

School Name
Riverside Technology High School
A Utah State Charter School

School District
Ogden City and Weber

Applicant Name
Riverside Technology High School Board of Directors

September 15, 2003

Version 2.1

Prepared by RTHS Board of Directors
Application Committee

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1) Cover Sheet—Attachment A

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

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

Scott Brown

Authorized Agent (please print)

Signature of Authorized Agent

September 15, 2003

Date

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

2) Title Page—Attachment B

Title Page 2003-2004

Name of Proposed Charter School **Riverside Technology High School**

New School

Converted School

Name of Applicant Applying for the Charter **Riverside Technology High School Board of Directors (RTHS)**

(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant **Scott Brown, Chairman of the Board**

(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address **1680 E. Fern Dr.**

City **Ogden** State **Utah**

Zip **84403**

County **Weber** County E-mail

Daytime Phone **801.629.8946 (Work)**

Fax: **801.629.8993**

801.510.1236 (Cell)

scottb@ci.ogden.ut.us

Form of Organization

NonProfit Corporation

Tribal Entity

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

Governing Body (Body responsible for the policy decisions of the school.) (U.C.A.532A-1a-508)				
Member Type	Number	Name	Name	Name
Parents	6	Scott Brown	Catina Martinez-Hadley	Lisa Larsen
		Julie Steele	Iain Hueton	Russ LeBarron
Business	6	Rick Johnson	Eric Stroup	
		Lisa Nichols	Dan Earley	
		Glen Olpin	Keith Hanchett	

3) Target Population—Attachment C

Mission Statement (use only this space):

Riverside Technology High School is dedicated to developing competent, inventive, ethical, and divergent thinkers who are able to apply their knowledge, skills, leadership and problem-solving abilities to become productive members of the dynamic world of mathematics, technological science, engineering and bio-sciences.

- Offer programs that promote enthusiasm, exploration, and academic excellence in an interdisciplinary curriculum that involves real-world experience and application.
- Serve as a laboratory school to examine and develop new methods and materials in curriculum innovation/reform
- Serve as a model for private sector/public education partnership, including mentor and internship opportunities.

	Grades Served Please circle all grades being taught.											Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating	
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	250	1
	12													
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	375	1
	12													
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	500	1
	12													

School Calendar

Standard Year Extended School Year Instructional Days 180
Start Date: **August 23, 2004**

Alternative (please describe in 5 words or less)

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name: **American Can Building**

Site Address: **2030 Lincoln Ave**

City: **Ogden** Zip Code: **84401** County: **Weber**

Site/Location Description:

The facility is located on a rectangular shaped parcel in Ogden's Central Business District. The area is comprised of 4.77 acres, or 207,781 square feet, with 306.5 front feet on Lincoln Avenue, 678 front feet on 20th Street and 306.5 front feet on Grant Avenue. The parcel contains seven different buildings, which will ultimately house high-tech related businesses and retail.

Site Ownership

The ownership of technology park, buildings A, B, C, D, E, and F (approximately 247,000 Square feet) will be held within a general partnership between a separate non-profit entity and a local development firm. Presently Fresenius Medical Care and Mt. Ogden Scientific Services are negotiating leases for approximately 45,000 Square feet.

Riverside Technology High School

The Riverside Technology High School (RTHS) will be located in building F and E, building F containing 20,450 square feet, and Building E containing an additional 5,000 square feet. RTHS charter will lease from the Technology Park general partnership. RTHS will have the option to expand into other existing space if it is deemed necessary by the RTHS governing board. The proceeds from the lease revenues of the non-profit Technology Park segment will be used to offset and enhance the funds used for the purchase of laboratory equipment and general operation cost.

The close proximity of the high technological companies will afford the students of RTHS a unique opportunity to get hands-on experience in the research and development for which these companies are known. Mt. Ogden Scientific Services will enter into a contract to provide electron microscopy classes for the students as part of a unique curriculum, which will enable the students an opportunity to understand biotechnology and nanotechnology at its molecular level.

4) Comprehensive Program of Instruction

Philosophy:

The philosophy of the Riverside Technology High School is based upon enduring principles of education and serves to guide the policies, procedures and practices, which govern the operation of the school.

We believe it is the responsibility of the school to:

- Provide a stimulating and challenging environment that encourages and refines critical thinking processes.
- Nurture an appreciation for math and sciences and their applicability to real world work environments.
- Instill a great sense of social responsibility, moral judgment, professionalism and teamwork in each student.
- Maintain small class sizes to ensure that every student has the ability to interact with the teacher and other students in a positive and constructive way.
- Provide an environment that is amenable to parental involvement in all aspects of their child's education.
- Provide an environment in which students can closely interact with industry leaders and innovators while applying skills learned in class.
- Provide a quality education alternative to families, regardless of their income level, race, religion or abilities.

It is the obligation of the school to be responsive and accountable to the community, which in turn will provide necessary support and resources. A challenging and effective program should be the result of a collaborative effort of the professional staff, parents, students and community stakeholders.

Mission:

Riverside Technology High School is dedicated to developing competent, inventive, ethical, and divergent thinkers who are able to apply their knowledge, skills, leadership and problem-solving abilities to become productive members of the dynamic world of mathematics, technological science, engineering and bio-sciences.

- Offer programs that promote enthusiasm, exploration, and academic excellence in an interdisciplinary curriculum that involves real-world experience and application.
- Serve as a laboratory school to examine and develop new methods and materials in curriculum innovation/reform.
- Serve as a model for private sector/public education partnerships, including mentor and internship opportunities.

Curriculum:

Riverside Technology High School will implement a curriculum that models those of Magnet Technology High Schools throughout the nation in serving a school population of grades 9-12. The Utah State Core Curriculum will serve as the foundation to the subjects taught and provide a minimum basis for academic requirements for advancement and graduation. RTHS will provide

students with a solid foundation of liberal arts in addition to a rigorous curriculum of science and math. The Riverside Governing Board will establish a curriculum advisory committee to be comprised of university representative(s), industry representative(s), parents, and members of the board. The RTHS school curriculum will be linked to the early placement program at Weber State University.

The school's curriculum and student expectations will exceed the standards of the Utah State Core Curriculum. Students will participate in U-PASS and other required state accountability and recording requirements. The curriculum will emphasize project-based learning, which will allow students hands-on experience in scientific discovery and give them a vehicle to apply their instructional learning in real world applications. This emphasis will culminate in the student's senior projects, which will be a focused research project in an area of interest for the student.

We recognize that not all students will be prepared to take advanced or even grade level courses, therefore, intensive academic assistance, tutoring and courses will be offered to those students requiring remediation.

Science and Technology

Science

Each student will complete four years of laboratory science beginning with Molecular Biology integrated with English and Technology, followed by Analytical Chemistry, Physics, and Geosciences. Each science course will be supported by participation in required laboratories and in relevant technology laboratory experiences. The extensive elective program will address the principle issues of human anatomy and physiology, marine biology, human genetics, and DNA-biotechnology. All courses will be enhanced through an emphasis on project-based studies. This may include, but not be limited to, industrial partner projects, community service projects, independent research, or technology internships.

