



**BEEHIVE  
SCIENCE & TECHNOLOGY  
ACADEMY**

**Charter School Application**

September 15, 2004

# 1 COVER SHEET

*Use this form to provide information on the proposed school name, the applicant's name, and the table of contents for your application.*

**SCHOOL NAME:** Beehive Science & Technology Academy

**APPLICANT NAME:** Beehive Educational Services

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

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

\_\_\_\_\_  
Authorized Agent (please print)

\_\_\_\_\_  
Signature of Authorized Agent

\_\_\_\_\_  
Date

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

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## 2 TITLE PAGE 2005 – 2006

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*Enter the name of the applicant and the name and mailing address of the individual who will serve as the authorized agent on behalf of the entity/individual seeking the charter.*

### 2.1 INFORMATION ABOUT THE SCHOOL

**NAME OF PROPOSED CHARTER SCHOOL** : Beehive Science & Technology Academy

**TYPE** : New School

**NAME OF APPLICANT** : Beehive Educational Services

**AUTHORIZED AGENT FOR APPLICANT** : Murat OZOGLU

**AUTHORIZED AGENT MAILING ADDRESS** :

**STREET** : P.O. Box 510728

**CITY** : Salt Lake City

**STATE** : UT

**ZIP** : 84151-0728

**DAYTIME PHONE** : 801.580.1036

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**EMAIL ADDRESS** : [contact@beehivesta.org](mailto:contact@beehivesta.org)

**WEB SITE** : <http://www.beehivesta.org>

**FORM OF ORGANIZATION** : Non-Profit Corporation

## 2.2 GOVERNING BODY:

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

<b>Name</b>	<b>Phone Number</b>	<b>Type of Member</b>	<b>Position on Board</b>
Abdullah Tulek	801.706.2017	Potential Staff	Board Member
Murat Ozoglu	801.580.1036	Authorized Agent	Board Member
To be determined	-	-	-
To be determined	-	Parent	-
To be determined	-	Parent	-

## 2.3 FOUNDING MEMBERS

Names of the Founding Members are provided in Appendix F.

### 3 TARGET POPULATION

*Use this form to provide information on the school's mission, grade levels to be served, outreach efforts, school calendar, and facilities.*

#### 3.1 MISSION STATEMENT

The mission of Beehive Science & Technology Academy (BSTA) is to provide an active learning environment for immigrant/refugee students in order to enable them to develop the intellectual, linguistic, cultural, interpersonal, and advocacy skills needed to succeed in high school, higher education, and their future career, and to become responsible and educated citizens who have the skills and understanding to participate and work productively in our increasingly technological, diverse, and multicultural society.

#### 3.2 GRADE LEVEL OR STUDENT AGES TO BE SERVED

BSTA will be a small, structured school, with 450 students attending at full enrollment in grades 7-12. Initial enrollment will be for grades Seven and Eight, with 75 students for each grade. Grades nine through twelve will be added one year at a time beginning at the second year of operation. Total grades served by the fourth year will be seventh through twelfth grade.

Enrollment during the 2005 – 2010 school years may grow as shown in the table below and will be dependent upon interest level.

<b>Year/Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>total</b>
<b>05-06</b>	75	75	-	-	-	-	150
<b>06-07</b>	75	75	75	-	-	-	225
<b>07-08</b>	75	75	75	75	-	-	300
<b>08-09</b>	75	75	75	75	75	-	375
<b>09-10</b>	75	75	75	75	75	75	450



### 3.3 OUTREACH PLAN

Information about the BSTA and the admissions process will be disseminated throughout Salt Lake County via flyers, bulletins, media, mailings, and workshops at schools and other public institutions. The founding members will hold open house meetings for parents of school age children within the Salt Lake Area to promote the School's mission and philosophy and to discuss educational plans for prospective students. The founding members will also contact local private and public schools, some local churches, immigration and refugee resettlement service providers, and community centers to have presentations about the School as an alternative solution to the educational needs of the community.

BSTA will ensure that all potential applicants have a reasonable chance of hearing about the school. In accordance with BSTA's mission, outreach efforts will be managed in a way to attract students from immigrant families.

The outreach efforts that we have conducted until now are as follow:

- Two Open Houses held at the City Library's Main branch and Day-Riverside branch.
- Notices sent to neighborhood immigration and refugee resettlement organizations.
- Notices placed and disseminated in shopping centers at the West part of the Salt Lake City.
- Targeted mailing (3000 pieces) to Hispanic families at the West part of the Salt Lake City.

### 3.4 CALENDAR

**SCHOOL CALENDAR:** BSTA will use standard calendar.

**INSTRUCTIONAL DAYS:** There will be at least 180 instructional days.

**START DATE:** The school will start on 29 August 2005.

### 3.5 FACILITY ARRANGEMENT

*If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.*

Facility for the BSTA has not been arranged yet. The school will be located at the west part of the Salt Lake Area. The Beehive Educational Services will perform a rigorous facility search with leading real estate agencies.

In determination process of potential school facility, several criteria will be regarded. First of all, the area of usable space should be approximately 20,000 square feet. It should have a cafeteria, library, at least three laboratories (physics, biology and computer), separate restrooms for boys and girls, and if possible, a gymnasium. Besides these it should have network wiring so that each classroom will have a computer and Internet connection. There should be at least 6 offices and 15 classrooms. The building should be handicapped accessible.

### 3.6 THE WAY BSTA WILL MEET THE PURPOSES DEFINED IN TITLE 53A-1A-503

#### **CONTINUE TO IMPROVE STUDENT LEARNING:**

It is one of the main goals of the BSTA to improve students learning in every subject area. This will be achieved through implementation of a rigorous academic program sustained by a nurturing, disciplined and dynamic learning culture. Proven instructional strategies will identify and address student needs and individual learning styles. High achievements in both academic and non-academic proficiencies will convey BSTA's ability to empower and inspire its students to achieve their own personal excellence. All BSTA graduates will have the confidence and training to successfully compete and advance to higher education. As leaders, they will support and enhance advancements in science, mathematics and other developing technologies.

**ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS:**

BSTA will utilize various innovative instructional strategies including but not limited to students-centered instruction, inter-disciplinary project-based instruction, content-based ELL instruction, and sheltered instruction.

For more information please refer to the “Curricular Emphasis” section.

**CREATE NEW PROFESSIONAL OPPORTUNITIES FOR EDUCATORS THAT ALLOW THEM TO PARTICIPATE IN DESIGNING AND IMPLEMENTING THE LEARNING PROGRAM:**

By their very nature, charter public schools create new roles and professional opportunities for educators. Teachers will be encouraged to shape the school’s vision and actively participate in the school’s creation. They will share responsibility as Executive Board Members and Directors of the school. Perhaps most importantly, they will act as mentors and facilitators of learning to all the children enrolled at BSTA. BSTA will form branch groups for every subject area. Teachers in each subject area will use State’s core curriculum as a foundation and develop standards for that specific subject area. The main motivation behind branch groups is the belief that they will be given professional opportunities to design, implement and evaluate the learning program that they will be using in their classes. More importantly, these grouping strategy will promote a shared sense of responsibility among teachers and encourage them to find ways within the school organization to meet both their own needs as well as the needs of the school community. The benefits of the branch study groups include the following:

- Facilitates sharing of knowledge and experiences of good and bad practices among peers.
- Promotes a sense of community by strengthening teachers’ common sentiments about teaching.
- Enables self-control for maintaining and improving quality.
- Enables group members to follow the latest developments in education in their field. (The group leader will attend conferences and workshops and disseminate this information to other group members).

- Enables teachers to renew and refresh their skills and knowledge through increased communication.
- Enables the school to establish and improve high standards.

**INCREASE CHOICE OF LEARNING OPPORTUNITIES FOR STUDENTS:**

BSTA will provide a small school setting of 450 students. In a report funded by The Bill and Melinda Gates Foundation on the effectiveness of small high schools, Toch (2003) argued that “high Schools are more likely to be successful when they are small and personalized—when they have no more than four hundred students and stress long-term relationships between students and teachers, individualized attention, extra help for struggling students and an adult advocate for every student” (p.12).

In addition to providing a small school setting, BSTA will also require a longer school day for students needing additional tutoring, from 3:30 until 5:00. Students who score below grade level will receive one on one and small group tutoring to ensure that they are prepared to meet the course requirements. The culture will be one of “no excuses,” and will provide a supportive and personalized learning environment where each student is expected to meet high standards, particularly in math and science.

Since BSTA plans on locating the west part of the Salt Lake Area where the immigrant population is very high, the school will offer a unique environment which promotes higher graduation rates and college entrance for immigrant students (i.e., English Language Learners) and students who might otherwise not be prepared to attend college.

The learning environment at BSTA will be; (i) responsive to meet the needs of all students; (ii) flexible to encourage students to become more active learners and to apply knowledge rather than just regurgitate it; and (iii) accessible to encourage students to participate in learning.

**ESTABLISH NEW MODELS OF SCHOOLS AND NEW FORMS OF ACCOUNTABILITY THAT EMPHASIZE MEASUREMENT OF LEARNING OUTCOMES AND THE CREATION OF INNOVATIVE MEASUREMENT TOOLS:**

BSTA is committed to the need for a thorough and efficient system of public schools accountability. We believe it is extremely important for all public schools to measure their

performance by collecting qualitative and quantitative data so that an accurate reflection of the school's progress and standards of achievement are reported.

In a recent article, "Backwards Design for Forward Action," Jay McTighe and Ronald Thomas (2003), argue that it is important for schools to integrate two distinct kinds of improvement initiatives, one centered on the classroom, emphasizing effective instruction, and the other focused on systems which produce results-oriented schools by using data analysis for school improvement processes. BSTA will take both of these into consideration in the design of their data management system by using technologies which allow for the integration of curriculum benchmarks, lesson plans, and other classroom artifacts with more standardized assessment tools. The goal will be to determine data points which teachers will find useful in formatively developing instructional delivery.

In the same volume of Educational Leadership, Bob Marzano points to two reasons why schools fail to integrate classroom practice with data analysis (Using Data: Two Wrongs and a Right, pg. 56). He argues that it is a mistake to judge the effectiveness of classroom instruction only by off-the-shelf standardized tests. "Such measures are indirect because they frequently do not adequately assess the content that is actually taught in a given school." Secondly, he insists that schools have "No explanatory model to interpret the data." He goes on to describe three distinct factors—school-level, teacher level and student level factors—which contribute to effective instruction, not all of which are measured by standardized tests. These are discussed at length in his book *What Works in Schools: Translating Research into Action* (Marzano, 2002). This work will serve as a guide to BSTA administration as they develop a culture of data-driven decision making which is realistically and relevantly tied to what teachers do everyday in the classroom.

