reevaluation, the school conducts assessment in the areas of educational functioning requested. When the additional assessment is completed, UICS prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
5. Evaluations before change in eligibility
 - a. UICS evaluates students with disabilities before determining that students are no longer eligible for special education or special education and related services. However, an evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to the student reaching age 22, as provided under state law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under state law, UICS provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.
6. Parental consent is not required before a) reviewing existing data as part of an evaluation or a reevaluation or b) administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parent/guardian of all students.

Evaluation Timelines

1. An initial evaluation must be completed within 45 school days of the date the school receives parental consent for the evaluation.

2. Upon completion of the evaluation or reevaluation, the IEP team and other appropriate professionals determine eligibility within a reasonable time.
3. A reevaluation a) may not be conducted more than once a year, unless the parent and the LEA agree otherwise and b) must occur at least once every three years, unless the parent/guardian and the LEA agree that a reevaluation is unnecessary.

Eligibility Determination

1. Notice of Meeting

Upon completion of the evaluation, the special education teacher (case manager) arranges a meeting of the eligibility team at a mutually agreeable time and place. A Notice of Meeting will be sent to the parent/guardian and other members of the team stating the meeting purposes, time, place, who is expected to be in attendance, and letting the parent/guardian know that they may bring others who have knowledge of the student to the meeting.

2. Evaluation Summary Report

The special education case manager collects all of the results of the evaluation, and attaches all the results with the eligibility report. This information is saved by UICS and used to determine eligibility.

3. Eligibility Team Membership

The eligibility team shall include a group of qualified professionals and the parent. At UICS, this may include the special education teacher, regular education teacher, speech-language pathologist, school psychologist, occupational therapist, physical therapist, and others who have conducted parts of the evaluation, as appropriate.

4. Eligibility Categories, Definitions, and Criteria

Utah International Charter School has adopted the definitions, evaluation requirements, and eligibility criteria in USBE SER.II.J.1-13.

If a student is not achieving adequately for the student's age or state-approved grade-level standards, or is not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability including oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, the student is referred to a Child Management Team (CMT) that includes regular education teachers, administration, and a special education teacher. The CMT uses a data-based decision-making process to evaluate the effectiveness of interventions. The CMT may recommend, based on data presented at the meeting, some further pre-referral

interventions including Title I targeted assistance. Data may include Utah CRTs, classroom assessment, program-embedded assessments, and others.

For the category of Specific Learning Disability (SLD) UICS has selected Method B: Identification of a severe discrepancy between intellectual ability and achievement. When Method B is implemented the team is using a severe discrepancy between the student's achievement and intellectual ability as part of its process to determine if the student has a specific learning disability. If a student is referred by a parent/guardian, staff member, or Teacher Assistance Team, UICS follows all of the procedures of the USBE SER and this plan for referral and initial evaluation.

When using the discrepancy method, the team must document the student's performance on a standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability; that the student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual ability; and the comparison of the standard scores on the tests of achievement and intellectual ability. In addition, the team must a) produce a report that states that the team can be 93 percent confident there is a severe discrepancy between the student's expected achievement score and the obtained achievement score, based on the Utah Estimator software or b) produce a report that shows a significant discrepancy, based on a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and achievement tests as well as the tests' reliability.

UICS will receive professional development on the discrepancy methods procedures as well as RTI strategies and procedures.

For an initial evaluation, UICS administers appropriate assessments that meet all the criteria in Section II of this special education plan. The standardized norm referenced assessment, Woodcock Johnson III achievement, and cognitive tests are given. Data from the assessments are used for input needed for the ESTIMATOR disk. The ESTIMATOR disk provides data to UICS on the likelihood that there is a severe discrepancy between the student's ability and the student's achievement. The school uses this information along with Woodcock Johnson sub-test scores and other existing data, including classroom observations, to determine possible gaps in learning.

UICS must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation or have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent is obtained.

An eligibility team consisting of parent/guardian and qualified professionals including the student's general education teacher(s) and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability, including oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.

Specific documentation for the eligibility determination (300.311). The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the (1) basis for making the determination; (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; (3) the educationally relevant medical findings, if any; (4) whether the student does not achieve adequately for student's age or to meet state-approved grade level standard. The documentation must also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level. The eligibility team must refer to the USOE Specific Learning Disability Guidelines.

5. Determining Eligibility (USBE SER II)
 - a. Using the criteria for each category of disability as described above, the eligibility team shall determine 1) whether the student has a disability that 2) adversely affects his or her educational performance, and 3) whether the student requires special education or special education and related services.

Special education is defined (USBE SER I.E.38) as specially designed instruction to meet the unique needs of a student with a disability and may include related services if they meet the definition of special education. Specially designed instruction (USBE SER I.E.39) is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to the general curriculum, so that the student can meet educational standards of UICS that apply to all students.

- b. Disclaimers. (USBE SER) A student must not be determined to be a student with a disability if the determinant factor is 1) a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency); 2) a lack of appropriate instruction in math; or 3) limited English proficiency.