Technology

Ninth graders will enroll in Technology and Engineering Concepts (TEC) integrated with Biology and English. This required course would provide experiences in basic electronics, robotics, engineering graphics, mechanical design, and biotechnology. During the 10th and 11th grades, students are expected to prepare for senior research through coursework in technology, science and computer science electives. Twelfth graders select one technology laboratory for research, experimentation, and independent study. Off-campus mentorship opportunities will be available for qualified students.

Mathematics and Computer Science

Mathematics

The four-year mathematics curriculum will be a comprehensive program, which will include the study of algebra, geometry, and topics in discrete mathematics, trigonometry, culminating with AP calculus. The sequence of topics will be designed to provide the mathematics required for successful completion of parallel science coursework. A full range of electives will be provided including multivariable calculus, linear algebra, AP statistics, complex variables, and differential equations. Extensive use of graphing calculators and computers will be included throughout the basic sequence of courses.

Math Remediation

It is Riverside Technology High School's objective to educate a diverse student body with varying abilities, and backgrounds. Recruitment efforts will be intensive to the low to moderate-income families of Ogden City/Weber County, and to the children whose families do not have the economic means to exercise a choice in education for their children. Many of these children may not have obtained the skills to perform at an academic level that will allow them to enter RTHS at an Algebra I level. Therefore, we will provide them with the tools to be successful students, regardless of their previous educational attainment. It is our belief that all children have the capacity to succeed, if given a fair chance, and the tools to get there.

Riverside Math Camp

A six week course of intensive math remediation will be offered to students that did not complete Pre-Algebra in the 8th grade, grade level math, or who did not pass these courses with a grade C+ or greater.

The Camp will run a total of twenty-four days (Monday through Thursday). Each day will consist of two-hours of intense instruction, followed by one-hour of assisted problem solving. Students will work in small groups four; each group will have one math mentor. Students will also be required to do problem solving at home, or may stay for a fourth hour to receive additional tutoring/assistance on their homework. Every Thursday afternoon the students will attend an educational fieldtrip or a fun team building activity to reward them for their hard work. This program will also familiarize the student with the RTHS campus, and allow the students to build camaraderie prior to the first day of school. This program will be offered every summer, seven weeks prior to the first day of school.

Riverside Math Mentor Program

Students that struggle with required math programs during the academic year will be paired with a math mentor. The mentor will tutor the student, and help the student to find a learning style that is most effective to her, using scientifically proven "Making Math Real" techniques. "Making Math Real" is an innovative, fun, hands-on method of learning math that integrates key cognitive development such as symbol imaging, detail analysis, and sequential processing, within every lesson and activity. Students who struggle with math do not lack the intelligence or the motivation to be successful. Typically, they lack the underlying development that supports the acquisition of the basic tools to do math. This program will operate throughout the academic calendar year.

Computer Science

The computer science curriculum will provide a full four-year sequence for students with aptitude and interest in this field. It will include advanced placement and post-advanced placement courses such as data structures, algorithms, and programming. Senior projects may include focus on computer architecture, artificial intelligence, and supercomputer applications.

Humanities

English

The English 9th grade curriculum will be integrated with biology and technology. It will emphasize basic communication skills of reading, writing, speaking, and listening to enhance critical thinking

across all academic disciplines. In grades 10 and 11, students will study World Civilization and American Civilization in an integrated social studies and English humanities program. In grade 12, students may elect advanced placement courses, as well as a variety of courses for English credit.

Social Studies

The social studies required curriculum will enable students to develop the knowledge to understand the changing relationship between human beings and their environment, past, present, and future, and to appreciate diverse beliefs and values. Students in grades 10 and 11 will take the English and social studies humanities program, and in grade 12, regular and advanced placement courses will be available.

Foreign Language/Fine Arts/P.E

Foreign Language

Students must fulfill at least one credit of foreign language. At least two foreign languages will be offered. Oral communication skills, reading, writing, and cultural awareness are emphasized in this program. Higher level courses and advanced placement courses will be offered in grades 10, 11, and 12; these will also satisfy one credit of fine arts.

Fine and Performing Arts

Students may select courses such as chorus, art, journalism, and theater arts to fulfill the one-credit fine arts graduation requirement. Additional courses will be offered in grades 10, 11, and 12.

Physical Education

The two-year physical education and health program will emphasize health and physical fitness, as well as individual and team sports. Family Life will also be included in the physical education program. The goals of the program are to equip students with skills contributing to lifelong fitness and to develop students' interests in sports and physical activity, which they may pursue as adults.

Core Curriculum**RIVERSIDE TECHNOLOGY HIGH SCHOOL**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
1.0 Credit Language Arts 9	1.0 Credit Language Arts 10	1.0 Credit Language Arts 11	1.0 Credit Technical Writing
1.0 Credit Geometry	1.0 Credit Trigonometry	1.0 Calculus	1.0 Advanced Math Elective
.5 Credit Geography for Life			.5 Credit - US Government and Citizenship
.5 Credit World Civilization	1.0 Credit AP U.S. History	.5 Credit Elective Social Studies	
Students must complete 1.0 credit of science every academic year. Students must complete 1.0 credit AP science course in either grade 11 or 12.			
1.0 Credit Earth Science - Earth Systems or AP Environmental			
1.0 Credit Biological Science - Biology, Human Biology, Biology/Agricultural Science Technology, AP Biology			
1.0 Credit Chemistry - Chemistry or AP Chemistry			
1.0 Credit Physics - Physics, Physics Principles of Technology, AP Physics			
.5 Credit Health			
1.5 Credits - PE			
A. Participation Skills - .5 Credit			
B. Fitness for Life - .5 Credit			
C. Lifetime Activities or team Sport/Athletic Participation			
1.0 Credit ATE			
.5 Credit - Education Technology - Computer Technology or Competency Exam			
Library media skills shall be integrated into curriculum			

Mentorship Program

Students in the mentorship program will be involved in concentrated research or project development in firms and laboratories throughout Northern Utah and the onsite American Can Technology Center. They will be supervised by mentors who are accomplished scientists, engineers and other professionals. Students must plan, implement, document and present projects chosen in consultation with these mentors. Accordingly, the students will develop and refine their research, presentation techniques, and critical thinking skills.

Monitoring of Instruction

Dissemination of information regarding student performance

- Report Cards, both mid-term and quarterly
- Parent teacher conferences
- Student teacher conferences
- Learning objectives set by teacher and student
 - Measured milestones
 - Student feedback

Integration of standards into instructional practices

- Students will be required to develop personal strategic plans for the academic year. Strategic plan must include milestones that correlate with end of quarter assessments.
- At the end of the quarter, the student will be required to compare their progress with the milestone dates on the original plan and adjust their academic plans accordingly.

School Calendar

The RTHS academic year will follow the Ogden City School District calendar; including holidays, recesses, and quality teaching days.

Class will commence on Aug 23rd, 2004. Academic quarters will be scheduled as follows

Aug 23 rd – Oct 27 th , 2004	First Quarter / 45 teaching days
Oct 28 th – Jan 14 th , 2005	Second Quarter / 43 teaching days
Jan 17 th – Mar 24 th , 2005	Third Quarter / 46 teaching days
Mar 25 th – Jun 3 rd , 2005	Fourth Quarter / 46 teaching days

Total 180 teaching days.