It will be very important to adopt classroom curricula which allows for the collection of continuous assessments in a systematic fashion, which can then be down loaded into a data warehouse system. The goal will be to create data collection points closest to classroom instruction. We will adopt curriculum and school data systems with this goal in mind—the goal of aligning and informing classroom practices with standardized data collection. Following are the list of school data systems that BSTA is considering to adopt.

Name of Tool	Purpose of Tool	Responsible for Implementation	Source	Cost
SchoolNet	Data Warehouse; Instructional Management Software	Administration; IT Personnel, Lead Teachers	SchoolNet 75 Ninth Avenue, 6th Floor, New York NY 10011	TBD
Measure of Academic Progress (MAP)	Formative Assessment in reading and math	Teachers	NWEA 12909 SW 68th Pkwy, Suite 400, Portland, Or 97223	\$3,238 (standard rate is \$2.50 per student tested)
Power School: School Information System	Student Records	Registrar	TBD	TBD

Also BSTA Board of Directors will form an accountability committee. The committee will meet once each semester, preferably at the beginning of each term, to discuss the success and operations of the school. The committee will produce a school improvement plan which includes at least two academic and two non academic goals based on data analysis. The board of directors, working with the Principal and teachers, will approve a school improvement plan annually as developed by the accountability committee. Although the committee's efforts have no binding power on the governing structure of BSTA, the committee's decisions and recommendations will be considered crucially important to the successful functioning of the school.

**PROVIDE GREATER OPPORTUNITIES FOR PARENTAL INVOLVEMENT IN MANAGEMENT DECISIONS AT THE SCHOOL LEVEL:**

BSTA will offer several opportunities for parents to involve in school governance. Paramount are:

- To encourage formation of a parents association with the capacity to monitor and advise the governing authority of the school.
- To include two parents in school’s governing board.

For more information, please refer to the “Opportunities for Parental Involvement” section.

**EXPAND PUBLIC SCHOOL CHOICE IN AREAS WHERE SCHOOLS HAVE BEEN IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION OR RESTRUCTURING UNDER THE “NO CHILD LEFT BEHIND” ACT:**

Below we provide evidence that there is a demand for the educational program BSTA is proposing and BSTA will expand our public school choice:

- Each year over a million immigrants enter United States legally or illegally. As a result of this migration flow, the foreign born became the fastest growing segment of our population (Gonzalez & Darling, 1997). While immigration has affected all aspects of our society, nowhere is that impact more keenly felt than in our schools (Walqui, 2000). A majority of recent immigrants (over 90%) came from non-English speaking countries. In consequence of the recent increase in immigrant population and higher proportion of immigrants coming from countries where English is not the native language, schools are increasingly receiving students who do not speak English at home and who have little or no proficiency in English (Gonzalez & Darling, 1997). A survey of state education agencies found that there were about 4.5 million ELL students enrolled in public schools for the 2000-2001 school year (National Center for Educational Statistics, 2001). This number represents almost 10% of the total pre-K through 12th grade public school enrollment and an increase of approximately 104% over the reported 1990–91 public school ELL enrollment (Education Week on the Web, 2004). These numbers are not very different in Utah. Analyzing the ELL student enrollment in Utah K-12 schools, Hosp & Mulder (2003) reported that the ELL students in Utah constitute 9.1% of the state’s total school enrollment and the population of ELL students in the state grew by 115.6% since the 1990-91 school year. Moreover, a recent report by Perlich (2004) indicated that “the labor market forces [in Utah] that encourage

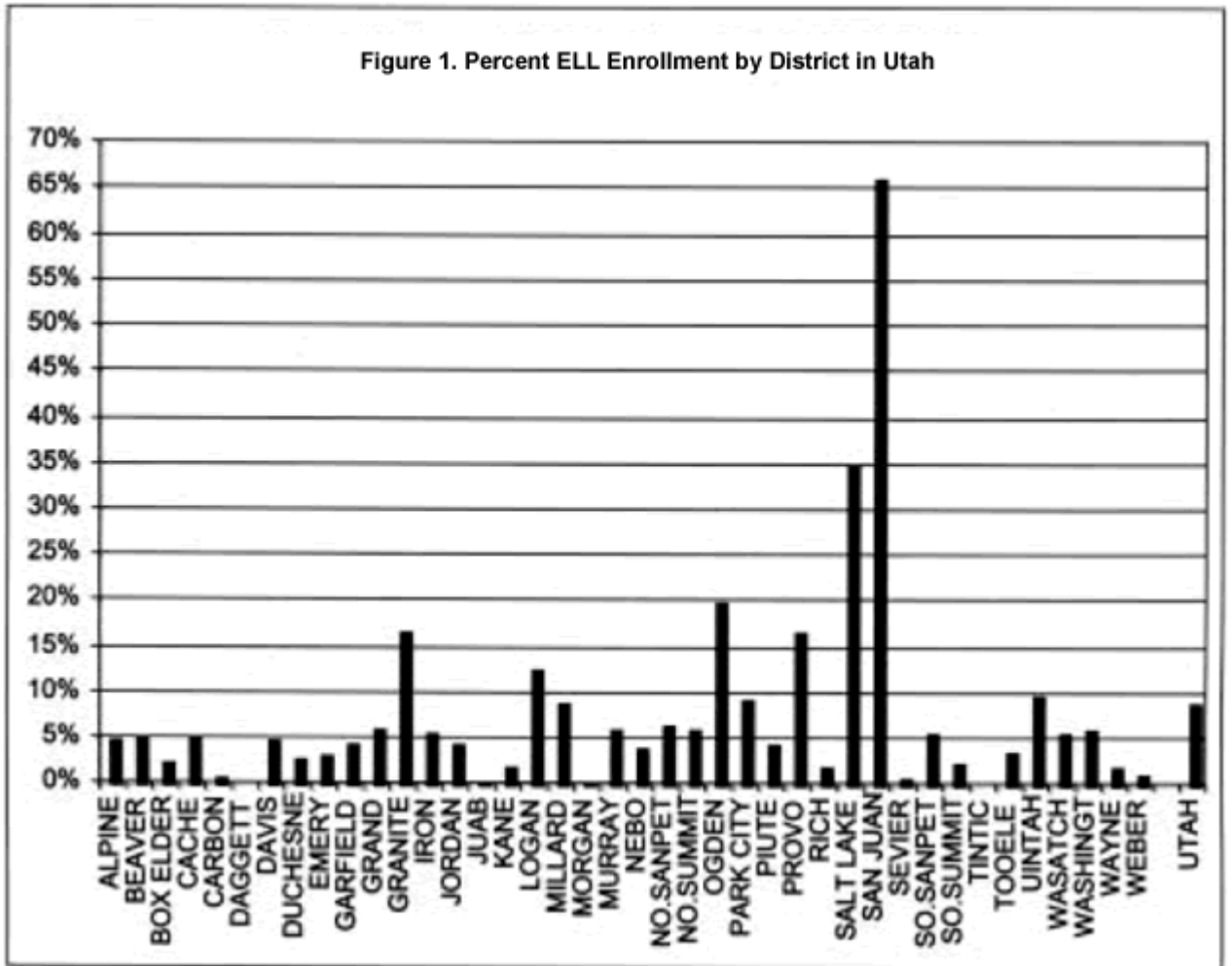
immigrants will continue, especially for Latin Americans” (p. 14). Based on this report, it is assumed that the number of the ELL students in the state public schools will continue to increase as the immigrant population continues to increase. As Gonzalez (2001) also contended, the quickly growing number of immigrant students (namely ELL) in our public schools demands an effort to develop their potential for learning and to increase opportunities for them to have access to education (p.24).

(The percentage of ELL students in each of the 38 district is given in Figure 1)

- Walqui (2000) stated that high dropout rates among secondary school ELL students are just one indication that many public schools are failing to adequately address the needs of these students.
- Moss and Puma (1995) found that ELL students receive lower grades and considered to have lower academic abilities than native born students, and their scores on standardized tests of reading and math are below than their native-English-speaking classmates’ scores (cited in Gonzalez & Darling, 1997).
- The geographic area lacks the opportunity of an academically challenging, high achieving, rigorous academic program for ELL students that prepares and motivates them for higher education as well as giving them access to academic concepts and skills. Lucas (1999) stressed the importance of such programs as follow:

.....Because education is more necessary than ever for success in today's workforce, all students should be encouraged to pursue higher education. Whether or not students are immediately college bound, however, all of them need a secondary education that is academically challenging and develops the required knowledge and skills necessary for success in the labor market. Unfortunately, many English language learners are placed in vocational education classes that are not academically challenging. (p.41)





Hosp & Mulder (2003: p.11).

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## 4 COMPREHENSIVE PROGRAM OF INSTRUCTION

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### 4.1 CURRICULAR EMPHASIS

*Please submit a narrative describing the school's program of instruction including philosophy, methods of instruction, and special emphasis. This section should give the reader the sense of what your school will look and feel like. The narrative may be up to three pages in length.*

#### **4.1.1 Educational Philosophy:**

We believe that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. BSTA has the responsibility to construct a program, which engages and motivates students from various academic and cultural backgrounds to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner.

We also believe that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential.

Students at BSTA will be provided with a positive learning experience in an active learning environment so that they will be able to realize some degree of success in academic pursuits. They will be provided with opportunities to expand their mental and physical abilities in wholesome, socially accepted activities. Students and teachers consider themselves partners in the students' educational program, where there will be mutual respect and support. BSTA believes that addressing students' successes and failures are equally important for the students' growth. Learning in BSTA will nurture a sense of caring for other people and the environment.

## **Education for Future Success**

The intend of BSTA is to prepare students for academic success in their further education, to enable students to keep a broad spectrum of options for their future endeavors, and to prepare them to be responsible and productive citizens.

In the course of their studies, students in BSTA are expected to develop and sharpen the skills necessary to formulate a question or define an issue. They will learn to find relevant information using appropriate tools and to evaluate it through critical thinking and quantitative analysis, based on which they will solve problems and make decisions. And they will be able to organize and present their work both orally and in written or graphic form.

## **Training Life-Long Learners**

We believe that it is necessary to train students to develop their own learning strategies in an ever changing society. In order to train its students to be life-long learners, BSTA will adopt an active learning environment where students will obtain the required skills to locate, analyze, organize, evaluate, and internalize new information in the light of their own needs based on their academic and cultural backgrounds.