- c. The determination of eligibility is documented on the appropriate “Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination” form with signatures of team members.
 - d. If the disability is determined to be a Specific Learning Disability, any team member who disagrees with the rest of the team’s decision may put his or her reasons in writing.
 - e. Parent/guardian is provided with a copy of the Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination document.
6. Evaluations before Change in Eligibility (USBE SER II.H.6)
- a. UICS evaluates a student with a disability before determining that the student is no longer an eligible student with a disability.
 - b. An evaluation is not required before the termination of a student’s eligibility due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.

For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, UICS provides the student with a summary of the student’s academic achievement and functional performance, which includes recommendations on how to assist the student in meeting the student’s postsecondary goals.

IEP Development and Service Delivery

Utah International Charter School implements the following policies and procedures to address the IEP requirements of USBE SER.

A. IEP Team Meeting

Within 30 calendar days of the determination of eligibility, the special education teacher/case manager shall arrange a meeting of the IEP team to develop an IEP at a place and time that is mutually convenient to the parent/guardian and the school. A Notice of Meeting will be sent to the parent/guardian and other members of the team stating the purposes, time, place, who is expected to be in attendance, and letting the parent/guardian know that the parent/guardian or UICS may bring others who have knowledge or special expertise about the student to the meeting. The determination of knowledge or expertise of the invited person is made by the party who invited that person.

B. Parental/Guardian Opportunity to Participate

The parent/guardian is expected to be participants along with school team members in developing, reviewing, and revising the IEP. This includes providing critical information

about needs and strengths of their student, contributing to discussions about the student's needs for special education, determining how the student will be involved and make progress in the general curriculum, deciding how the student will participate in the state- and district-wide assessments, and deciding what services UICS will provide and in what settings.

UICS documents in writing its attempts to get parental participation in IEP meetings. If the parent/guardian cannot attend, participation by other means such as teleconference may be used. A parent/guardian must be given whatever help they need to understand the proceedings of the IEP meetings, such as interpreters. If UICS cannot obtain parental/guardian participation, it proceeds with the development of the IEP as required by Part B of the IDEA and USBE SER.

C. IEP Team

The team will consist of the parent/guardian, the special education teacher and regular education teacher of the student, a representative of UICS, a person who can interpret the results of the evaluation, and the student when appropriate. Other team members may be added when they are likely to provide services to the student. The representative of UICS must meet the school's administrator standards, and have knowledge of the general education curriculum and of the availability of resources of UICS.

D. IEP Team Attendance (USBE SER III.F)

A required member of the IEP team is not required to attend all or part of a particular IEP team meeting if the parent/guardian of a student with a disability and UICS agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A required member of the IEP team may be excused from attending all or part of a particular IEP meeting when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent/guardian and the LEA consent to the excusal in writing; and the member submits written input into the development of the IEP to the parent/guardian and the IEP team, prior to the meeting.

E. IEP Timelines

An IEP is in effect for each identified student with a disability prior to the beginning of the school year.

Each student's IEP is reviewed and revised at least annually. The IEP Team reviews the IEP at least annually to determine whether the annual goals for the student are being achieved. The Team may decide to meet at the request of the parent/guardian or other IEP Team member to revise the IEP to address lack of expected progress toward annual goals and lack of progress in the general curriculum, the results of any reevaluation, information

about the student provided to or by the parent/guardian, the student's anticipated needs, or other matters.

An IEP is developed within 30 calendar days of initial determination that a student is an eligible student with a disability.

Once parental/guardian consent for the initial provision of special education or special education and related services is obtained, the special education services, related services, and supplementary aids and services are provided as soon as possible.

F. Transfer Students

UICS provides a student transferring from another LEA in or out of the state with comparable services to those listed on an existing IEP while it determines the next needed steps in accordance with the In-State and Out-of-State Transfer Student Checklist of the USOE.

G. IEP Development and Content

The IEP Team will develop an IEP that is reasonably calculated to confer a free appropriate public education for the student.

In developing the IEP, the IEP team must consider the student's strengths, parental/guardian concerns, evaluation results, academic development and functional needs, and special factors.

The IEP must include:

- a. A statement of the student's present level of academic achievement and functional performance, including baseline data on his or her achievement and how the student's disability affects his or her access and progress in the general curriculum for his age or grade level. For preschool student, goals will be based on appropriate activities. If UICS has established preschool standards, goals will be based on those standards.
- b. Measurable annual goals and short term objectives, if applicable, based on the present level statement that enable the student to be involved and make progress in the general education curriculum and addressing each of the student's educational needs resulting from the student's disability.
- c. How progress on the goals will be measured and reported to the parent/guardian on a periodic basis.
- d. The special education and related services, and the supplementary aids and services, the student needs to address his or her goals and make progress in the general curriculum. The services are based on peer-reviewed research to the extent practicable.