Special Education / Remediation

Riverside Technology High School will employ a special education teacher, as needed, to address the needs of children who require special education or remediation. As with any public school, the school will comply with all federal special education laws such as "IDEA 97". The school and the special education teacher will work directly with parents of special education children to properly address the individual disability challenges each child faces.

RTHS will work with the Utah State Department of Education to comply with rules set forth in the special education manual "The Golden Rules" compiled by the USOE. If the enrollment of special education children exceeds expectations, the school's special education program will be expanded.

ESL Program

Riverside Technology High School will comply with all state and federal rules and regulations with regard to nondiscrimination as administered by OCR (Office of Civil Rights), ESL (English as a Second Language), "504", and ADA issues. The school may apply for federal grant monies available to aid in the funding and development of these programs. In addition, RTHS will require all teaching staff to become ESL certified by the end of the second year of employment.

RTHS has the responsibility to provide a free public education regardless of the child's race, creed, gender, disability, color, religion, and national origin.

Effectiveness Goals – Attachment D

1. Goal - Improve student learning

Specific Objectives:

- a. CRT Scores
- b. SAT Scores

Measurement Criteria:

- a. Administer tests at the beginning of the 9th grade year (to establish baseline), and at the end of each academic year.
- b. Quantitative improvement by measuring 10% above state standard, and 10% above personal baseline if it is below state standard

2. Goal - Facilitate parental involvement in establishing school policies, assisting in academic projects, and extracurricular activities.

Specific Objectives:

- a. Track participation hours per family in a volunteer data base
- b. Send monthly report to each parent on how many volunteer hours have been completed.

Measurement Criteria:

- a. 80% completion of volunteer hours per family every academic year.
- b. 60% parent participation in monthly parent association meetings
- c. 95% parent association chairperson at the RTHS Board of Directors meetings.

3. Goal - Maintain small class sizes

Specific Objectives:

- a. Employ a student cap of 25 students per classroom.

Measurement Criteria:

- a. Class count

4. Goal -Facilitate college placement for students interested in pursuing secondary education.

Specific Objectives:

- a. Participation in college resume/applications workshops

Measurement Criteria:

- a. 75% of student body with completed applications

5. Goal – Attendance

Specific Objectives:

- a. Daily attendance to exceed Ogden School district average

Measurement Criteria:

- a. Measure daily attendance
- b. Greater than 10% of district norm

6. Goal – Graduation

Specific Objectives:

- a. Graduation to exceed Ogden School district average

Measurement Criteria:

- a. Measure graduation based on 9th grade enrollment
- b. Greater than 10% of district norm

7. Goal – Teachers will be accountable for maintaining high standards and expectations

Specific Objectives:

- a. Average education attainment of their students
- b. Participation in professional development
- c. Knowledge of subject taught

Measurement Criteria:

- a. Quarterly teacher assessments by the executive director; scores ranging from satisfactory to unsatisfactory
- b. End of Course evaluations by students; scores ranging from satisfactory to unsatisfactory
- c. Knowledge proficiency tests; greater than 10% of district norm

8. Goal – Facilitate real life professional experiences / internships for students

Specific Objectives:

- a. Student participation in internships
- b. Student projects

Measurement Criteria:

- a. 80% participation in internship, measured by project feedback from student and mentor.
- b. 100% completion of senior project, measured by a grade of B or better (graduation requirement for RTHS)

Lesson Plan Examples

Lesson Plan: EditorialsDiscipline: Writing and ReadingGrades: 9-12Theme of lesson: Writing persuasively.Objectives:

- 1) Students will learn to write persuasively
- 2) Students will learn to read current events objectively
- 3) Students will learn to evaluate editorials for content
 - a. Students will judge fact versus opinion
- 4) Students will work in pairs as an editorial group

Length of Lesson: 2 class periodsOverview of Lesson Plan: In this lesson, students examine the rhetorical structure of a New York Times editorial, and then use it as a model for writing their own editorials based on a current news article.

- 1) Reflect on the differences between fact and opinion and their roles in editorial writing.
- 2) Explore the classic structure of an editorial by reading and discussing "The Brothers Grim."
- 3) In pairs, select and discuss a news article from today's newspaper to use as the basis for an editorial.
- 4) Using their outlines, write their own editorials based on the current news article of their choice.
- 5) Present articles
- 6) Peer reviews of articles

Resources / Materials:

- Student journals
- Pens/pencils
- Paper
- Classroom board
- Copies of Standard Examiner, Salt Lake Tribune, Time Magazine and The New York Times.

Skill Objectives:

Students will:

- 1) Demonstrates competence in the general skills and strategies for reading a variety of informational texts
- 2) Demonstrates competence in the general skills and strategies of the writing process, using style and structure appropriate for specific audiences and purposes; Writes persuasive compositions; Writes compositions that speculate on problems/solutions; Writes in response to literature
- 3) Demonstrates competence in the general skills and strategies for reading a variety of informational texts, applying reading skills and strategies to a variety of informational

texts; Knows the defining characteristics of a variety of informational texts; Identifies techniques used to convey viewpoint; Seeks peer help to understand information; Draws conclusions and makes inferences based on explicit and implicit information in texts; Differentiates between fact and opinion in informational texts

Benchmarks: Writes compositions that are focused for different audiences; Writes compositions that fulfill different purposes; Writes persuasive compositions that evaluate, interpret, and speculate about problems/solutions and causes and effects; Writes reflective compositions; Writes in response to literature

Activities / Procedures:

- 1) WARM-UP/DO-NOW: Students respond to the following prompt (written on the board prior to class): "Fold a piece of paper in half lengthwise, then open again, creating two vertical columns. Label the left side 'Facts' and the right side 'Opinions.' Under each heading, define the word as clearly and succinctly as possible. Then, list three facts and three opinions about the current military actions in Iraq."
- 2) After about five minutes, ask each student to share a fact or opinion from his or her list. Create a similar chart on the board in which to record the students' responses on the board. For clarity, refer to the following definitions from Merriam-Webster Online (<http://www.m-w.com>):
 - a. "opinion: a view, judgment, or appraisal formed in the mind about a particular matter; a formal expression of judgment or advice by an expert."
 - b. "fact: something that has actual existence; a piece of information presented as having objective reality."
 - c. What is the difference between fact and opinion? Are all facts true for everyone? Can opinions also be true? Why is it important to know the difference between facts and opinions when reading or listening to news?
- 3) Read the entire front-page section of a daily newspaper. Then, based on your opinion of what news is most important, cut out articles and place them in order of importance according to your own criteria. Create a new layout for the front page and mount the articles on poster board. Write a few paragraphs that explain the hierarchy of importance you have created.
- 4) Explain to the students that they will be reading an editorial from the newspaper. An editorial is a specific type of article that expresses the opinions of a publication's editor or publishers on an important issue of the day. There are three parts to the editorial: an opening, a body and a conclusion. The opening (typically the first paragraph) begins with a statement of fact or a straightforward observation, and ends with a statement of opinion. Like the thesis statement of an essay, this statement of opinion in an editorial opening reflects the main point the editorial writer wishes to make. The body of the editorial provides the details that support the writer's argument. The body is often built around arguments that address counterarguments. The conclusion of the editorial does not necessarily summarize the writer's main points, as is often done in an essay, but instead presents readers with an "either/or" decision, or points to a possible resolution to the conflict at hand.
- 5) As a class, read an editorial (previously chosen by the teacher) focusing on the following questions:

-
- a. From the headline alone, what would you say is the topic of this editorial?
 - b. With what statement(s) of fact does this editorial open?
 - c. Are the first two statements pure fact, or do they also reflect some opinions of the writer? Explain which parts of each of the first two sentences are based on fact, and which are based on opinion.
 - d. What opinion is presented in the first paragraph that provides the editorial's main point?
 - e. How is this main point developed in the second paragraph of the article?
 - f. What are the questions underlying the statements in the third paragraph?
 - g. What factual information is presented? What opening statement do these facts support?
 - h. How does the fifth paragraph develop the main point? On what new questions does this focus the reader?
 - i. Beyond the news, on what larger issues concerning the do the editorial writers want readers to focus?
- 6) Explain to students that they will be writing their own editorials as a homework assignment, but first they will be selecting a topic and outlining the key points that their editorial will present.
 - 7) Divide the students in pairs, and to each pair, distribute a copy of today's newspaper. Ask the pairs to scan the paper for news that is not addressed in that edition's editorial pages. Each pair then chooses two articles on two different subjects or events (one for each student). Ask each student to take turns reading each other's article thoroughly, then asking each other the following questions (written on the board or copied in a handout for easier student access):
 - a. --What is the topic of this news article about which you will write an editorial?
 - b. --What question about this topic do you find controversial and worthy of an editorial? (Be sure to articulate a specific question here.)
 - c. --How would you answer this question? Or, rather, what is your opinion about this question?
 - d. --What evidence do you have for building an argument to persuade others that your opinion is valid?
 - e. --What do you think the popular, or majority, stand on this subject might be? Is this stand the same as yours? If not, what is your editorial stance, and how does it differ from the popular, or status quo, perspective?
 - f. --What are some opposing arguments to your opinion, and how will you counter those arguments?
 - g. --What resolution do you want readers to walk away with after reading your article?
 - 8) Students should take abundant notes on their thought processes to assist with the writing of their editorials.
 - 9) WRAP-UP/HOMEWORK: Individually, students respond in writing to the following prompt (written on the board for students to copy before leaving class): "Using the news article you selected and the answers to the questions you explored with your partner in class, write an editorial on the issue or event. Remember to structure your editorial as follows:

-
- a. --Open with an introduction that begins with a statement of fact that clearly defines the topic, and closes with a main opinion related to that fact.
 - b. --Build an argument for your opinion using supporting facts and statements of reasonable opinion.
 - c. --Present the reader with a clear decision - an "either/or" decision or a resolution that you want them to take away."

10) Ask students to clip their editorials to the articles that inspired them. In a future class, students should share their editorials with their original partners, evaluating how well their classmates have supported their views.

Evaluation / Assessment:

Students will be evaluated on:

Thoughtful participation in class discussions

Careful consideration of a selected news topic through discussion with partners,

Thorough completion of editorials inspired by current news

Quality presentation of opinions

Peer review feedback

The lesson plan above was based on one by Clayton DeKorne, The New York Times Learning Network and Tanya Yasmin Chin, The Bank Street College of Education in New York City

Lesson Plan: Statistics

Discipline: Mathematics/Statistics/Problem Solving

Grades: 9-12

Theme of lesson: Students will participate in teams researching a comparative study of parent participation in charter schools versus public. Students will collect, quantitate and analyze data.

Objectives:

- 5) Students work as a team
- 6) Students will follow written and verbal instructions
- 7) Students will construct a scientific questionnaire.
- 8) Students will determine the appropriate random sample of the total population.
- 9) Students will use quantitative statistical methods and formulas learned in class.
- 10) Students may use computer or calculators to analyze data
- 11) Students will be required to draw a conclusion based on statistical analysis.

Length of Lesson: 2 class periods

Activities/Procedures

- 1) Students are placed into groups of 4-6
- 2) Students brainstorm on polling questions that will help them to understand and quantitate the question posed in the study.

- 3) Teacher lectures on scientific data collection methods, and statistical analysis tools that identify range, medium, mode, margins of error and their respective meanings when analyzing data.
 - a. Students will interview educators from both school types (charter and public).
 - b. Students will analyze existing data on parent participation
- 4) Teacher discusses project with students.
- 5) Student teams are allowed time in second class period for discussion and presenting their findings.
 - a. Teams will be required to do an oral PowerPoint presentation, hand in a hard copy report, and create graphs using graphing software for both oral and written reports.
 - b. Parents associations, PTAs and Community Councils may be interviewed for study.
 - c. Internet research of other states may be used for study.
- 6) Teams should be able to hypothesize a solution for increasing parent participation in both public and charter schools at the conclusion of the project.

Skill Objectives:

Students will:

- 1) Select and use appropriate methods for computing, e.g., mental computation, estimation, paper and pencil, and scientific calculator and statistical analysis software.
- 2) Propose critique, and value alternative approaches to solving problems.
- 3) Extend statistical knowledge by considering the thinking strategies of others.
- 4) Reflect and evaluate statistical thinking processes used in solving and understanding problems.
- 5) Utilize different problem solving strategies including:
 - a. Drawing a picture or diagram.
 - b. Looking for a pattern
 - c. Identifying counterexamples.
 - d. Choosing an appropriate operation.
 - e. Guessing and checking.
 - f. Making a list, table, graph, or equation.
 - g. Working backwards.
 - h. Eliminating possibilities.
 - i. Making a model or simulation.
 - j. Solving a simpler or related problem
 - k. Checking the reasonableness of results
 - l. Using proportional reasoning.

Evaluation / Assessment:

Students will be evaluated on:

- 1) Following instructions
- 2) Participation within the group activities
- 3) Preparation, completeness, and accuracy of equations and data analysis.

School-to-Career Linkage:

Students will learn how to solve and understand problems or issues based on data collection and analysis..

Lesson Plan: Parking Lot

Discipline: Mathematics/Geometry/Problem Solving

Grades: 9-12

Theme of lesson: Students will apply mathematics skills to design a parking lot with the maximum number of parking spaces while meeting specific design criteria.

Objectives:

- 12) Students work as a team
- 13) Students will follow written and verbal instructions
- 14) Students will construct a criteria list
- 15) Students will use math skills to determine design
- 16) Students will write a business proposal and give a presentation on their design.

Length of Lesson: 3 weeks

Activities/Procedures

- 7) Students are presented with the design criteria by an industrial representative (i.e. construction contractor or city planner). The criteria could include, but not be limited to square-footage, required green-space, possible zoning as to number of stalls required for specific size buildings, city parking standards, cost of materials, cost of construction, etc.
- 8) Teacher places students in groups of 3-4. Each group is a contracting company. Teams are to give their company a name.
- 9) Teacher discusses project with students. Including the details from the presentation, timeline for the project, evaluation criteria
- 10) Student teams are allowed time for organization and discussion
- 11) During class periods the team gets 15-30 minutes to work on project
 - a. Decide what "angle-plan" is to be used in designing their parking lot
 - b. Design a parking lot that will meet all expectations
- 12) After 3 weeks designs are presented.
- 13) Presentations are reviewed by class, teacher and industrial representative (i.e. construction contractor or city planner)

Skill Objectives:

Students will:

- 6) Read and interpret instructions from the contents of a business letter.
- 7) Analyze constraints of problem from the letter
- 8) Use basic angle principles in order to design a parking lot
- 9) Communicate ideas within a group setting
- 10) Decide within the group which solution will be used
- 11) Write a business proposal that explains their rationale for their solution

12) Draw a design

13) Students will learn to manage their time, materials, and skills

14) Students will assess the different methods that can be used for solving the problem and presenting their results.