### **4.1.2 Methods of Instruction**

The curriculum in BSTA will be student-centered and will require mastery and skill development in the areas of reading, writing, oral language, science, computer, and mathematics. BSTA will also incorporate an enrichment curriculum including but not limited to a secondary language, health and physical education, economics, and especially laboratory instruction for secondary school. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games.

BSTA will combine traditional proven instructional methods with student-centered curriculum in an inter-disciplinary, collaborative classroom environment. Student-centered curriculum will give priorities of the students' interests and their own needs based on their academic and cultural backgrounds. While the daily lesson plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests

and varied skill levels of an individual class of students. Student-centered curriculum is not a set of textbooks and teacher-proof lesson plans. Student-centered curriculum calls on commitment from teachers and students to go beyond Chapter One and the questions at the end. This curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

The teacher's role is to guide students' interests, providing the skills and tools, as needed. The teacher, an expert in his/her discipline of study, guides student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think, questions whose answers might make a difference in this world. Student-centered curriculum is best taught through inter-disciplinary project based learning.

These interdisciplinary projects (please see Lesson Plan 3, Appendix B) will allow preparing the student for real-world challenges, connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/language arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, a method of connecting service to the curriculum and fostering growth through reflection, school becomes the student's vehicle for becoming a contributing member of society.

The academic staff including teachers will pay close attention to the sequence of courses taken and place the students in courses in a logical order based on the cumulative nature of certain core subjects. Using State's core curriculum as a foundation, teachers will develop curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Variety of resources will be used such as state-adopted textbooks, other educational materials, teacher created lessons, and educational software systems.

In summary, the curriculum of the school will be comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum will ensure that teachers integrate all required standards into instructional practices.

The school will do its best to match the sequence of all program courses with the local school districts program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

### **4.1.3 Special Emphasis on English Language Instruction**

In accordance with its mission, BSTA will provide a rigorous English language development program for English Language Learners (ELL).

#### **DESCRIPTION OF ENGLISH LANGUAGE DEVELOPMENT PROGRAM:**

Gonzalez & Darling (1997) argued that “formal instruction without significant meaningful contexts for acquisition and use [of language] is inadequate. Focus on the language development alone, when students need to be learning academic content, is also inadequate” (p. 26). Therefore, we believe that English should be taught through academic content so that students can develop conceptual and content knowledge at the same time they are learning English.

At BSTA English will be taught through math, science, technology, literature, social studies, and career education so that students can get the academic literacy and can be prepared for college and the world of work when they graduate. Two different instructional methods, in conjunction with other proven formal instructional strategies, will be utilized in BSTA to teach English. These methods are *content-based English as a second language instruction* and *sheltered content instruction*.

Content-based ESL instruction is an approach to “teaching of English through academic content as a means to help students develop conceptual and content knowledge at the same time they are learning English” (Gonzalez & Darling, 1997; p.24). In Content-based ESL classes, the vocabulary and the structures of the language will be chosen in such a way that they will be in relation to the content areas studied. These classes will usually be taught by ESL teachers in collaboration with the subject mater teachers.

Sheltered instruction is an instructional method used for teaching content to ELL students (Short, 2000). In this method, the instruction is planned in such a way that students learn the subject matter being presented and promote their knowledge of English. An important strength of the sheltered instruction is that it “minimizes the dependency on language by concentrating on teaching concepts and using many clues and prompts that are not language-based” (Harris, 1995). In sheltered content classes, teachers will follow the regular curriculum described above. However, instructional materials, teacher presentations, and classroom interaction will be adapted so that students can understand them and make contribution. For example, teachers will slow down the verbal delivery with a limited and carefully considered teaching vocabulary; pronounce words clearly and try to use collaborative teaching practices with small heterogeneous groups so that the language can be practiced. Sheltered content classes might be taught by either ESL or content area teachers.

Because students will speak a wide range of native languages, instruction will be primarily in English with as much native language support as possible. The goal is for students to meet high academic standards in the various content areas while at the same time developing English proficiency.

The quality and effectiveness of these instructional methods depend heavily on the ability of teachers to provide instruction in English that is accessible to ELL students without oversimplifying the academic content (Lucas, 1999). Therefore, BSTA will organize ongoing in-service professional development programs to provide teachers and other staff with a deep understanding of language learning and of different instructional strategies.

**INSTRUCTIONAL AND ORGANIZATIONAL STRATEGIES THAT BSTA WILL USE IN DEVELOPING EFFECTIVE TEACHING AND LEARNING CONTEXT FOR ELL STUDENTS:**

We have examined research on the effective instruction of ELL students and identified number of practices that teachers at BSTA will be utilizing.

1. Teaching strategies, skills, and dispositions identified by Gonzalez & Darling (1997).
  - Respect and acknowledgement of the values and norms of the first language and home culture (All students will be encouraged to use their own cultural

backgrounds as a resource which will enhance and enrich their learning experience);

- Ability to look carefully and objectively at students various strength and performances and build on those rather than forcing on English language skills as the primary factor in academic success;
- Use information and ideas from the students' own experiences and home cultures to promote engagement in instructional tasks and a feeling of belonging;
- Small heterogeneous and cooperative group work settings in which language can be practiced and feedback acquired around authentic learning task;
- Encouragement for students to use their native language to share and acquire information during the course of their work, regardless of what language(s) teachers use;
- Focus on instructional content with attention to language development;
- Communication by the teacher of high expectations for students;
- Frequent and visible recognition of student success;
- Expression of caring for students and efforts to interact regularly with parents (through direct contact, school events and social settings, or other means);
- Involvement of parents and community group members in the classroom and the life of the school;
- Use of multimodal teaching strategies that provide information through many avenues, including oral, written, pictorial, graphics, and kinesthetic;

(Gonzalez & Darling, 1997; p.23)

2. Walqui (2000) proposed that there are ten principles that teachers need consider when designing instruction for immigrant students. Teachers at BSTA will be encouraged to take these principles into account when planning, implementing and evaluating their instruction.

- The culture of the classroom should foster the development of a community of learners, and all students are part of that community.
- Good language teaching should involve conceptual and academic development.
- Students' experiential backgrounds should be utilized as a point of departure and an anchor in the exploration of new ideas.
- Teaching and learning should focus on substantive ideas that are organized cyclically.
- New ideas and tasks should be contextualized.
- Academic strategies, socio-cultural expectations, and academic norms should be taught explicitly.
- Tasks should be authentic, relevant, meaningful, engaging, and varied.
- Complex and flexible forms of collaboration should be used to maximize learners' opportunities to interact while making sense of language and content.
- Students should be given multiple opportunities to extend their understandings and apply their knowledge.
- Authentic assessment should be an integral part of teaching and learning.

(Walqui, 2000; p. 1-2)

#### **4.1.4 Assessment**

##### **INSTRUMENTS AND PROCEDURES:**

Variability in assessment is best controlled through socialization of teachers within academic programs and across the entire school and through the application of multiple assessment instruments and methods. At BSTA, student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. Mastery will be measured using an assessment model that is formative and summative, holistic and



standardized, narrative and criterion-referenced. The approach to assessment will be conducive to assessing the whole school from year to year, using local, state, and national standards.

Rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of the learning process. Students will come to an understanding of assessment as a part of the process of continuous improvement. Completing an examination or a term paper is not the focal point for students. Teaching, learning, and assessing will be implemented in a manner that instills in students the belief that learning is continuous, that errors or mistakes are not red marks on a paper signifying failure, but are check-in points to show the way toward continuous improvement. At BSTA, failure is viewed as a natural part of life's learning processes, an inherent characteristic of constant growth and development.

Performance tasks will be created to provide explicit information about students' ability to achieve selected content standards and life-long learning standards. Student performance will be evaluated through reference to scoring rubrics, which describe levels of performance. The performance tasks will be created by teachers and students within the following parameters: (i) the task requires students to communicate results clearly, to collaborate with the teachers and students, as well as to work on their own; (ii) the task requires sufficient mastery of principles so that students are able to appropriately bring them to bear on large, multifaceted problems of real-life; and (iii) the tasks require students to construct new knowledge.

Students learn through the construction and completion of tasks as well as through utilizing rubrics designed for student self-assessment. Presentations and demonstrations by individuals and groups will be featured during scheduled parent/community visits. These presentations will reflect the varied modes of learning. Self-assessment will also be conducted through the use of journal writing in response to probes of understanding (a question asked by the teacher to elicit assessment information for specific standards).

The pupil outcome goals will be part of a comprehensive evaluation plan utilizing traditional standardized tests, essays, surveys, oral presentations, community feedback,

portfolios and exhibitions, and newly created performance indexes. Our assessment methods will be based on the following beliefs:

- In order to have a complete picture of a student’s growth, different types of assessments must be used. Assessments for individual students should focus on a student’s growth towards proficiency standard rather than comparing a student’s performance against other students.
- There should be a close relationship between a desired student outcome and the means used to assess it.
- Assessing what students do with knowledge is as important as assessing the knowledge they possess.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents.

Following table lists the assessment by subject levels.

<b>SUBJECT MATTER</b>	<b>ASSESSMENT</b>
English Literature	Varied writing assignments, portfolios, exhibitions, proficiency and standardized tests.
Social Sciences	Essays and multiple choice exams, portfolios, exhibitions, proficiency and standardized tests.
Mathematics	Projects, portfolios, exhibitions, proficiency and standardized tests.
Science	Projects, portfolios, exhibitions, proficiency and standardized tests.
Art	Portfolios, exhibitions, and art history exams.
Foreign Languages	Oral and written examinations, cultural performances and standardized tests.

**GRADING SCALE:**

All classes at BSTA will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98 - 100 = A+	87 - 89 = B+	77 - 79 = C+	67 - 69 = D+	0 - 59 = F
93 - 97 = A	83 - 86 = B	73 - 76 = C	63 - 66 = D	
90 - 92 = A-	80 - 82 = B-	70 - 72 = C-	60 - 62 = D-	

**PROMOTION POLICY:**

We believe that students can master upper level studies only after they master lower level studies. Students who do not demonstrate such mastery will not be promoted to the next grade level. Each individual student will be evaluated at the end of the school year and the Principle of the school will make a decision about promotion. The decision will be based on the student's records and interviews with teachers, parents and the student. If a student is not promoted to the next grade level, a written plan will be prepared to help the student achieve promotion as soon as possible. A detailed policy regarding grade promotion will be provided in Student/Parent Handbook.