- e. Program modifications and supports for the student and the teacher in the regular education classroom.
- f. The dates that services, accommodations, and program modifications will begin and end (no more than one year from the date of the IEP); and the frequency, location, and amount of each service listed. Services listed must be specific, such as “reading comprehension,” not “resource.”
- g. Consideration of special factors as follows:
 - (1) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student’s IEP;
 - (2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
 - (3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student’s language and communication needs, opportunities for direct communications with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode;
 - (4) Consider whether the student needs assistive technology devices and services;
and
 - (5) In the case of a student whose behavior impedes the student’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
 - (A) When making decisions on behavioral interventions, the IEP team must refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on research-based intervention procedures in order to protect the safety and well-being of students with disabilities, provide protection for students, teachers, other school personnel, UICS, and the USOE, and ensure that parent/guardian is involved in the consideration and selection of behavior interventions to be used with their students.
 - (B) When an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others

from harm, the staff shall complete and submit the emergency contact information to the UICS director or principal and notify the student's parent/guardian within 24 hours.

- (C) As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior.
- h. If the IEP team in considering the special factors described above decides that a student needs a particular device or services for educational purposes, which could be an intervention, accommodation, or other program modification in order to receive a FAPE, the team must include these in the IEP.
 - i. The team will determine how the student will participate in LEA-wide and statewide assessments. While every student with a disability must participate, an individual student may be determined to participate with some accommodations based on his disability, or with modifications. Students who have the most significant cognitive disabilities, and meet other criteria in the USOE Assessment Participation and Accommodation Policy, may be assessed with Utah's Alternate Assessment (UAA). The IEP Team must indicate this on the IEP Assessment Addendum, along with the reason that the student cannot otherwise participate in the statewide assessment program.
 - j. The team will determine how the student will participate in physical education services, specially designed or adapted if necessary.
 - k. Each IEP team must determine whether the student will need Extended School Year (ESY) services in order to receive a free appropriate public education.
 - (1) This determination at UICS will be based on regression and recoupment data collected over at least two breaks in the school year consisting of 4 or more week days when there is no school.
 - (2) If the student's recovery from measured regression on pinpointed skills directly related to the IEP goals takes so long that he would not receive FAPE without services during the summer or other school break, the IEP Team must find him eligible for ESY services.
 - (3) The IEP Team shall develop a written document that indicates which IEP goals the student will work on during the ESY, what services will be provided, how long and how often the ESY services will be provided, and the setting(s) in which the services will be provided.
 - l. UICS makes assistive technology devices or assistive technology services, or both, available to a student with a disability if required as part of the student's special education, related services, or supplemental aids and services. School-purchased assistive technology

devices may be used in the student's home, if the IEP Team determines, on a case-by-case basis, that assistive technology in the home is required for the student to receive a FAPE.

H. IEP Team Access to IEP Information

UICS makes the student's IEP accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Each teacher and provider is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

UICS prepares a summary of the present level of academic achievement and functional performance, goals, services, and program modifications and supports for each teacher of the student. This summary is provided to the teacher prior to the time of initial implementation of the IEP as well as annual updates as appropriate.

I. Placement in the Least Restrictive Environment (LRE) (USBE SER III.P)

1. Placement decisions are made by a group of persons, including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This group may be the IEP Team, including the parent. The group determines the placement on the continuum of placement options where the student will receive special education or special education and related services.
2. UICS ensures that the parent/guardian of each student are members of any group that makes decisions on the education placement of their student. If unable to get the parent/guardian to participate, after repeated and documented attempts, the team may need to proceed with a placement decision. However, no initial placement and provision of services may be put in place without written parental/guardian consent.
3. Placement is determined at least annually, based on the student's present levels of performance, goals, services, and program modifications as detailed in the IEP.
4. Identified students with disabilities shall receive the special education or special education and related services in the Least Restrictive Environment to the maximum extent appropriate to meet the student's needs. This means that the student will not be removed from the regular education classroom, with regular education peers, unless the IEP Team determines that due to the nature and severity of the disability, the student's educational needs cannot be addressed satisfactorily in the regular education environment, even with the use of supplementary aids and services.

5. UICS provides the IDEA required range of placement options, including placement in the regular education classroom, with or without itinerant services; placement in a special class; placement in a special school; placement in a residential program, and homebound or hospitalized placement.
 6. UICS provides supplementary services, such as resource or itinerant instruction, in conjunction with placement in the regular education classroom, when needed.
- J. Nonacademic Settings, Activities, and Services (USBE SER III.U-V)
1. UICS ensures that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the student's needs. This includes meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to agencies that provide assistance to individuals with disabilities and employment of students, and other activities and services of UICS.
 2. UICS ensures that each student with a disability has the supplementary aids and services determined by the student's IEP Team to provide the nonacademic and extracurricular services and activities in such a way that students with disabilities are given an equal opportunity to participate.
- K. Parental/Guardian Consent for Initial Placement and Provision of Services (USBE SER III.T)
1. In order for the IEP to be implemented and the special education services the team has decided on to begin, written parental/guardian consent must be obtained. If the parent/guardian refuses consent for the provision of those services, the LEA may not implement the IEP and may not access due process procedures.
 2. UICS does not use a parent/guardian refusal to consent to one service or activity to deny the parent/guardian or student any other service, benefit, or activity of UICS, or to fail to provide a student with a FAPE.
- L. Documentation of Participation
1. All members of the IEP team will sign the IEP document indicating that they participated in the development of the IEP. A parent/guardian signature on the IEP does not mean that the parent/guardian is in full agreement with the content of the IEP and does not abrogate the parental right to access the Procedural Safeguards of the IDEA.
 2. If UICS, despite at least two documented attempts, is unsuccessful in having parent/guardian attendance at the meeting, the rest of the IEP team will proceed with the meeting.