Evaluation / Assessment:

Students will be evaluated on:

- 4) Actual design and correct application of mathematics principles
- 5) Participation within the group activities
- 6) Preparation and completeness of report
- 7) Preparation and completeness of presentation

School-to-Career Linkage:

Links the principles of geometry with problem solving and the process of preparing a business proposal. The interaction with a business professional also adds to the linkage.

(Based on a lesson plan by Jerry Galloway, Union Mine High School)

Lesson Plan: BudgetingDiscipline: Mathematics/Algebra/Problem SolvingGrades: 9-12Theme of lesson: Students will act as housemates with a budget.Objectives:

- 17) Students work as a team
- 18) Students will follow written and verbal instructions
- 19) Students will construct a budget
- 20) Students will use math skills to determine budget
- 21) Students may use computer or calculators

Length of Lesson: 2 class periodsActivities/Procedures

- 14) Students are placed into groups of 2-3
- 15) Students make lists of things they believe they need and things they want
- 16) Teacher explains "cost-of-living" concept
 - a. Criteria for budget should include utilities, phone, food, rent, insurance (see attached worksheet)
 - b. Students are given fictitious jobs/salaries by the teacher (at random – like in the game of life)
 - i. Paychecks should have payroll withholding for taxes, FICA, medical insurance, etc. – approximately 25%
- 17) Teacher discusses project with students.

18) Student teams are allowed time in second class period for discussion and filling out worksheet

- a. If computers are available, spreadsheet software can be used
 - b. Local newspapers can be used to determine rent
 - c. Phone – cell phone plans vs. land-based phone service (teacher can assign value to each)
 - d. Cable – different plans cost different amounts (teacher can assign)
 - e. Other – discuss gym memberships, health care costs, auto repair costs, etc.
- 19) After second class period budgets are submitted. Discuss whether students were able to get the things they “wanted” or just “needed”.

Skill Objectives:

Students will:

- 15) Read and interpret instructions
- 16) Understand principles of budgeting
- 17) Use basic math principles for the budget
- 18) Communicate ideas within a group setting
- 19) Decide within the group which solution will be used
- 20) Students will learn to manage their time, materials, and skills

Evaluation / Assessment:

Students will be evaluated on:

- 8) Following instructions
- 9) Participation within the group activities
- 10) Preparation, completeness, and accuracy of budget

School-to-Career Linkage:

Problem solving and in particular the preparation of budgets is a common practice in careers as well as in the home environment. The class could be expanded to include a presentation by a financial planner.

	Budget	Actual	Variance ahead/(behind)
<u>Receipts</u>			
Paycheck 1 after taxes	\$ -		\$ -
Paycheck 2 after taxes	\$ -		\$ -
Paycheck 3 after taxes			\$ -
Total Receipts	\$ -	\$0.00	\$ -
<u>Expenditures</u>			
Rent	\$ -		\$ -
Car payments	\$ -		\$ -
utilities (10% of rent)	\$ -		\$ -
Phone	\$ -		\$ -
Cable	\$ -		\$ -
Food	\$ -		\$ -
Clothing	\$ -		\$ -
Laundry - dry cleaning	\$ -		\$ -
Car Insurance	\$ -		\$ -
Hair Cuts	\$ -		\$ -
Entertainment	\$ -		\$ -
Auto Gas	\$ -		\$ -
Auto Repairs	\$ -		\$ -
Furniture	\$ -		\$ -
Savings account			\$ -
Total Expenditures	\$ -	\$0.00	\$ -
Net Surplus (Deficit)	\$ -	\$0.00	

5) Detailed Business Plan – Attachment E

(ATTACHMENT E)

Riverside Technology High School

Charter Contract Year

Four (4) Year Budget

	Planning Year Activity	Operational Budget			
		Year 1 2003 - 2004	Year 2 2004-2005	Year 3 2005-2006	Year 4 2006-2007
Total State Funding		\$1,077,389	\$1,655,563	\$2,152,977	\$2,152,977
Total Students		250	375	500	500
Teachers		10	15	20	20
Teacher Aides		0	0	0	0
REVENUE					
WPU/State Revenue/Local Revenue		\$ 1,077,389	\$ 1,655,563	\$ 2,152,977	\$ 2,206,802
Start-Up/Continuation Grants	\$ 30,000	\$ 150,000	\$ 150,000	\$ 150,000	
Start up Line of Credit	\$ 440,000	\$ -			
Donations / Local Business Contributions		\$ 320,000	\$ -	\$ -	\$ -
Non Profit Commercial Income			\$ 30,000	\$ 50,000	\$ 175,000
Total Revenues:	\$ 470,000	\$ 1,547,389	\$ 1,835,563	\$ 2,352,977	\$ 2,381,802
EXPENSES					
<i>Personnel Costs</i>					
Principal	\$ 35,000	\$ 70,000	\$ 71,750	\$ 73,544	\$ 75,382
Assistant Principal / Advisor	\$ -	\$ -	\$ 40,000	\$ 40,000	\$ 41,000
Teachers	\$ 19,000	\$ 380,000	\$ 584,250	\$ 798,475	\$ 818,437
Teachers Aides		\$ -	\$ -	\$ -	\$ -
Support Staff		\$ 25,000	\$ 51,168	\$ 52,447	\$ 53,758
Empl. Benefits	\$ 21,600	\$ 190,000	\$ 298,867	\$ 385,786	\$ 395,431
Subst. Teachers (10 days/Teacher)		\$ 9,000	\$ 13,500	\$ 18,000	\$ 18,000
Staff Training		\$ 15,000	\$ 22,500	\$ 30,000	\$ 30,000
Contract Services / EMO	\$ 33,750	\$ 112,500	\$ 172,969	\$ 236,391	\$ 242,300
Total	\$ 109,350	\$ 801,500	\$ 1,255,004	\$ 1,634,643	\$ 1,674,309
<i>School Operations</i>					
Advertising and P.R.	\$ 5,000	\$ 5,000	\$ 5,125	\$ 5,253	\$ 5,384
Auditing		\$ 9,000	\$ 9,225	\$ 9,456	\$ 9,692
Books	\$ 93,750	\$ -	\$ 20,000	\$ 20,500	\$ 21,013
Class & Office Supplies	\$ 30,000	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307
Copiers		\$ 9,000	\$ 9,225	\$ 9,456	\$ 9,692
Educational Technology	\$ 20,000	\$ -	\$ 70,000	\$ 71,750	\$ 73,544
IT / MIS	\$ 10,000	\$ -	\$ 20,625	\$ 27,500	\$ 27,500
Transportation / Administration		\$ 5,000	\$ 5,125	\$ 5,253	\$ 5,384
Transportation / Inner City Bussing		\$ -	\$ -	\$ 96,000	\$ 98,400
Phone and Communications	\$ 3,000	\$ 18,000	\$ 18,450	\$ 18,911	\$ 19,384
Total	\$ 161,750	\$ 76,000	\$ 188,525	\$ 295,598	\$ 302,300
<i>Facilities Operations</i>					
Electricity	\$ 3,000	\$ 26,000	\$ 26,650	\$ 27,316	\$ 27,999
Facility Rent		\$ 189,690	\$ 189,690	\$ 189,690	\$ 189,690
Start up line of Credit		\$ 473,000	\$ -		
Facility Repairs		\$ 15,000	\$ 15,375	\$ 15,759	\$ 16,153
Furniture, Fixtures & Equip.	\$ -	\$ 25,000	\$ 25,625	\$ 26,266	\$ 26,922
Insurance		\$ 65,000	\$ 66,625	\$ 68,291	\$ 69,998
Janitorial	\$ -	\$ 40,000	\$ 41,000	\$ 42,025	\$ 43,076
Landscaping		\$ 10,000	\$ 10,250	\$ 10,506	\$ 10,769
Waste Management		\$ 5,000	\$ 5,125	\$ 5,253	\$ 5,384
Water & Sewer	\$ 800	\$ 9,600	\$ 9,840	\$ 10,086	\$ 10,338
Total	\$ 3,800	\$ 858,290	\$ 390,180	\$ 395,192	\$ 400,330
Total Expenses	\$ 274,900	\$ 1,735,790	\$ 1,833,709	\$ 2,325,433	\$ 2,376,939
Surplus (Deficit)	\$ 195,100	\$ (188,402)	\$ 1,853	\$ 27,544	\$ 4,863
Accumulated Surplus (deficit)	\$ 195,100	\$ 6,698	\$ 8,552	\$ 36,096	\$ 40,959