## 4.2 EFFECTIVENESS GOALS

*The applicant is required to provide information on the school's goals, the objectives for those goals, and measurement criteria for determining progress toward each goal. A form titled Effectiveness Goals has been provided. Goal #1, "Improve student learning," has been started for you as a required goal. Given the program of instruction to be employed at your school, identify the tool or method you'll use for measuring achievement for this and every goal for your school. Additional pupil learning goals are encouraged beyond the elements of U-PASS, which are required of all public schools in Utah (see [www.usoe.k12.ut.us/u-pass](http://www.usoe.k12.ut.us/u-pass)). Other goals may be included, up to three pages.*

### 4.2.1 School and Student Outcome Goals

BSTA has determined several effectiveness goals to accomplish its mission. Specific objectives have also been identified. These objectives will be periodically assessed to determine if the school is meeting these goals. By meeting its goals, BSTA will provide children with a positive educational and social experience in a structured, challenging, yet nurturing environment. It will be a community (*Gemeinschaft*) in which students, teachers, and parents are jointly aware of and committed to the mission and goals of the school.

Goals	Specific Objectives	Measurement Criteria
<p>1. Improve student learning in every subject area. (Measurable outcome for every subject and assessment tools related to those outcomes are illustrated at the right.)</p>		
	<b>Science:</b>	
	<i>Measurable Outcomes</i>	<i>Assessment Tools</i>
	<ul style="list-style-type: none"> <li>• Use of the scientific method</li> <li>• Demonstration of critical-thinking skills</li> <li>• Understanding of scientific core knowledge, principles, and procedures</li> <li>• Ability to integrate physical, earth, and life sciences to understand natural phenomena</li> <li>• Effective writing and speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• State-mandated tests</li> <li>• School-designed tests</li> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Publisher-developed tests</li> <li>• Portfolios</li> <li>• Lab reports</li> <li>• Exhibits</li> <li>• Presentations</li> <li>• Peer competitions</li> </ul>
	<b>Mathematics:</b>	
	<i>Measurable Outcomes</i>	<i>Assessment Tools</i>
<ul style="list-style-type: none"> <li>• Ability to solve text-based as well as real-world problems using a variety of mathematics, from simple to complex</li> <li>• Effective writing and speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• State-mandated tests</li> <li>• School-designed tests</li> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Publisher-developed tests</li> <li>• Portfolios</li> </ul>	

		<ul style="list-style-type: none"> <li>• Exhibits</li> <li>• Presentations</li> <li>• Peer competitions</li> </ul>
<b>Language Arts:</b>		
<i>Measurable Outcomes</i>		<i>Assessment Tools</i>
	<ul style="list-style-type: none"> <li>• Grade-level reading skill</li> <li>• Knowledge of a coherent body of literature from the traditional canon</li> <li>• Effective speaking ability</li> <li>• Critical-thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• State-mandated tests</li> <li>• School-designed tests</li> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Portfolios</li> <li>• Holistic scoring</li> <li>• Exhibits</li> <li>• Presentations</li> <li>• Peer competitions</li> </ul>
<b>History and Social Science:</b>		
<i>Measurable Outcomes</i>		<i>Assessment Tools</i>
	<ul style="list-style-type: none"> <li>• Ability to analyze, explain, and evaluate world and US history</li> <li>• Ability to link events in one historical period to another</li> <li>• Effective writing and speaking skills</li> <li>• Critical-thinking skills</li> <li>• Critical-reading skills</li> <li>• Cause and effect</li> <li>• Continuity</li> <li>• Importance of belief systems</li> </ul>	<ul style="list-style-type: none"> <li>• State-mandated tests</li> <li>• School-designed tests</li> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Publisher-developed tests</li> <li>• Portfolios</li> <li>• Holistic scoring</li> <li>• Exhibits</li> <li>• Presentations</li> </ul>

<b>Technology and Computers:</b>	
Measurable Outcomes	Assessment Tools
<ul style="list-style-type: none"> <li>• Use of the Internet for research</li> <li>• Information retrieval</li> <li>• Data acquisition</li> <li>• Communication</li> <li>• User applications such as word processing and spreadsheets</li> <li>• Programming</li> </ul>	<ul style="list-style-type: none"> <li>• School-designed tests</li> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Portfolios</li> <li>• Presentations</li> <li>• Exhibits</li> </ul>
<b>Arts:</b>	
Measurable Outcomes	Assessment Tools
<ul style="list-style-type: none"> <li>• Understanding of the history of art</li> <li>• Appreciation of art and artistic expression</li> <li>• Understanding of the connections among the different forms of artistic expression</li> <li>• Artistic skills to express and communicate responses to experiences imaginatively</li> <li>• Apply design elements and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Portfolios</li> <li>• Presentations</li> <li>• Exhibits</li> <li>• Peer competitions</li> </ul>
<b>Foreign Language:</b>	
Measurable Outcomes	Assessment Tools
<ul style="list-style-type: none"> <li>• Speaking in L2</li> <li>• Reading in L2</li> <li>• Writing in L2</li> <li>• Understanding of L2 culture and</li> </ul>	<ul style="list-style-type: none"> <li>• Publisher-developed assignments and tests</li> <li>• School-designed tests</li> <li>• Teacher-developed</li> </ul>

	society	assignments, tests, and activities
2. Increase the number of underrepresented and immigrant students who succeed in math, science and technology at the high school level.	<ol style="list-style-type: none"> <li>1.Ensure that majority of students admitted to BSTA are students from immigrant families.</li> <li>2.Provide a rigorous, innovative, individualized and interdisciplinary language development curriculum with focus on math, science and technology.</li> </ol>	<ul style="list-style-type: none"> <li>• BSTA’s enrollment records.</li> <li>• Assessments tools given above for Math, Science and Technology.</li> </ul>
3. Demonstrate a high level of academic performance on state-mandated and standardized tests and also other competitions such as Math and Science Olympiads in order to be recognized as an exemplary school.	<ol style="list-style-type: none"> <li>1.Organize individualized one-on-one tutoring sessions and other special programs to prepare students for the standardized tests.</li> <li>2.Meet or exceed district and state averages on the CRT tests.</li> <li>3.Meet or exceed district and state average scores on standard tests such as ACT and SAT.</li> <li>4.Prepare students to Math and Science Olympiads and other competitions. BSTA believes that Olympiads are effective means of enhancing scientific abilities, cultural awareness, and self-respect. The development team has an understanding of the major international science and math Olympiads, and BSTA will play an active role in both, with a high number of student participants.</li> </ol>	<ul style="list-style-type: none"> <li>• State-mandated and standardized tests.</li> </ul>
3. Motivate and prepare students for academic success	<ol style="list-style-type: none"> <li>1.Meet or exceed state and district standards on the ACT exams in each year of operation.</li> <li>2.Form meaningful connections with higher</li> </ol>	<ul style="list-style-type: none"> <li>• SAT/ACT tests.</li> <li>• College registration records of</li> </ul>



<p>in their college education.</p>	<p>education institutions to provide college-level courses for students and to promote college-readiness of each student.</p> <p>3. Align the graduation standards of the BSTA with the admissions standards of the University of Utah.</p> <p>4. Provide continuing professional counseling services that ensure an opportunity for all students to develop to their full potential academically, socially and emotionally for a better college education. A part time college counselor will be hired at the beginning of the third year who will guide students in developing written college and career plans, selecting the right academic courses appropriate to their plans, taking the appropriate entrance exams, developing interesting activities and skills, planning summer experiences, and writing outstanding essays.</p>	<p>graduated students.</p> <ul style="list-style-type: none"> <li>• Number of College level courses provided</li> </ul>
<p>4. Prepare students for today's workplace and the workplace of the future.</p>	<p>1. Provide all students with sufficient internship guidance and support. Students will be prepared for occupational experiences in community partnership programs.</p> <p>2. Provide all students with authentic real life experiences through internship opportunities.</p>	<ul style="list-style-type: none"> <li>• Internship Records</li> </ul>
<p>5. Establish teacher/parent/student triad.</p>	<p>1. BSTA will work in close collaboration with parents to ensure that students achieve at the highest level academically and socially. BSTA will engage in continuous assessment of student progress and will involve parents, students, and teachers when adjustments to and individual education plan is deemed necessary. Meetings,</p>	<ul style="list-style-type: none"> <li>• Meetings, workshops, and seminars participation records</li> <li>• Home visit Records</li> </ul>

	<p>workshops, and seminars will serve as one means of facilitating cooperation.</p> <p>2. Arrange social activities among triad. Not only will the school encourage parents to participate in campus celebrations of holidays and important student milestones, but it also will host art exhibits, science fairs, and festivals as a way to build a better learning community where all parties are involved.</p> <p>3. Arrange home visits to strengthen the bond between school and families. Teachers will meet regularly with parents to discuss student progress and how parents can enhance their children's learning.</p> <p>4. Ensure fast communication among triad for a better information flow. Communication will be further facilitated through the use of e-mail and Web-page announcements.</p> <p>5. Form Parents Association.</p>	
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### **4.2.2 Lesson Plans**

*As a public school in Utah, you are required to align your curriculum to the State standards. Provide complete Unit Lesson Plans with Summative Assessments in one area of the core curriculum that is appropriate to the grade levels you are going to serve.*

To demonstrate how the school's educational philosophy and mission play out in the classroom, three sample lesson plans are provided in Appendix B.

### 4.3 HOW THE PROGRAM OF INSTRUCTION WILL BE MONITORED

*How the school and staff will disseminate information regarding student performance to track students' progress toward mastery of the Utah Core curriculum over time. How the school will ensure that teachers integrate standards into instructional practices.*

It is one of the goals of BSTA that on average all students meet or exceed appropriate grade level requirements as stated by the Utah State Core Curriculum. State-mandated and other standardized test results will help determine whether or not instructional methods and/or curriculum are effective, and whether or not all the standards in Utah State Core Curriculum were covered. BSTA will form branch groups for every subject area. Teachers in each subject area will use State's core curriculum as a foundation and identify the skills and standards they will cover in that subject. Using the test results and other data collected thorough various assessment tools, teachers in each branch group will discuss whether they meet all the standards. They will prepare a report and the branch group leader will present the report to the principle. School wide standardized test results together with these reports will be presented at Board of Directors for the assessment of school outcome goal.

Test results and other data collected through various assessment tools will be shared with the parents allowing them view an ongoing picture of the student's progress. Report cards shall be issued every semester and sent home for parental review and signature. Report cards shall be in their native languages if necessary. BSTA will utilize a variety of technologies that will allow parents to access their children's current status reports via the Web. Parents may also follow their student's progress via phone calls, and parent/teacher conferences.