3. Parent/guardian may participate via telephone conference or video conference.
4. Parent/guardian will be provided with a copy of the completed IEP, and Written Prior Notice of UICS' intent to implement the program and services in the IEP. This notice is embedded in the IEP form. If the school refuses to include in its offer of FAPE as detailed on the IEP services or program modifications the parent/guardian has requested, a Written Prior Notice of that refusal is provided to the parent/guardian.

M. Changes to the IEP

1. Changes to the IEP may be addressed at the request of any member of the IEP Team in a meeting or by suggesting amendment to the existing IEP. Final determination will be made by the team.
2. Changes may be needed if there is new information about the student's performance.
3. Amendments to the IEP without a team meeting may be made only with the agreement of UICS and the parent.
 - a. Amendments such as a change in the amount of a special education or related service that is no more than 30 minutes per week, a change of location that is no more than 60 minutes per week, or a goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.
 - b. If the change involves a move on the continuum of Least Restrictive Environment placement options, or the amount of services to be changed is more than indicated above, or a service is to be added, an IEP Team meeting is held with a Notice of Meeting to all team members.
4. The parent/guardian will be provided with a copy of the amended IEP including Written Prior Notice that these additional actions or changes in actions are going to be implemented.

N. Transition from School to Post-School Settings. (USBE SER VII.B)

1. For a student with a disability beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, the Notice of Meeting indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student, that UICS will

invite the student, and identifies any other agency that will be invited, with the consent of the parent/guardian or student age 18 or older, to send a representative.

- a. If the student does not attend the IEP meeting, UICS takes other steps to ensure that the student's preferences and interests are considered.
2. Transition services. Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP includes:
 - a. Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
 - b. The transition services, including courses of study, needed to assist the student in reaching the student's post-secondary goals.
 3. Transfer of rights at age of majority.
 - a. Beginning not later than one year before the student reaches the age of majority (age 18), the IEP must include a statement that the student and the student's parent/guardian is informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (except for a student with a disability who has been determined to be incompetent by a court). These rights include:
 - (1) An adult student has the right to approve the student's own educational placement and Individualized Education Program (IEP) without help from parent/guardian, family, or special advocates.
 - (2) An adult student has the right to allow parent/guardian, family, or special advocates to help if the student so desires.
 - b. UICS provides any notice required by Part B of the IDEA and these rules to both the student and the parent/guardian.
 - c. All rights accorded to parent/guardian under Part B of the IDEA transfer to the student.
 - d. All rights accorded to parent/guardian under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile, state, or local correctional institution.
- O. Graduation (USBE VII.C)

1. UICS is not obligated to make FAPE available to students with disabilities who have graduated from high school with a regular high school diploma
 - a. The exception above does not apply to students that have graduated from high school but have not been awarded a regular high school diploma, even if they have received an alternative degree that is not fully aligned with the state's academic standards, such as a certificate of completion or a general educational development credential (GED).
 - b. Graduation from high school with a regular high school diploma is a change in placement, requiring Written Prior Notice, containing all the requirements of WPN, and is given a reasonable time before UICS proposes to terminate the student's eligibility under the IDEA by issuing the student a diploma.
2. The IEP Team may amend graduation requirements and must document in the IEP the nature and extent of any modifications, substitutions, and/or exemptions made to accommodate the needs of a student with disabilities.
3. The IEP teams at UICS refer to the USOE Special Education Graduation Guidelines for additional information.

P. Least Restrictive Behavior Interventions (LRBI)

UICS follows all parts of the USOE LRBI Guidelines as written. UICS also implements the following procedures:

Emergency situations:

In an emergency situation, school staff may need to intervene using a moderate to intensive (highly intrusive) intervention to ensure the safety of students and staff. Emergency situations may include a danger to self, a danger to others, severe destruction of property, threatened abuse towards others, self or property.

Emergency procedures should only be used by staff members that have been trained in and are competent in their use.

When an emergency situation occurs, the teacher will first make sure the class is safe (this will occur by either moving the student into the hall or if this is not an option, moving the class into the hall). The principal and the special education director will then be notified immediately.

If an emergency situation occurs that requires the immediate use of highly intrusive individual interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the LEA and notify the

student's parents within 24 hours. (Utah State Office of Education Special Education Rules III I (b)(5)(c)).

Pattern of behavior:

When an emergency situation occurs on a regular basis (regular basis being defined as more once in a month or more than twice in the school year), this will no longer be considered an emergency situation. It will be considered a pattern of behavior. At that time, the special education teacher will conduct a functional behavior assessment. This functional assessment will look at when and where the behavior is occurring, who are the people involved when the behavior occurs, etc. It will also look at the consequences or rewards of the behavior to assess what the student gains, avoids or escapes as a consequence to this behavior.