Business Plan Narrative

Revenue

Start Up Grants

- Planning year - \$30,000. Reimbursed expenses for planning year. Application to USOE in November 2003.
- First three years - \$150,000 per year. Federal Grant, Charter start up. Application to USOE by September 2003, 2004, and 2005

Start up Line of Credit (LOC): \$440,000, 1-year loan to offset first year cash flow.

WPU/State Revenue – Based on student enrollment estimates. See worksheets.

Donations / Local Business Contributions - \$320,000 in first year. Fund raising March 2004 – March 2005.

Non-profit Commercial Income – revenue subsidized by rental income from the Ogden Technology Park Corporation, a non-profit organization managing the remainder of the American Can Company property.

- Year 2005 – 2006: \$30,000
- Year 2006 – 2007: \$50,000
- Year 2007 – 2008: \$175,000

Expenses

Teacher Salaries: Average \$38,000 / year

Employee Benefits: 40% base pay

Contract Services: Education Maintenance Organization (EMO). – \$450 per student per year. Ensures State regulation compliance. Teacher qualification and SBOE compliance.

Planning Year Activity

- Principal start: \$35,000 from Mar 2004 – August 2004
- Teachers start (partial): \$35,000 from Jun 2004 – August 2004
- PR and student recruiting: \$5,000
- Books ordered: \$93,750

-
- Class supplies: \$30,000
 - Educational Technology – labs, teaching aids, computers, etc: \$20,000
 - Note: laboratories, furniture and fixtures are included in building construction contract managed by the Ogden Technology Park non-profit organization.
 - IT/MIS: \$34,000
 - Misc. Supplies: \$30,000
 - Facilities: \$3,800 from Mar 2004 – August 2004

School Year 1, 2004 – 2005

- Principal: \$70,000 per year
- 10 teachers, average \$38,000 per yr: \$380,000
- Employee Benefits 40%: \$190,000
- Teacher Training: \$15,000
- School operations: \$76,000
- Facility Operations:
 - Rent: \$189,690.
 - Start up line of credit payed: \$473,801. One year loan, 7.5%

School Year 2, 2005 – 2006

- Principal / Teachers / benefits / etc: annual increase of 2.5%
- Teachers: increases to 15, students increase to 375
- Facility Operations:
 - Rent: \$189,690

School Year 3, 2007 – 2008

- Principal / Teachers / benefits / etc: annual increase of 2.5%
- Teachers: increases to 20, students increase to 500
- Add three Bus routes @ \$32K/route: \$96,000
- Facility Operations:
 - Rent: \$189,690

CHARTER SCHOOL WORKSHEET			
ESTIMATE ONLY - FY 2004-2005		ADM (9-12) = 250	
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	300.0000	\$ 645,000
Professional Staff	0.0855	25.6500	55,148
Administrative Costs	38.70 per student		9,675
Restricted Basic School:			
Special Ed--Add-on***	1.0000	0.0000	-
Spec. Ed. Self-Contained***	1.0000	0.0000	-
Special Ed Pre-School	1.4700	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	190 per K-8 ADM		-
Total WPU Programs		325.6500	\$ 709,823
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 368.39 per WPU		\$ 119,966
Quality Teaching Block Grant	\$99		29,700
Local Discretionary Block Grant	\$60		18,000
Interventions-Student Success	\$33		9,900
Special Populations			
Youth at Risk Programs	\$5		1,500
Gifted and Talented	\$4		1,200
Other			
School Land Trust Program	\$31 per student	13.1700	7,750
Residual per Student Exp.	Average \$711 per student		177,750
Total Non-WPU			\$ 365,766
One Time*	\$225 per teacher (K-6)	8	1800
Teacher Materials/Supplies*	\$175 per teacher (7-12)	0	-
Total One Time			\$ 1,800
Estimated Total All State Funding			\$ 1,077,389
Numbers are based on estimated FY2004 enrollment.			
* These amounts are based on one-time funding for FY04. Amounts for future years depend on what is appropriated by the Legislature for the respective year.			
** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.			
***Per special education determination of the appropriate program.			