## 4.4 SCHOOL CALENDAR

*A school calendar outlined in semesters, trimesters, or quarters which is compliance with State Board requirements on minimum school days outlined in R277-419.*

BSTA will follow the Salt Lake City School District calendar. Otherwise, a calendar will be provided by July 10, 2005 before BSTA opens. The Academy will meet the requirement of 990 hours of instruction in a minimum of 180 school days per school year.

BSTA school hours will be 8:00 am to 3:30 pm with forty-minute break for lunch and ten-minute recess between two classes. In addition to regular school hours there will be 1.5 hours of after-school enrichment program between 3:30 pm to 5:00 pm Monday through Friday. Students will be encouraged to participate in this program.

Following is a sample schedule for a week for grade 8.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8-8:50</b>	Language Arts	Algebra 1	Language Arts	Algebra 1	Language Arts
<b>9-9:50</b>	Language Arts	Algebra 1	Language Arts	Algebra 1	Language Arts
<b>10-10:50</b>	Science & Health	Foreign Language	Computers & Tech	History	Science & Health
<b>11-11:50</b>	Science & Health	Foreign Language	Computers & Tech	History	Science & Health
<b>11:50-12:25</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:30-1:20</b>	Algebra 1	History	Science & Health	Foreign Language	Computers & Tech
<b>1:30-2:20</b>	Algebra 1	History	Science & Health	Foreign Language	Computers & Tech
<b>2:30-3:30</b>	History	Physical Education	Algebra 1	Physical Education	Physical Education
<b>3:30-5:00</b>	After-school enrichment	After-school enrichment	After-school enrichment	After-school enrichment	After-school enrichment

## 4.5 SPECIAL EDUCATION SERVICES

*Description of how special education will be provided (i.e., will the school contract with the school district to provide all special education services, or will the school provide the services by hiring its own service providers, contracting with independent third parties, pooling resources with other schools, or a combination of these approaches?). The description should include how the school will manage and staff assessment and identification; proper staffing of IEP meetings and service delivery included the provision of related services, if identified on the IEP.*

BSTA is planned to support and enhance the social and emotional functioning of all its students, as well as their academic growth. It will provide a social environment that promotes a strong sense of self and community fosters positive relationships among peers and staff, practices effective communication and peaceful conflict resolution. Its small size will allow for close personal relationships between students, staff, administration, and families, ensuring that no student ever ‘falls between the cracks’.

The staff will assess each student when they enter school to determine his or her particular learning style, academic strengths and weaknesses. The staff will also conduct a student and parent interview. They will review records from previous schools, along with any relevant evaluations such as speech. From this information, they will develop an Individual Education Plan (IEP). The Individual Education Plan will be reviewed with the parent(s), student, and Principal. It will include specific learning and social/emotional goals for each student that correlates with the Core Curriculum Standards established at each grade level. The staff, parent/sponsor, and student will review the Individual Education Plan at least three times a year.

When a student is identified ‘at risk’ of not completing his/her education based on factors such as poor school performance, low attendance, behavioral difficulties, or economic or environmental disadvantage; they will be referred to a school pupil assistance committee. The pupil assistance committee will recommend additions to the student's Individual

Education Plan that are specifically designed to provide appropriate interventions, such as but not limited to the following:

1. Tutoring.
2. Counseling.
3. Mentoring.
4. Apprenticeship programs.
5. Family outreach.

Family involvement is recognized as a crucial factor in school success. BSTA will try to provide financial resources that will allow for creative, individualized approaches to meeting the needs of the at-risk population. A counselor will be available on a consulting basis to students and their families to provide appropriate services. Referrals to outside resources will be made on an as-needed basis to address more complex and difficult issues.

The learning environment of the BSTA has been designed to meet a wide range of academic levels and variety of learning styles. Low pupil to teacher ratio, individualized and group instruction, multi-sensory teaching approaches, an appreciation of multiple intelligence, and child-directed learning will be classroom features that will help students meet their academic potential in the least restrictive educational environment.

BSTA plans to offer an inclusive and holistic approach to special education services. All classified students will receive support, remediation, modifications, and consultation services as designated within the multi-age classroom. A learning consultant will be available to provide consultation and immediate modifications to all students, not only classified students, as needed.

Ongoing assessment and review of the Individual Education Plan will identify specific areas of weakness for all students. These areas will be addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate. Concerns with student progress will be brought to a pupil assistance committee. The committee will develop a sharing of ideas, teaching strategies and classroom modifications and strategies. Written documentation of recommended interventions and their effects will be recorded and shared with the

parent/sponsor. If the pupil assistance committee agrees that all appropriate interventions and resources available in the school have been exhausted, the pupil assistance committee will refer the student for a comprehensive Child Study Team evaluation. The learning consultant serving as case manager for the school and its students will arrange for necessary evaluations either on a contract basis with the sending district or through private vendors. BSTA shall comply with federal and state law that ensures that all students with disabilities will be provided with an appropriate education.

### **GIFTED STUDENTS**

At BSTA all students are entitled to equal access to learning and achievement. BSTA will provide this access by placing gifted students in the most enabling learning environment possible.

In BSTA, the followings will be adhered about the education of gifted students:

1. Emphasizing skills in critical thinking, problem solving, and inquiry.
2. Involving the student in selecting and planning field trips.
3. Planning and providing optional and voluntary enrichment activities.
4. Planning assignments and activities that challenge the students to the fullest of their abilities.
5. Providing in-class seminars for students to discuss topics and problems that they are pursuing individually or as members of learning team.
6. Providing independent and dyad learning opportunities.
7. Working with individual students in some planning of their own objectives and activities for learning.
8. Preparing them for local, national and international Olympiads and projects competition.



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## 5 DETAILED BUSINESS PLAN

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*The Operational Budget should reflect the educational and operational plan of the school. Revenue should be supported by attaching a Charter School State Revenue Template based on their estimated enrollment and staff size. This template may be downloaded at <http://www.usoe.k12.ut.us/charterschools/funding/fundingInfo.htm>*

Planning year budget will be provided when we apply for the federal start up money.

Anticipated revenues and expenditures are provided in the following operational budget. BSTA shall modify this budget to address the changing needs of the school.

**ANTICIPATED EXPENDITURES ARE BASED ON THE FOLLOWING ASSUMPTIONS:**

-Number of Teachers (Full-time and Part-time):

Year One: Total number of full-time teachers will be 8 with an average earning of 32,000 annually. Total number of part-time teachers will be 4 with an average earning of 16,000 annually.

Year Two: Total number of full-time teachers will be 13 with an average earning of 32,960 annually. Total number of part-time teachers will be 4 with an average earning of 16,480 annually.

Year Three: Total number of full-time teachers will be 15 with an average earning of 33,948 annually. Total number of part-time teachers will be 4 with an average earning of 16,975 annually.

-Number of Teacher Assistance:

Year One: Total number of teacher assistances will be 3 with an average earning of \$8.5 per hour. (Teacher assistances are expected to work 20 hours a week for 9 months.)

Year Two: Total number of teacher assistances will be 6 with an average earning of \$8.75 per hour.

Year Three: Total number of teacher assistances will be 7 with an average earning of \$8.75 per hour.

-Benefits:

Retirement: BSTA will not participate in the Utah State Retirement System. However, first year we will pay our teachers 3% of their salaries so that they can make investment for their retirement benefits. This percentage will be 6% for the second year. Starting from the third year, we will start paying 8% of their salaries.

-Instructional Material/Equipment expenses are based on \$75 per student.

-Textbook expenses are based on \$150 per student for year one, \$125 per student for year two, and \$115 per student for year three. The decrease in the amount is because of the fact that some of the books purchased during the first year will be reused by the upcoming students.

-Rent amount is only estimation. The actual amount can not be obtained until facility arrangement is finalized.

-Computer Equipment and Software:

Year One: A computer lab with 23 computers and 1 computer for each classroom (there will be six classrooms). Total expense is expected to be \$30,000.

Year Two: A computer lab with 23 computers and 1 computer for each classroom (there will be three classrooms). Cost of this lab together with educational software is expected to be \$35,000.

Year Three: Total cost includes the maintenance and educational software, and it is \$15,000.

Beehive Science and Technology Academy Operational Budget									
	First Year			Second Year			Third Year		
Number of Students (ADM):	Grades 7 & 8		150	Grades 7, 8 & 9		225	Grades 7, 8, 9 & 10		300
Revenue	Explanation		Total	Explanation		Total	Explanation		Total
State Funding			\$674.427			\$1,043.604			\$1,408.237
Private Grants & Donations			\$30.000						
Federal Sources			\$125.000			\$125.000			
Loans									
<b>Total Revenue</b>			\$829.427			\$1,168.604			\$1,408.237
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
<b>Personnel Salaries</b>									
Director (Principal)	1,00	\$50.000	\$50.000	1,00	\$51.500	\$51.500	1,00	\$53.045	\$53.045
Assistant Principal			\$			\$	1,00	\$40.000	\$40.000
Teacher-Regular Ed (Full-time)	8,00	\$32.000	\$256.000	13,00	\$32.960	\$428.480	15,00	\$33.948	\$509.220
Teacher Assistants	3,00	\$6.120	\$18.360	6,00	\$6.300	\$37.800	7,00	\$6.480	\$45.360
Specialty Teachers (half-time)	4,00	\$16.000	\$64.000	4,00	\$16.480	\$65.920	4,00	\$16.975	\$67.900
Secretary (Office Manager)	1,00	\$27.000	\$27.000	1,00	\$27.810	\$27.810	1,00	\$28.644	\$28.644
Accountant (Part-time)	1,00	\$15.000	\$15.000	1,00	\$15.450	\$15.450	1,00	\$15.913	\$15.913
Counselor (3. Year: Part-time)			\$			\$	1,00	\$15.000	\$15.000
School Nurse (Part-time)			\$	1,00	\$10.000	\$10.000	1,00	\$10.300	\$10.300
<b>Total Salaries</b>			\$430.360			\$636.960			\$785.382
<b>Employee Benefits (200)</b>									
Health Insurance			\$75.313			\$111.468			\$137.441
Retirement			\$12.910			\$38.217			\$62.831
Worker's Comp.			\$1.650			\$2.250			\$3.150
Payroll Taxes			\$32.923			\$48.727			\$60.081
Unemployment (DWS)			\$861			\$1.274			\$1,571
<b>Total Benefits</b>			\$123.657			\$201.936			\$265.074
<b>Academic Cost</b>									
Textbooks			\$22.500			\$28.125			\$34.500
Instructional Materials/Equipments			\$11.250			\$16.875			\$22.500
Professional Development Services			\$7.500			\$7.500			\$10.000
Travel (Field Trips)			\$3.500			\$4.500			\$6.000
<b>Total Academic Cost</b>			\$44.750			\$57.000			\$73.000