Following the functional behavior assessment, the IEP team will hold a meeting to create behavior intervention plan for the student.

Appeals process:

When a member of the IEP team does not agree with the decision of the IEP team, they have the right to appeal. This appeal must be made in writing to the special education director. The first step of the appeals process will go through the UICS Human Rights team. This team will consist of the special education director, an LEA, two teachers with background in behavior training, and a parent/guardian of a child with disabilities appointed by the special education director.

Within 5 days of appeal receipt, the local human rights committee chairperson should initiate steps to conduct an appeal conference to resolve differences and, if possible, avoid a hearing. During the pendency of an appeal to the committee, the behavioral intervention in question should not be implemented. The appeal conference should be completed within 15 school days, and steps should be taken to avoid an adversarial atmosphere. The local Special Education Director can grant an extension of up to five school days if extenuating circumstances are present. The committee's recommendations should not conflict with state or federal law. A copy of the written recommendation should be mailed to each party within five school days following the conference.

Provisions for staff training:

It is the responsibility of UICS staff to participate in trainings as needed. Where school staff members think they do not have appropriate training to implement specific behavioral intervention procedures appropriately, it is their responsibility to request needed training from the Director of Special Education.

Procedures for monitoring LRBI policies:

The director of special education monitors LRBI policies through contact with the USOE, monthly meetings on the state level, and related conferences.

This information is given to all staff members of UICS during weekly meetings.

Q. Private School Placements by School (USBE SER VI.A)

Before UICS places a student with a disability in, or refers a student to, a private school or facility, or a public or private residential program in order to provide a FAPE to the student, it initiates and conducts a meeting to develop an IEP for the student, with a representative of the private school in attendance. The costs of such placements, including non-medical care and room and board, are at no cost to the parent/guardian.

R. Students with Disabilities Enrolled by their Parents in Private Schools When FAPE is at Issue (USBE SER VI.C)

If the parent/guardian of a student with a disability who had previously received special education or special education and related services from UICS enroll the student in a private school without the consent of or referral by the school, UICS is not required to pay for the cost of that placement if the school made a FAPE available to the student. Disagreements between the parent/guardian and UICS regarding the availability of a program appropriate for the student and the question of financial reimbursement are subject to the state complaint and due process complaint procedures in USBE SER IV.G-V. UICS follows other requirements in USBE SER VI.C as written.

Procedural Safeguards

Utah International Charter School, consistent with the requirements of Part B of the IDEA and the USBE Special Education Rules, has established, maintains, and implements Procedural Safeguards for students with disabilities and their parent/guardian.

A. Opportunity for Parental/Guardian Participation in Meetings

UICS affords parents/guardian the opportunity to participate in all decisions related to the location, identification, evaluation, and provision of FAPE for their student, including decisions related to the Discipline requirements of Part B of the IDEA. This includes arranging meetings at a mutually convenient time and place, providing Notice of Meeting at least one week prior to a scheduled meeting, and making at least two documented attempts to obtain parent participation in meetings.

B. Independent Educational Evaluation (IEE) (USBE SER IV.C)

1. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by UICS responsible for the education of the student in question.

2. UICS has established and implements the following policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and the USBE SER.
 - a. The parent/guardian of a student with a disability have the right to obtain an independent educational evaluation of the student at public expense if they disagree with an evaluation obtained by UICS.
 - b. UICS provides to parent/guardian, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the school's criteria applicable for independent educational evaluations. UICS has available a list of persons and/or agencies where an IEE may be obtained by the parent/guardian. In addition, the school considers any other evaluator or agency proposed by the parent/guardian to conduct the IEE if the examiner and the evaluation meet UICS's criteria. A qualified examiner is one who meets the USOE criteria for qualified personnel as a special education teacher, school psychologist, psychologist with expertise in administration and analysis of assessments, or other equivalent qualifications as determined by UICS. Criteria for the evaluation are that the evaluation procedures meet all of the same standards as those listed previously in this plan. UICS either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian.
 - c. UICS ensures that when a parent/guardian requests an IEE, either the school files a due process complaint to request a hearing to show that its evaluation is appropriate, or that the independent educational evaluation is provided at public expense, unless the evaluation obtained by the parent/guardian does not meet the school's criteria as described above. If a due process complaint decision finds the school's evaluation was appropriate, an IEE obtained by the parent is considered by the team, but is not provided at public expense.
 - d. Additional protections for the parent/guardian of a student with a disability and for UICS are followed as written in USBE SER IV.C.3(c-h).
 3. An independent educational evaluation conducted at UICS's expense becomes the property of the school, in its entirety.
- C. Written Prior Notice

UICS provides Written Prior Notice to parent/guardian during a reasonable time before it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or provision of a free appropriate public education to the student. The notice includes: a description of the action proposed or refused, an explanation of reasons for the proposal or refusal, a description of evaluations or other information the proposal or refusal is based on, a statement that the parent/guardian and eligible student have

protection under the Procedural Safeguards and how to obtain a copy of the safeguards, sources of assistance to understand Part B of the IDEA, a description of other options the IEP Team considered and why the other options were rejected, and a description of other relevant factors to the proposal or refusal. The Written Prior Notice is provided in understandable language and in the parent/guardian's native language or other mode of communication.