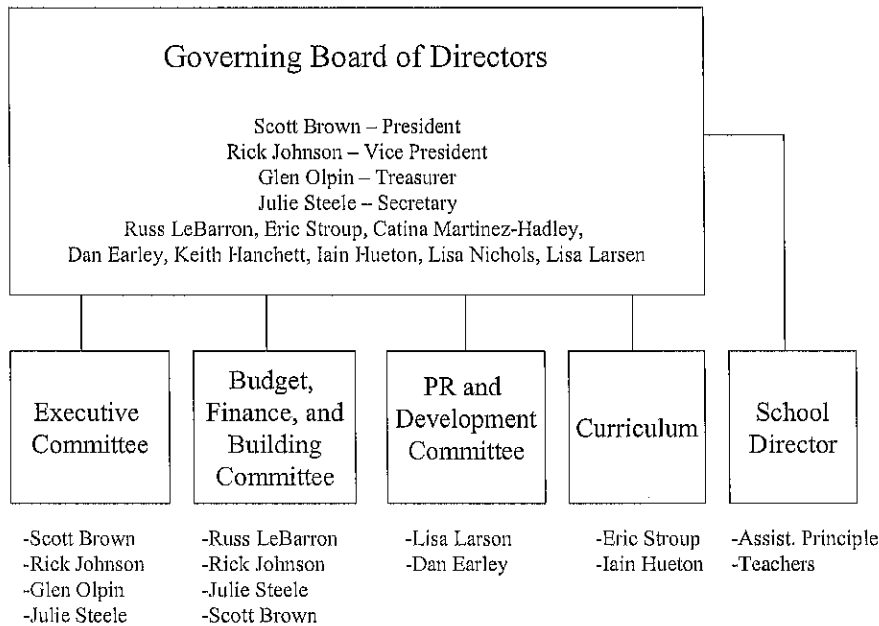
CHARTER SCHOOL WORKSHEET			
ESTIMATE ONLY - FY 2005-2006		ADM(9-12) = 375	
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	450.0000	\$ 967,500
Professional Staff	0.0855	38.4750	82,721
Administrative Costs	38.70 per student		14,513
Restricted Basic School:			
Special Ed--Add-on***	1.0000	0.0000	-
Spec. Ed. Self-Contained***	1.0000	0.0000	-
Special Ed Pre-School	1.4700	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	190 per K-8 ADM		-
Total WPU Programs		488.4750	\$ 1,064,734
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 368.39 per WPU		\$ 179,949
Quality Teaching Block Grant	\$99		44,550
Local Discretionary Block Grant	\$60		27,000
Interventions-Student Success	\$33		14,850
Special Populations			
Youth at Risk Programs	\$5		2,250
Gifted and Talented	\$4		1,800
Other			
School Land Trust Program	\$31 per student	13.1700	11,625
Residual per Student Exp.	Average \$711 per student		266,625
Total Non-WPU			\$ 548,649
One Time*	\$225 per teacher (K-6)	8	1800
Teacher Materials/Supplies*	\$175 per teacher (7-12)	0	-
Total One Time			\$ 1,800
Estimated Total All State Funding			\$ 1,615,183
Numbers are based on estimated FY2004 enrollment.			
* These amounts are based on one-time funding for FY04.			
Amounts for future years depend on what is appropriated by the Legislature for the respective year.			
** Teacher Supply money is based on up to \$175 for grades 7-12 and up to \$225 for grades K-6.			
***Per special education determination of the appropriate program.			

CHARTER SCHOOL WORKSHEET			
ESTIMATE ONLY - FY 2006-2007		ADM(9-12) = 500	
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	600.0000	\$ 1,290,000
Professional Staff	0.0855	51.3000	110,295
Administrative Costs	38.70 per student		19,350
Restricted Basic School:			
Special Ed--Add-on***	1.0000	0.0000	-
Spec. Ed. Self-Contained***	1.0000	0.0000	-
Special Ed Pre-School	1.4700	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	190 per K-8 ADM		-
Total WPU Programs		651.3000	\$ 1,419,645
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 368.39 per WPU		\$ 239,932
Quality Teaching Block Grant	\$99		59,400
Local Discretionary Block Grant	\$60		36,000
Interventions-Student Success	\$33		19,800
Special Populations			
Youth at Risk Programs	\$5		3,000
Gifted and Talented	\$4		2,400
Other			
School Land Trust Program	\$31 per student	13.1700	15,500
Residual per Student Exp.	Average \$711 per student		355,500
Total Non-WPU			\$ 731,532
One Time*	\$225 per teacher (K-6)	8	1800
Teacher Materials/Supplies*	\$175 per teacher (7-12)	0	-
Total One Time			\$ 1,800
Estimated Total All State Funding			\$ 2,152,977
Numbers are based on estimated FY2004 enrollment.			
* These amounts are based on one-time funding for FY04.			
Amounts for future years depend on what is appropriated			
by the Legislature for the respective year.			
** Teacher Supply money is based on up to \$175 for grades 7-12 and			
up to \$225 for grades K-6.			
***Per special education determination of the appropriate program.			

6) Organizational Structures and Governing Body

The RTHS shall be operated as a separate legal entity through a charter authorized by the Utah State Board of Education. The governing board consists of twelve members each serving two-year terms. Members of the governing board of directors are listed below.

The Board is organized into five committees as outlined below.



The Board is responsible for activities typical of creating and governing a public secondary school such as (but not restricted to) the following

- Appoint a Chief Executive officer and fix the terms and conditions of this person’s appointment.
- Create a committee structure and by-laws to govern and facilitate the Board’s activities.
- Approve the contracting of a Educational Maintenance Organization (EMO) to manage the day-to-day activities of the school, including hiring of faculty, staff, and other employees, creation of a salary schedule, benefit plan, and human resource policy.
- Approve the curriculum for a grades 9-12 school and a formal program of study that meets or exceeds state standards.
- Approve a school calendar and a schedule for all curricular and extra-curricular activities.

-
- Approve evaluation and assessment procedures consistent with Utah's U-PASS program.
 - Secure a specific location for the RTHS and provide conditions that protect the safety of students and ensure a quality-learning environment. Consistent with this action direct the creation of a use agreement with the host school or district outlining financial obligations, schedules, shared resources, and procedures for collaboration on curricular and extra-curricular activities. This use agreement may be amended from time to time as RTHS evolves and develops.
 - Direct the creation of marketing and recruitment plan and procedures for advising students and admitting them to the school in a fair and equitable way consistent with Utah law.
 - Approve budgets for start up costs and annual operating expenses.
 - Establish procedures that will ensure sound financial management and efficient operation of the school.
 - Contract for services as needed to operate the school including but not limited to transportation, food, custodial, special student services, and similar functions.
 - Ratify articulation agreements with other schools, colleges, and universities.
 - Direct the creation of advisory committees to assist the board in formulating key policies and practices in support of the school.
 - Prepare and approve reports consistent with those required by the Utah Legislature and the Utah State Board of Education.

7) Background information for members of the Governing Board

See Attachment F.

8) Articles of Incorporation and Bylaws

See Attachment G.

9) Admission and Dismissal procedures, including suspension procedures.*Recruitment*

Riverside Technology High School will prepare public service announcements in both English and Spanish for broadcast on local radio and television stations, and a press release for dissemination to all of the major print media in the school district. The purpose is to inform the general public of the enrollment period and location of the school. The governing board will conduct community meetings and presentations on the high school in partnership with Ogden City, the Ogden City School District, Ogden/Weber Community Action Partnerships, and Weber County. The governing board will also distribute informative fliers in both English and Spanish throughout the community. Informative posters will be distributed to the Weber County Library, Midtown Community Clinic, the U.S. Post Office, and other public locations in the community. There will be an intensive recruitment effort put forth to market the school to disadvantaged children from the Latino community, with the help of the Utah State Governor's Hispanic Advisory Council. This intensive effort will include the recruitment of female students. These activities will take place prior to and during the official 45-day announcement period, as required by the Utah State Office of Education.

Selection

After the 45 day announcement period activities have been completed, Riverside Technology High School will begin accepting applications. In the event the number of applicants exceeds the established cap, the first priority for enrollment will be given to students whose parents participated in the formation of the school, or whose parents the school will employ. After which students will be selected by random draw. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for re-enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants.