<b>Purchased Services</b>								
Property Services								
Fire/Security Monitoring Services			\$720			\$720		\$720
Wast Removal			\$1,200			\$1,200		\$1,200
Snow Removal			\$600			\$600		\$600
Technical Services								
Legal Services			\$4,000			\$5,000		\$6,000
Audit Services			\$2,750			\$3,500		\$4,250
Custodian Services			\$7,500			\$9,000		\$10,500
<b>Total Purchased Services</b>			\$16,770			\$20,020		\$23,270
<b>Operations &amp; Maintenance</b>								
Facilities								
Rent			\$140,000			\$170,000		\$200,000
Building, Improvements & Repair			\$2,500			\$5,000		\$5,000
Phone/Communications/Internet			\$3,250			\$4,500		\$6,000
Insurance			\$3,000			\$4,000		\$5,000
Utilities			\$4,250			\$5,500		\$6,750
Other Operating Expences								
Advertasing/Printing Postage			\$5,000			\$7,000		\$9,000
Office Supplies			\$4,000			\$5,500		\$7,000
Custodan Supplies			\$900			\$1,200		\$1,500
Office Furniture			\$6,000			\$3,000		\$3,000
Computer Equipment & Software			\$30,000			\$35,000		\$7,500
Classroom Furniture			\$14,500			\$9,500		\$9,500
<b>Total Operations &amp; Maintenance</b>			\$213,400			\$250,200		\$260,250
<b>Total Expenditures</b>			\$828,937			\$1,166,116		\$1,406,976
<b>Total Revenues</b>			\$829,427			\$1,168,604		\$1,408,237
<b>Budget Balance (Revenues-Expenditures)</b>			\$490			\$2,488		\$1,261

## 6 ORGANIZATIONAL STRUCTURE AND GOVERNING BODY

*Provide a narrative that explains the organizational structure, and provide an organizational flow chart. Include the election and nomination processes, term limits, etc. that will govern the board selection and leadership.*

Beehive Science & Technology Academy will be constituted as a public school operated by a Utah nonprofit corporation, Beehive Educational Services, pursuant to applicable Utah laws on nonprofit organizations and in accordance with the bylaws duly adopted by the incorporators. The nonprofit corporation will reserve its nonprofit status regardless of the status of the BSTA charter school. BSTA will be governed in accordance with applicable federal, state, and municipal laws and regulations relating to public agencies and charter schools. The School will be nonsectarian in all aspects of school administration and will not discriminate on the basis of race, religion, ethnicity, national origin, disability, or gender. The affairs of the charter school will be managed by a board of directors (School's Governing Board) whose ultimate responsibility is to uphold the mission of BSTA by providing for the well being of the school in the present as well as the future. The Board protects the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and physical plant. The Board must also identify, select, work with, support and evaluate BSTA Principal, who is the professional educational leader of the school and who is responsible for day-to-day operation of school. The Board is also responsible to make BSTA building ready before the academic year. In order to undertake successfully all these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner.

## 6.1 GOVERNING BOARD

BSTA shall have a Governing Board (Board of Directors) consisting of no more than five (5) voting members. The board seats will be distributed in such a way that two of the voting members will be parents, grandparents, or guardians of children enrolled at BSTA. Three of the initial board members will be nominated and elected by Beehive Educational Services. Parent members will be nominated by majority vote of the initial three members and these nominees will be elected by Parents Association (PA). Should the School Board be unable to appoint a new member within a six month period following a vacancy, the PA shall appoint a committee, which includes PA Officers, committee chairmen, and at least one current member of School Board, to nominate an applicant or applicants to be elected by PA.

Board members are nominated and elected on the basis of a firm commitment to the mission, goals and objectives of BSTA, qualities of leadership, service, and expertise in a range of fields such as education, finance, human resources, administration and technology, which they bring to the school. They should unequivocally support the educational philosophy espoused in this document.

No Member represents a specific constituency. It is imperative that the Board of Directors makes its decisions for the present and future welfare of BSTA as a whole, rather than in response to personal priorities or the wishes of vocal factions. No Member may speak for the Board on any issue until the Board in its entirety has decided that issue.

Board members will serve for a two-year term, with unrestricted term limits. A quorum of the Board of Directors shall be three members. A majority of the quorum is required to enact business and resolutions. The voting members of the Board will elect a President, Vice President, and a Treasurer/Secretary. These officers will constitute the Executive Committee of the Board. Elections and appointments will be held each June and the old administration will help the new administration to fully assume the responsibilities before the new academic year.

The School Board will function as the ultimate authority to assure the well-being of BSTA. The Board will meet at appropriate intervals, no less than twice a semester, to oversee the activities at BSTA. The School Board will be responsible for:

- The general policies of the school.
- Approving and monitoring of the school's annual budget.
- Receipt of funds for the operation of the School in accordance with the charter school laws.
- Solicitation and receipt of grants and donations consistent with the mission of the school.
- Hiring the BSTA's Principal.
- Approving the school's personnel policies and monitoring the implementation of these policies by the Principal.
- Any other responsibilities provided for in the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of the school.
- Ensuring that the activities of the school are full in alignment with the mission of the school.
- Attending the meetings of the Board of Director's.

The board shall give full and timely notice to the public of any regular meeting, special meeting, or work session at which the adoption of any proposed policy or formal action shall occur. Dates of regular meetings of the board shall be provided in annual announcements and made available in printed form to the news media and public. At a minimum, the board shall cause notice of regular and special meetings and work sessions to be posted at the designated public place no less than 24 hours prior to the meeting. This notice shall include the purpose of the meeting and, where possible, specific agenda information.

A vacancy on the Board of Directors may be caused by death, resignation, and removal from office or absence from 3 or more consecutive meetings of the Board. If such absence is caused by reasons declared insufficient by a two-thirds vote of the remaining members

of the Board, the Board at its next regular or special meeting shall fill any such vacancy. A majority vote of all the remaining members of the Board may fill any such vacancy.

The Board of Directors may also establish an advisory council, honorary advisory board or such other auxiliary group it deems appropriate to advice and support BSTA, but without establishing memberships or additional trustees.

Structure of the governance is summarized briefly in the chart on the next page:

## 6.2 QUALITIES AND RESPONSIBILITIES OTHER INDIVIDUALS

### PRINCIPAL

**Qualifications:** •4 years of teaching and/or administration experience • strong organization and interpersonal skills • excellent communication skills • demonstrated management and leadership skills • shared vision to BSTA's mission.

**Responsibilities:** The Principal of BSTA is an integral member of the learning community comprised of students, staff and families. The Principal must support shared decision making, promote collaborative leadership and require accountability from all people in the school.

In addition to serving as the educational leader of the school, the Principal is responsible for planning, budgeting, facilities management, scheduling staff development, and supervision and evaluation of staff. The Principal prepares annual budget and asks the Board of Directors for approval. One of the Principal's responsibilities is also doing all the necessary paper works for hiring and firing and asking the Board of Directors approval.

The Principal is responsible for running the school efficiently and, at the same time, advancing the ideals of the school.

The Principal may serve as a nonvoting ex-officio member of the Board of Directors. The Principal will establish and maintain regular communication with local boards of education, superintendents, and county administrators.

The Principal will submit to the Board each year a report containing aggregate statistics of the performance of every grade on state-mandated tests and on other major assessments



specified by the BSTA curriculum. These data will not identify individual students, but they will include statistical comparisons to indicate whether students collectively are benefiting from the instruction in each grade

Ultimately, the Principal is responsible for knowing each student on a personal basis and maintaining positive relationships with parents/sponsors. The Principal should be organized, flexible, creative, and accessible.

### **ASSISTANT PRINCIPAL 1**

**Qualification:** 2-3 years of experience in education and administration • strong organization and interpersonal skills • excellent communication skills • shared vision to BSTA's mission.

**Responsibilities:** Responsible for • reviewing curriculum to ensure compliance the mission of the school • ensuring all classes are covered by appropriate staff and arrange for substitute teachers as needed • ensuring branch groups are working efficiently • overseeing after school programs • student service • class scheduling • student assessment and academic accountability • guiding students for taking classes • ensuring necessary educational materials.

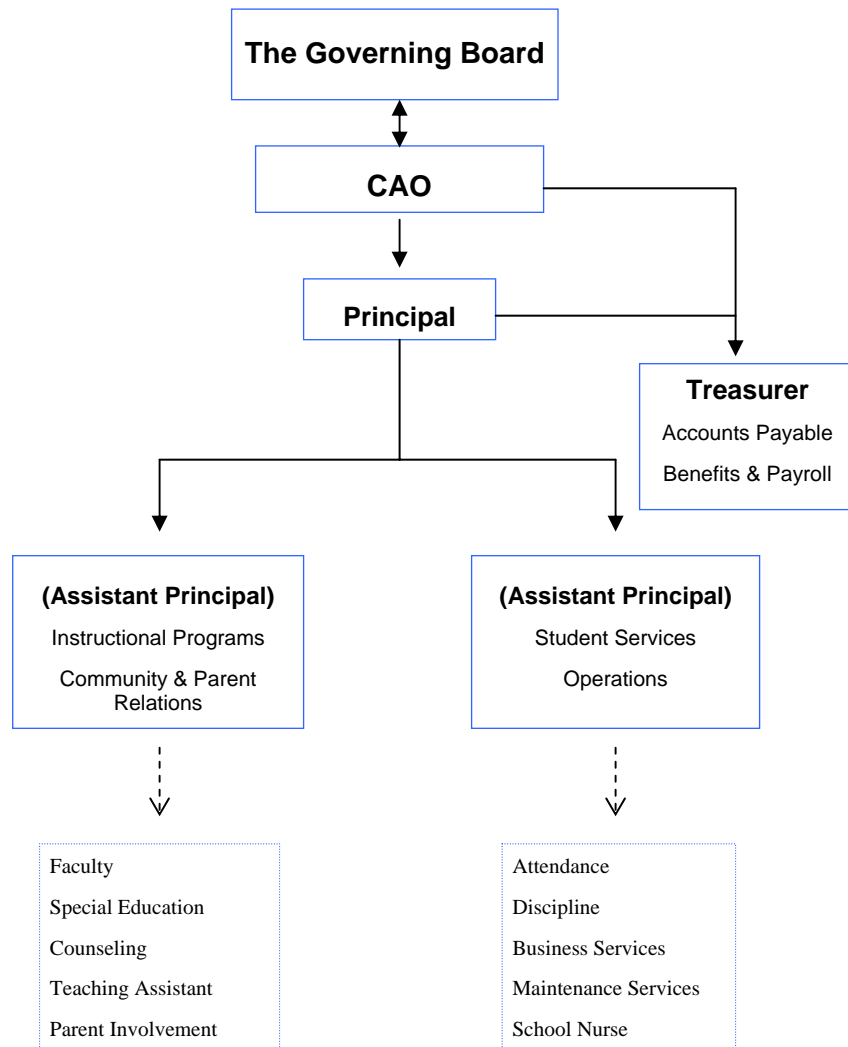
### **ASSISTANT PRINCIPAL 2**

**Qualification:** Experience in education and administration • strong organization and interpersonal skills • excellent communication skills • shared vision to BSTA's mission