D. Procedural Safeguards Notice

A copy of the Procedural Safeguards is given to the parent/guardian once a year at the annual IEP review, except that a copy also is given to the parent/guardian upon initial referral or parental/guardian request for evaluation, upon receipt of the first State complaint or due process complaint in that school year, and upon request by the parent/guardian at any time. UICS uses the USOE Procedural Safeguards Notice that is posted on the USOE website, www.schools.utah.gov. The special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parent/guardian at consent for evaluation, eligibility determination, and annual IEP meetings.

This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parent/guardian consent, access to educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for UICS to resolve the complaint, availability of mediation, student's placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney's fees. This notice is in language understandable to the parent/guardian.

E. Parent/Guardian Consent

Informed written parent/guardian consent is obtained for evaluation and reevaluation, initial placement/provision of special education, and for release of records to certain parties. Efforts to obtain consent are documented in writing. No student receives special education or special education and related services without the signed initial consent for placement in the student file. Other relevant parent/guardian consent requirements are addressed in Sections II and III of this plan.

F. Dispute Resolution

UICS follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney's Fees, and Student's Status during proceedings.

G. Surrogate Parents

UICS assigns a surrogate parent for a student when the parent/guardian cannot be identified or cannot be located, the parent/guardian's rights to make educational decisions has been taken away by a court, the student is a ward of the state, or the student is an unaccompanied homeless youth. The surrogate parent meets the requirements of USBE SER IV.V.5-8. UICS will contact the USOE for assistance in obtaining names of trained surrogates, and maintains a list of surrogate parents who are available when needed.

H. Transfer of Rights

When a student reaches age 18, the age of majority in Utah, and has not been determined incompetent under State law, all rights accorded to parent/guardian under Part B of the IDEA and USBE SER transfer to the student. UICS provides written notice of this transfer of rights at least one year prior to the student's 18th birthday.

I. Confidentiality of Information (USBE SER IV.X)

UICS takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA.

1. Definitions. As used in these safeguards destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable; education records means the type of records covered under the definition of "education records" in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA); and participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
2. Access rights
 - a. UICS permits a parent/guardian to inspect and review any education records relating to their student that are collected, maintained, or used by UICS. The school complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.
 - b. The right to inspect and review education records includes the right to 1) a response from UICS to reasonable requests for explanations and interpretations of the records; 2) request that UICS provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and 3) have a representative of the parent inspect and review the records.

- c. UICS may presume that the parent/guardian has authority to inspect and review records relating to his or her student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

3. Record of access

UICS keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parent/guardian and authorized employees of UICS) in each student's special education file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. If any education record includes information on more than one student, UICS ensures that the parent/guardian of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.

4. List of types and locations of information

On request, UICS provides parent/guardians with a list of the types and locations of education records collected, maintained, or used by UICS. This list is maintained in the office at the school.

5. Fees

UICS may charge a fee for copies of records that are made for parents under Part B of the IDEA if the fee does not effectively prevent the parents from exercising their right to inspect and review those records; however, it may not charge a fee to search for or to retrieve information under Part B of the IDEA.

6. Amendment of records at parent/guardian's request

- a. A parent/guardian who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student may request UICS that maintains the information to amend the information. UICS must decide whether to amend the information within a reasonable period of time of receipt of the request. If UICS decides to refuse to amend the information, it must inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing on the matter.
- b. UICS, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the

student, it must amend the information accordingly and so inform the parent/guardian in writing.

If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent/guardian of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of UICS. Any explanation placed in the records of the student under this section must be maintained by the school as part of the records of the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party. The school follows the hearing procedures described in USBE SER IV.12 as written.

7. Release and disclosure of records

Parent/guardian consent is not required for disclosure of records to officials of agencies collecting or using information under the requirements of Part B of the IDEA, to other school officials, including teachers within the school who have been determined by UICS to have legitimate educational interests, to officials of another school or school site in which the student seeks or intends to enroll, or for disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parent/guardian consent is not required by 34 CFR 99.

(All Utah Local Education Agencies (LEAs) include in the annual Procedural Safeguards notice that it is their policy to forward educational records of a student with disabilities without parent/guardian consent or notice to officials of another school or school district in which a student seeks or intends to enroll.)

Written parent/guardian consent is obtained prior to releasing any records to any other person or agency not listed above.

8. Safeguards

- a. UICS protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- b. The principal/director of UICS assumes responsibility for ensuring the confidentiality of any personally identifiable information.
- c. Staff members at UICS who collect or use personally identifiable information receive training or instruction regarding the State's policies and procedures in USBE SER IV.X and 34 CFR 99 on an annual basis.

d. UICS maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the cabinet in which students' special education files are maintained and updated annually.