Dismissal

Riverside Technology High School will follow all policies and guidelines as required in Utah State Law (UCA 53A-11-901-909). Also, the three step due process required by law, will be followed. That is students receiving dismissal from the school must have been properly informed, and have been given proper opportunity for response and remediation. A handbook on school rules and discipline will be distributed to every child and parent at the beginning of school. The following is an example of what procedure the school may follow in the case of suspension or expulsion.

Procedures for Managing Serious School Violations

Consequences for serious violations will be written into school policy and delivered automatically and consistently. Staff will be clear about what their responsibilities are and who administers the relevant procedures. Typically, an office referral will be made, and an administrative staff person will be given that responsibility. Clear guidelines will be established for student behaviors that

warrant office referrals, and all staff will have a clear understanding of which behaviors result in an office referral, and the specific procedures that will be followed by the office in responding to them.

Consequences Applied for Serious School Violations Include:

Parent conferences, after-school detention, in-school suspension, out-of-school suspension and expulsion. An effective tracking system will be in place to identify students who exhibit inappropriate behavior on a regular basis. Repeated office referrals will be a signal that a student needs more assistance in learning and displaying expected behaviors. It also signals a need for teacher training, and a functional analysis of the classroom/school environment. Students who have repeated displays of serious school violations will be referred to a school-wide behavior support team to develop a specific, individual plan designed to reduce or eliminate the problem behavior pattern and establish opportunities for displaying expected behaviors.

Procedures for Managing Illegal Behaviors

Procedures for managing illegal behaviors will involve an office referral and a police referral. As with any serious school violation, consequences will be delivered in an automatic and consistent manner, as described above. In addition, requirements of State of Utah Statutes will be met.

An office referral will be developed by Riverside Technology High School, and may resemble referrals used successfully in other programs. A form similar to the office referral form would be in order for assessing the quality of the school environment and assessment of the teacher's skills in being able to deal appropriately with disruptive behavior.

Students are subject to the Riverside Technology High School behavioral expectations that are provided at the beginning of each school year. "Safe School" violations policy of the Ogden City School District will be implemented at Riverside Technology High School. Other successful models will be investigated for possible adoption.

Discipline

Creating and Maintaining a Well-Managed Learning Environment -

Riverside Technology High School Discipline Plan

This school will be a positive environment, with a focus on developing the individual assets of the student, which make each child unique and special. The focus of educator attention will be on what students are doing well, rather than on what they are doing badly. All teachers will be expected to have high expectations of every student, regardless of that student's ethnicity, economic background, or past performance. The discipline plan of this school is not a punishment plan. It takes no skill to remove a kid from class! Rather, we espouse a management plan in which administrator and teachers are skilled and practiced in the principles of classroom management as stated above. The term "discipline" will take on its noblest and finest meaning.

10) Complaint Review Procedures

Parents will voice complaints with the person(s) involved. If it is not resolved a parent may file a complaint with the director/principal. If the director/principal deems it necessary, the complaint may be elevated for discussion by the governing board at their next monthly meeting.

State and district policies governing the handling of complaints, shall take precedence over school procedures. Otherwise, the following shall apply:

Honest disagreements and complaints are inevitable in public schools. If parents have a complaint or disagreement concerning the school, the following procedure will guarantee that the problem will be heard:

- a. First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level.
- b. If the parent prefers, a meeting may be arranged directly with the director/principal. The director/principal is there to help mediate disagreements.
- c. If the parent still feels that the problem has not been properly addressed, he/she may appeal to the governing board. The appeal will not be heard unless step #2 has been accomplished. The case should be stated in writing with specifics.

It is recognized that the Utah State Office of Education (USOE) is also a resource that may be approached to help resolve special problems or issues that may arise.

11) Opportunities for Parental Involvement

Parental involvement will be a key element to the success of the school. All parents and guardians become members of the RTHS parent association. Every member of the Riverside Technology High School parent association will:

- Elect a formal Parent Association executive committee, electing a president, vice-president, secretary and treasurer. Parent Association may consist of parents, grandparents, and/or legal guardian.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum,
- Executive members of the Parent Association will be encouraged to attend the governing board meetings. At those meetings, parents are invited to make comments and suggestions related to school policies, procedures, programs, curriculum, and other issues being discussed at the meeting,
- Volunteer time to the school.
- Maintain school website, volunteer opportunities and monthly newsletter
- Organize fundraising opportunities

Communication with Parents

Parents will be given ample opportunity to learn about opportunities for parental involvement by:

- Encouraging parents to volunteer a minimum of 30 hours per school year;
- A parent orientation will be held before the beginning of school each year; the parents will be encouraged to attend.

School Visits

Adult visitors and parents are encouraged to visit the school frequently and take an active role in the education of their children. Arrangements to visit a classroom may be made by contacting the teacher to set up a convenient time. All non-employee adults must check in at the school office and pick up a visitor's badge upon entering the campus.

We encourage parents to leave small children at home since they often distract students and the teacher. We also ask that parents avoid conferences with the teacher during the visit, so that the teacher may conduct class as usual. Please schedule teacher conferences before or after school at a time when students are not in class. Students are not allowed to bring visiting children, either friends or relatives, to school with them.

12) Insurance

See letter from Mr. Kery Oldroyd, Fred A. Moreton & Company, dated September 12th, 2003.

13) Extracurricular Activities within the School District

The memorandum of understanding between the Riverside Technology High School (RTHS) and the school districts is in progress. The intention of RTHS is to participate in the extra-curricula activity provided by the school districts.

14) Teacher Qualifications

The director/principal and the executive committee of the governing board will work together to arrive at a joint decision on hiring of teachers and other staff as deemed necessary. For teachers, the director/ principal will do a pre-selection from applications received. After which the director/ principal will conduct a final interview and make a recommendation to the board. The board will make the final decision.

Individual employees, including the director/principal, will be hired with an annual contract that will be renewable at the end of each year. The governing board will carry the right to terminate any employee that is not complying with the standards set forth by the school and included in the employment contract.

Background checks and/or drug testing on prospective or current employees, particularly teachers, will be performed as required by state law.

The principal/director and EMO shall be responsible for evaluating the performance of the teachers on an annual basis. (Refer to governance section for handling complaints).

As required by the state of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization.

15) Compliance Assurances—Attachment H

Utah State Board of Education**UTAH CHARTER SCHOOLS
Assurances**

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverage, including a description of the levels of coverage and the relationship of these coverage's to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. All physical assets purchased with public funds become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy on the same basis as other public schools. If the number of students applying to enroll exceeds the capacity of the school or of programs, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
- M. The charter school assures that it will not conduct a program of instruction until such time as:
- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
 - (2) Adequate equipment, materials, and guidance and counseling services are available; and
 - (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.
- N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.
- O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.
- P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.
- Q. The charter school will employ the use of the Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level Tests as a fundamental part of the overall assessment program for the school.
- R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.
- T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt fees annually in an open board meeting.

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Scott Brown

Title (type): President, Riverside Technology High School Board of Directors

Signature: _____

Date: September 15, 2003

16) Additional Information/Letters of Support

17) Attachments

**Background Information Sheets
And
Agent Résumés**

Attachment F – Background Information And Agent Resumes

**Riverside Technology High School
Articles of Incorporation
And
Bylaws**

Attachment G – Articles of Incorporation and Bylaws