**Responsibilities:** Responsible for health, discipline, attendance, business services, cleaning, and security.

### 6.3 ORGANIZATIONAL CHART

After full enrollment is achieved the structure of the governance at BSTA will be as follow;



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## **7 BACKGROUND INFORMATION SHEETS AND RESUMES**

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*Background information sheet and resume for each authorized agent, governing body member, and any individuals responsible for the day-to-day operations of the school (as known at the time of the application)*

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

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## **8 ARTICLES OF INCORPORATION AND BYLAW**

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*Articles of Incorporation for the organization seeking a charter. Attach a copy of the organization's bylaws to this application. Bylaws must be adopted in an open meeting.*

Please refer to Appendix E for Articles of Incorporation and Bylaws of the sponsoring organization.

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## 9 ADMISSION AND DISMISSAL PROCEDURES

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*Admission (including your lottery plan) and dismissal procedures, including suspension procedures. If the charter school will follow a district's discipline/suspension policy, attach a copy of the policy from the district. 53A-1a-508(3)f)*

### 9.1 ADMISSION PROCEDURES

BSTA is strongly devoted to providing an excellent education to its students. BSTA will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance. There are no entrance exams and BSTA will not have any specific entrance requirements. Prospective students will, however, be required to submit a written application no later than the admissions closing date preceding the start of the school year. BSTA reserves the rights to accept late enrollments if the maximum number of students has not been reached until the first day the school will start education.

BSTA's location within the West part of the Salt Lake Area will position us in an economically and racially diverse area. Accordingly, we might develop a lottery process that will offer priority to low-income and immigrant families located within this area. We will also be conducting demand studies to identify what additional steps may need to be taken to ensure adequate enrollment from eligible low-income and immigrant families.

The Admissions Committee in the following steps will conduct the admissions process:

**Preparation for admissions process.** Upon receipt of the contract, the Admission Committee will meet to finalize informational documents and application forms;

**Information distribution.** Information about the BSTA and the admissions process will be disseminated throughout the Salt Lake Area via flyers, bulletins, media, mailings, and workshops at schools and other public institutions. This

process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates.

**Written applications.** Written applications will be submitted by each interested student and at least one adult (parent/sponsor) at least 30 days before the first day the school opens for classes. Application package shall include a birth certificate or other appropriate documentary evidence, court orders or placement papers if applicable including guardianship papers, adoption papers, etc., and proof of residency.

**Lottery.** In the event that more new students apply than space allows, eligible students will be enrolled by a lottery system. At any point of lottery in which a grade becomes full, names will continue to be recorded in the order they are placed under the waiting list for that grade. The students on the waiting list will be accepted as space becomes available. Students who decline to enroll when accepted will be deleted from the list and reapplication will be necessary for future consideration. Students already enrolled in the school, and who meet the continuing enrollment standards, will be granted first available space. Neither parents nor students will be required to be present the day of the lottery in order for a student to be selected in the lottery. However, it will be a public meeting and parents, students and friends are welcome to attend the lottery.

**Notification.** Students will be notified of their initial enrollment status one week after the lottery. Students whose names are drawn in the lottery must confirm their intention of enrolling within the time allotted in their notification of admission, which may be 10 days or less.

**Personal interviews.** All applicant families/sponsors will meet with members of the Admissions Committee to discuss matters crucial to the success of students, let them know the mission and all other aspects of the school.

**Student records.** Students admitted and enrolled to BSTA must notify their previously enrolled school and have their records transferred to BSTA. Students transferring from another school district must submit an official transcript from the sending school in order for the student to receive credit for course work. Report

cards will not be considered sufficient evidence for granting credits toward graduation.

## **9.2 DISMISSAL PROCEDURES**

BSTA will follow the policies and guidelines as required in Utah State Law. Students receiving dismissal from the school will be properly informed, and 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.

### **9.2.1 Consequence of Possible Misbehavior**

The administrator will determine the consequence of any unacceptable student behavior. The parent/guardian will receive notice of student's discipline problems and the consequence administered for any infraction resulting in disciplinary action that will be filed on the student's personal record shall be maintained at the academy. The consequence may be one of the following according to the seriousness of the misbehavior:

- Staff warning,
- Notification of parent/guardian and conference with parent/guardian,
- In school suspension
- Out of school suspension
- Option to withdraw
- Recommendation for expulsion

### **9.2.2 Due Process**

All students at BSTA are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of

parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at BSTA have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time a student feels he/she is the subject of harassment, hazing, threats, or other intimidating behavior, he/she should immediately speak to an administrator about the problem. The situation will be investigated immediately. All reports like this will be kept completely confidential. Similarly, if a student is concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, he/she should immediately speak to an administrator about the problem. The situation will be investigated immediately. All reports like this will be kept completely confidential.

### **9.2.3 Detentions**

Detention will be held on each day after school for 45 minutes. Students will have at least one (1) day's notice that they must serve a detention in order to make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted for this.

### **9.2.4 In-School Suspension (ISS)**

Students who are assigned to ISS for any portion of the school day are not allowed to participate in extra-curricular activities the same day. They must have materials with them when they arrive to the ISS room at the beginning of the day. Students must bring their lunches to school the day(s) assigned to ISS. Students entitled to free or reduced lunch may obtain a cafeteria lunch by informing the 6th period ISS supervisor. Students are to remain quiet and in their seats. They are to communicate with the ISS supervisor only.

### **9.2.5 Suspension**

The Principal will give notice of suspension and the reasons for the suspension to the student in writing after hearing the issues involved in a situation. If students are suspended, they will not have any opportunity to make up work that they missed during the suspension. Together with their parents/guardians, they may appeal a suspension within



one (1) school day of the suspension being issued. This appeal will be made to the Principal and heard by a disciplinary board made up of three (3) teachers. They may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings will be held within two (2) school days of the appeal being made. The decision of this disciplinary board is final.

### **9.2.6 Expulsion**

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the principal after hearing about the events involved in a situation. Students and parents/guardians may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Principal and heard by a disciplinary board made up of three (3) teachers. Students may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of this disciplinary board is final.

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## 10 PROCEDURES TO REVIEW COMPLAINTS OF PARENTS

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*Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled. 53A-1a-508(3)(g)*

BSTA will follow the State and/or district policies regarding the handling of complaints from parents. Otherwise, the following steps are to be followed in case of a complaint from a parent regarding the operation of BSTA. The main goal is to be able to handle the problem as quick and as accurate as possible. The complaints should first be handled between the parties involved. If the issue is not settled at this stage, then the case should be brought in the principal's attention. If the principal cannot solve problem or feels it exceeds the limits of his/her authority, he/she should forward the complaint to the governing board. If for some reason the issue is not resolved to their satisfaction, then parents may decide to contact the State Board of Education for resolution.

BSTA will follow the Special Education Rules set by Utah State Board of Education in handling the complaints from parents of students served under Section 504 or IDEA.

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## 11 OPPORTUNITIES FOR PARENTAL INVOLVEMENT

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*Opportunities for parental involvement. 53A-1a-508(3)(h)*

Pursuant to its determination to make parental involvement a crucial part of its educational program, BSTA will encourage formation of a parents association with the capacity to monitor and advise the governing authority of the school. The Parents Association will fulfill its monitoring and advising function primarily through its representatives in the School Board and Advisory Board.

Parental involvement can be categorized into five groups:

- Basic obligations of parents, such as providing for their children's health and safety and creating a home environment that support learning.
- Basic obligations of schools; such as communicating with parents about school programs and their children's progress.
- Parental involvement at the school site, for example, by attending sports events or student performances or by working as volunteers.
- Parental involvement in learning activities at home.
- Parental involvement in school governance and advocacy.

In BSTA, all five types of parent involvement will be addressed wherever appropriate. For example, BSTA will provide meetings, seminars and educational activities for parents in order to assist the obligations in the second type mentioned above.

To develop parental involvement and make it as productive as possible, a variety of strategies will be considered. These strategies can be classified as policy, organizational, personnel, teacher-specific, and parent-specific.

The parents, guardians or mentors of each student attending BSTA will be asked to sign the BSTA Family Contract, which helps incite awareness about the importance of the Family-Student-BSTA triangle for the success of the education.

Parents as Educators project will be put into work. The goal of this project is to help parents enhance their children's learning at home. Whenever possible the following techniques will be utilized:

- Ask parents to read to their children regularly or listen to the children read aloud.
- Lend books, workbooks, and other materials to parents.
- Ask parents to take their children to the public library. (Provide the necessary information about how to get there, how to get a library card, and so forth needed.)
- Ask parents to get their children to describe (in detail, daily) what they did in school.
- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and discuss it afterward.
- Suggest ways for parents to include their children in any of their own educationally enriching activities. (These could be as commonplace as shopping for groceries, working on the car, taking care of the house, making minor repairs, working in the yard/garden, tending animals, and so forth.)
- Suggest (and demonstrate in person whenever possible) games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings.
- Suggest (and demonstrate) how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects.
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.

- Establish a formal agreement by which parents provide rewards or penalties (or both) based on children's school performance and behavior.
- Ask parents to come and observe the class, not help.
- Give a questionnaire to parents, so that they can provide feedback about their children's progress.
- Explain certain techniques for teaching, making learning materials, or correcting mistakes appropriately.
- Ask parents to sign homework to ensure its completion.
- Ask parents to provide spelling practice, math drills, or other practice.