9. Destruction of information

UICS informs parent/guardians or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the student. Information no longer needed must be destroyed at the request of the parent/guardian or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three years after the student graduates or three years after the student turns 22.

10. Students' rights

The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records.

J. Discipline

UICS follows the discipline requirements and procedures described in USBE SER V.A-K as written.

LEA Eligibility and Responsibilities

A. Participation in assessments and reporting of assessment results

All students enrolled in UICS, including students with disabilities, participate in the statewide testing program and the school-wide testing program. Participation requirements in the USOE Assessment Participation and Accommodation Policy follow. The IEP Team determines how a student with disabilities will participate, and accommodations needed, if any. Results of statewide assessments are posted on the USOE web site annually.

B. Public participation in policies and procedures development

This plan, as well as any future changes to the contents, are presented to the UICS board in a public meeting for review and input. The agenda for the UICS board meeting is posted at least 24 hours prior to a meeting as required by state law.

C. Public posting of USOE monitoring results

Results of monitoring from the Utah Program Improvement Planning System are posted on the USOE web site annually.

D. Methods of ensuring services

UICS ensures that each eligible student with a disability enrolled in the school receives the services included in the IEP through a systematic process of review of IEPs and monitoring of service delivery by UICS personnel and contracted service providers.

E. Supervision

All personnel of UICS are supervised by appropriately qualified staff as determined by the local charter school board.

F. Use of Part B funds

UICS follows the requirements of USBE SER IX.B in ensuring the appropriate use of funds under Part B of the IDEA. The school participates in the single audit process required by State law that includes an audit of Part B funds.

G. Personnel standards

All special education and related services personnel of the school meet the educator licensing requirements of the USOE for the positions in which they work, as described in the USBE SER IX.H and the Highly Qualified requirements of the USOE State Plan under No Student Left Behind and Educator Licensing – Highly Qualified Assignment (Administrative Rule R-277-510-1 through 11). All personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and Section 2122 of the ESEA. UICS provides a program of professional development for all special education personnel, based on the identified skill and knowledge needs of teachers, assistants, related service providers, and others, and including targeted training for persons working with students with specific and individual needs for academic and social behavior instruction.

H. Performance goals and indicators in the State Performance Plan.

UICS participates in additional procedures and collects and provides additional information which the USOE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, and others. (USBE SER IX.A.2)

I. Early Intervening Services.

UICS uses not more than 15 percent of the amount it receives under Part B of the IDEA for any fiscal year, in combination with other amounts to develop and implement coordinated early intervening services for students in grades 7-12 who are not currently identified as needing special education or special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. These funds are used to carry out activities including professional development that enables school personnel to deliver scientifically based academic and behavioral interventions, as well as educational and behavioral evaluations, services, and supports.

UICS provides any and all required data on its Early Intervening Services to the USOE annually.

J. Caseload Guidelines

UICS follows the USOE Caseload Guidelines in overseeing the caseload of each special educator, including related service providers, to ensure that a FAPE is available to all eligible students with disabilities.

K. Enforcement

The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.

Section 15: School Closure Plan

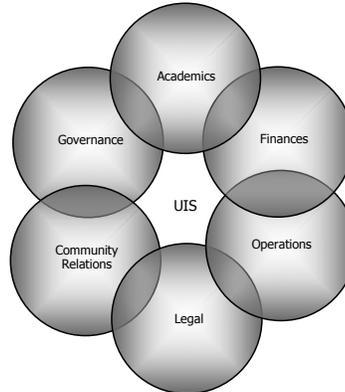
In the event of the dissolution of the school, whether by planned cessation of operations or by revocation of the charter, UICS will ensure that adequate planning and resources are in place to protect students and families, employees, debt holders and taxpayers. Throughout the closure process the school will comply with Utah State Statute governing charter school closures [53A-1a-510.5](#) and charter school assets [53A-1a-517](#), Utah State Board of Education rules, IRS regulations and its own Articles of Incorporation.

The reason(s) for closure would most likely fall into one or more of the following categories:

- ✓ Academic failure or underperformance – the inability to deliver the student outcomes promised by the school’s charter and/or to meet state assessment measures.
- ✓ Financial insolvency and/or mismanagement – more than 80 percent of charter school closures nationally are for financial reasons. Whether through misfeasance or malfeasance, a financially troubled charter school cannot successfully meet its academic commitments to students and families.
- ✓ Organizational incompetence – charter schools in organizational disarray generally lack the ability to change and improve thus making them unable to fulfill their commitments to students and the State.
- ✓ Non-compliance – a charter school that is consistently and seriously out of compliance with state or federal regulations is an indication of disregard for public accountability or a demonstration of incompetence that could justify closure.

Section 10 of this application outlines UICS’s Organizational and Governance Structure. Creating and maintaining a quality charter school requires that UICS’s Board of Directors, in concert with its Executive Director, annually set measureable goals with regular evaluation and course correction as needed. The Executive Director is responsible for achieving goals. Goals will be set and evaluations conducted for six areas of our organization and school:

1. Academics—academic achievement and growth of individual students.
2. Finances—integrity of fiduciary aspects of the school organization, including accurate and on-time reporting.
3. Operations—efficient planning, implementation, support and oversight of the facilities and personnel including the health and safety of students.
4. Legal—compliance with the legal responsibilities and requirements of public schools and nonprofit corporations.
5. Community relations and support—dynamic engagement with parents and community partners.
6. Governance—effective oversight of the schools mission, objectives, finances and management.



Through the Board's evaluation process, it is possible that the school's performance in one or more of the six areas above may be so lacking as to justify closure of the school. It will be the Board's responsibility to evaluate and make such a determination. And, of course, if UICS's academic performance, competence or compliance were inadequate or insufficient, the authorizer or the Utah State Board of Education may order the school closed.

In the event of closure, UICS will follow the guidance outlined in the *Sample Closure Framework* developed through a collaborative initiative of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute as part of the Building Charter School Quality project. The *Framework*, along with its timeline and checklist suggestions, can be obtained at www.charterschoolquality.org.

Once the closure process is initiated, the UICS Board will establish a transition team that includes, at a minimum, the school's Board president (or other designed Board representative), Executive Director, business management personnel, as well as a representative from the Granite School District and USOE Charter School Office/State Charter School Board. The primary mission of the transition team will be to develop a comprehensive closure plan that includes a timeline with designated roles of responsibility. The transition team may decide to contract with a qualified individual or an organization to oversee the dissolution process and execute the closure plan. The closure process has many tasks. The closure plan will outline tasks in the following areas:

1. Communications/notifications to students/families, affected school districts
2. Welfare of students and families/reassignment to new schools/transfer of student records
3. Notification to entities doing business with the school
4. School personnel
5. The status of the school's finances
6. Financial resources needed for closure process
7. Return or distribution of assets.
8. Submission of all required reports and data to the authorizer and/or state

The transition team will develop a budget to underwrite the closure process that will include provisions for paying an executor to oversee the process, finance/legal support and operating funds. UICS will work to ensure it builds a reserve of at least five percent of annual budget along with six months of fixed costs to cover overhead and additional costs related to the closure process.

Within two weeks of the closure determination, the school's governing board will provide written notification to all applicable entities, including:

- Granite School District Board and Administration
- State Charter School Board
- State Board of Education

- parents
- students
- faculty and staff
- creditors/debtors
- school district in which charter school is located
- other charter schools within the same district
- other districts or charter schools which may be affected by the closure

The written notice to all entities as previously listed will include:

- the proposed date of closure and other significant timing information
- a plan for how to identify new schools for current student body
- guidance to assist student transition into new schools
- contact information for the school's office
- contact information leadership & transition staff
- contact information for Board of Directors

UICS will present a more specific and current plan to the authorizer and state as soon as possible after the decision to close is made. The plan will include the following:

- financial analysis, audit and budget for executing closure plan
- establishment of the necessary personnel to implement the closure plan
- development of a comprehensive student relocation plan that collaborates with potential receiving schools and districts, that thoughtfully considers the challenges of student and families to move to another school and that includes a comprehensive communications component
- protection of student files and school business records
- establishment of a base of operation that remains constant through the closing process
- and provides, as a minimum, appropriate and safe office space, consistent hours of operation
- an operating telephone with voice mail capabilities to facilitate information flow
- an operating computer with internet connection to facilitate information
- a media and communications strategic plan in coordination with the State Charter School Board and other entities as appropriate
- maintenance of insurance and risk management coverage throughout the transition to actual closure and for a period of time following closure as specified by the authorizer and/or state
- a complete financial audit will be scheduled and subsequently performed as soon as the decision to close is made
- an inventory of all assets belonging to the school will be conducted
- safeguarding school assets against theft, misappropriation or deterioration
- identification and communication to all creditors of the school

Any and all assets held which are subject to specific conditions or limits as described in Utah Code 53A-1a-517 shall be disposed of according to those specific conditions and limits. Unless a donor or grantor specifically provides otherwise in writing, all assets described previously shall be presumed to be made to the school and shall be included in the school's assets. All assets purchased with school funds shall be included in the school's assets. UICS may not dispose of its assets in violation of the provisions of this part, state board rules, policies of its chartering entity, or its charter, including the provisions governing the closure of a charter school under Section 53A-1a-510.5.

All liabilities and obligations at the closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent of UICS assets. The remaining assets shall be returned to the authorizer and/or the state, although either the authorizer or the state may liquidate assets at fair market value or assign the assets to another public school. To the extent possible, all leases, service agreements, and other contracts not necessary for the transition should be terminated.

UICS shall submit all documentation required by the authorizer, including documents to verify its compliance with procedural requirements as well as satisfaction of all financial issues. When UICS's financial affairs are closed out and dissolution is complete, the authorizer and/or state shall ensure that a final audit is completed. The State Board of Education may make rules that provide additional closure requirements upon charter schools or that specify elements of charter school closure plans so this current policy is subject to change.

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