To avoid assignments being used as useless attachments to current duties, faculty will be assigned to work closely with parents using one-on-one settings and group activities. Working with parents in this way will be the responsibility of each faculty member. The principal and/or school board will supervise these activities.

If concrete actions are taken on the part of school personnel, the school can be a place where parents can expect a warm environment. The following actions will be taken to improve the effective communication and partnerships with parents:

- Publish a clear policy welcoming parental involvement, publicize it, and post it in the school buildings in an obvious place for all to see.
- Organize the staff, so that at least one person knows each student well- how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing, and so forth.
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.

- Hire a full-time parent contact person whose job is to help parents understand how they can help their kids learn at home and understand the school structure. The parent contact person should also talk to teachers about parent's concerns and make home visits.
- Set up a parent room in the school building. Equip it with comfortable places to sit, a telephone, books about school age-children and what they need, and access to a copying machine. Some schools have even included a kitchen, a laundry room, sewing machine, computer and typewriter.
- Ensure that parents and school staff work together to determine parents' needs and provide necessary services. Sometimes Parents will need things that do not seem directly related to their children's education, such as help in understanding the immigration laws or in getting their electricity turned back on.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed.

Teachers must allow parents to be intimately involved in their children's education. This requires an understanding, on the teacher's part, of what it is like to be a parent. Teachers will hold seminars and meetings to achieve this. To build trust with parents, strategies specific for each will be used. This will help involve parents in their child's education, from academics to development of a healthy self-esteem to. Strategies to be used include:

- Accept parents as they are and do not try to induce fundamental changes. Trying to change parents in some basic way communicates that something is wrong with them.
- Listen carefully and with empathy for the cognitive and emotional content of the parents' message.
- Help parents feel comfortable and share information and resources when permissible.

- Focus on the parents’ hopes, aspirations, concerns, and needs. Attending parents’ concerns communicates caring.
- Keep promises.
- Be there when needed even if it creates inconvenience.

At BSTA we believe that involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home. This is why we talk about specific behavior and organizational skills rather than traditional parents’ day, or teacher parents’ conferences. Traditional participation options will certainly be offered such as volunteer hours for school tasks, teacher meetings and conferences on specific needs of parents. For instance, parents will be encouraged to be involved in curricular and extra-curricular programs on voluntary basis. This will help to ease some of the burdens on the teachers and staff, as well as making the parents feel ownership in their children’s education and the school administration. The ways in which parents will be asked to volunteer will include, but are not limited to:

Tutoring	Playground
Classroom Help	Lunch Room
Field Trips	Room Mothers
Social Event Organizations	Planning and Executive Comities
Library	Fundraising
Technology	Assignment Grading

Parents will also be encouraged to visit school and classroom regularly to see and assess the learning and education environment. Although it is not a requirement, we will suggest an appointment to prevent unnecessary distraction and interruption of classroom instruction. The teachers will also convene general meetings at least once each semester with parents of corresponding grades to facilitate communication between the parents of students, as well as the parents and the teachers.

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## 12 INSURANCE

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*Description of how the school will secure the following insurance: \$2 million in liability; property insurance; comprehensive/collision; and employee dishonesty bond. If coverage will be provided outside of State Risk Management, provide a letter from the insurer indicating a willingness to provide the coverage mentioned above. Insurance expenses should be included in the school's budgeted expenses. School must provide, before opening date and annually thereafter, a certificate of insurance. 53A-1a-508(3)(i)*

**BSTA shall obtain this insurance through State of Utah Risk Management Division. BSTA shall provide a certificate of Insurance each year before the opening date.**



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## 13 EXTRA-CURRICULAR ACTIVITIES

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*Agreements or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school districts. If no agreements have been reached, applicant may describe the school's plan for providing extracurricular opportunities. 53A-1a-508(3)(k)*

BSTA provides a variety of special programs to enrich the learning environment. Science and math Olympiads offer special incentives to students to excel. The School offers a variety of extracurricular clubs and special after-school programs that allow students to pursue their interests with fellow students. Below are listed some of them.

**Math Club:** Math Club is an after-school activity, which will use a variety of games designed to promote skills and thinking strategies. Students with high interest in math and related areas learn to make better use of their skills. Work will be directed toward local and national Math Club competitions. Especially math talented students and candidates of math Olympiads will take place in this club and students will be encouraged to join this club. Math talented students will help those who are poor at math. This will take place between the upper grades and the others.

**Science Club:** Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science. This club will organize small competitions and exhibits about science and increase the popularity of science in BSTA. This club will take the most important place in the co-curricular life in BSTA.

**Computer Club:** Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will be Web Design and Programming. The member of this club will introduce new developments in computer technology to other students.

**Chess Club:** The purpose of chess club is to give students the opportunity to practice the strategy of chess. Students will take turns pairing with others during each session. At the end of the year, there will be a contest to determine the champion chess player for that year. During the winter, there will be a district tournament held at BSTA.

**Art Club:** Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art classes. Students need not be registered in an art class to join. Students do fun art activities along with some community service.

**Drama Club:** Open to any student who wishes to develop acting skills. The group will meet regularly to listen to guest speakers on various aspects of acting as well as reading through plays, and work on character development and stage presence. The students will be able to express themselves in a variety of ways; in fact it will be encouraged. They will build upon their existing flair for the dramatics and enjoy the process of culminating activity, which will be the performance of a short play, chosen by the students.

**Family & Consumer Science Club:** Fun, friends, food, crafts, community services. The students will use their creative skills to make projects for themselves, family, friends, or to 'serve' others in their community and school. Students will meet monthly. Fees will be charged for the cost of the materials for each project.

**Athletic Teams:** BSTA is planning to establish several sport teams, which includes, but not limited to, soccer, basketball, and volleyball. These club(s) will cooperate with drug prevention units by encouraging the students about sport activities. Besides cooperating with other schools, BSTA is also planning to develop mini-Olympics.

**Math Olympiad:** There will be three-separated small math Olympiad inside the school; Math Counts (Grade 7 and 8), and Math Bowl (Grades 7-9) encourage students to develop interest in and enthusiasm for math and problem solving, and contribute to intellectual development. They will provide opportunities for math enrichment in addition to academic competition with students from other schools. The successful students will be chosen by these small competitions to study and join the other national and international Olympiads. There will be special, chosen Olympiad teams; they will study with their guide math teacher for Olympiads. BSTA will provide them a suitable atmosphere to study well.

**Science Olympiad:** Science Olympiad is another important goal in BSTA. It is aimed to participate in international science, biology and environmental Olympiads. That is why all science talented students will be encouraged to get involved in science Olympiads. There will be science teams who will study for Olympiads with a special guide teacher. Students will also compete with other public and private schools.

**Student Council:** Student Council will be an organization of student representatives whose main purpose is to make students' interests known while providing opportunities for leadership and service within the school and community. The entire school elects members of the board. Both groups will meet at regular periods.

**Field Trips:** There will be field trips to local research centers, laboratories to introduce the students to the university and work environment. Parents will be notified of field trips in advance and asked for consent.

**School Website:** Students, teachers, administrative staff and the trustees of the school will provide the content for the school web site. This will be a valuable resource for posting an up-to-date school calendar and a method to coordinate school events. Parents will find useful information about events and important information about the school. A password-protected area on the web site will be used for parent, teacher, and student access only. Students will post information about the projects they are working on and this will promote interchange on the subjects with students of other schools. It will also provide a means to communicate about BSTA and its mission.

In addition to these extracurricular activities, BSTA plans to develop agreements with several charter schools to conduct joint advanced science and mathematics education programs, joint arts exhibitions, and joint sports programs. BSTA will develop plans with other public or private agencies to facilitate and enhance the enjoyment.

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## 14 TEACHER QUALIFICATION

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*Qualifications to be required of the teachers. 53A-1a-508(3)(l)*

BSTA will look for the following qualifications when hiring teachers:

- Be licensed and certified by the State of Utah, or be qualified to teach under an alternative certification or authorization program.
- Strong expertise in content-area instruction as well as significant expertise in the area of second language acquisition
- International Teaching Experience is preferred.
- Experience in child-directed learning, project-based learning and/or portfolio assessment.

**Responsibilities of Teachers:**

- Teachers should be willing to accept the responsibilities given below.
- To implement the mission and education program of the BSTA in a safe, peaceful, stimulating and aesthetically pleasing classroom environment.
- To develop in conjunction with other staff and community members the school's civic institutions.
- To work collaboratively with staff members to develop curriculum.
- To develop long- and short-term learning goals that will comprise each of their student's Personal Education Plans.
- To develop and maintain each student's portfolio.
- To conduct regular individual and group meetings with parents/sponsors to discuss student progress and community issues.

- To participate in daily planning, evaluation and collaborative meetings with co-workers.
- To undertake regular professional development.

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## 15 INTENTION TO CREATE A LIBRARY

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*The school's intention to create a library with a description. The description may include location, size, staffing, and estimates of size and types of collection. 53A-1a-508(3)(o)*

BSTA will comply with the Northwest Accreditation standards.

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## 16 ADMINISTRATIVE AND SUPERVISORY SERVICES

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*The school's plan for providing administrative and supervisory services. These may include, but are not limited to, roles of instructional leader and curriculum consultant, supervision and improvement of instruction, interpretation of student and school progress and performance, community relations, staff professional development, counseling, employment issues, discipline, student placement, responsibilities for operation and maintenance of school plant, management of school equipment and supplies, preparation and completion of federal and state reports, assistance and support to teachers. 53A-1a-508(3)(p)*

Following committees will be formed in order to provide administrative and supervisory services.

**Academic Planning Committee:** Review curriculum to ensure compliance with the mission of the school; recommend policy change to the Board of Directors where appropriate; and participate in the development and evaluation of the educational program.

**Personnel Committee:** Recommend job description to the Board of Directors; review Head of School recommendations for hiring and firing employees and make recommendations to the Board of Directors; provide advice on personnel matters to the Board of Directors and the Principle; and provide assistance and support to teachers and related staff.

**Community Relations Committee:** Seek out active involvement of community; act as liaison between Board, staff, parents, volunteers, town, and community to ensure smooth operation of the school; plan social events; and oversee a strong home-school communication program.

**Finance Committee:** Prepare annual budgets for approval by the Board of Directors; review monthly actual revenues and expenditures of the operating, capital, and enterprise activities and present same to the Board of Directors; and provide advice on financial matters to the Board of Directors and the Principle.

**Facilities and Equipment Committee:** Determine space and equipment needs and costs associated therewith; negotiate lease; ensure compliance with all regulations; develop plans for any necessary renovations to site; monitor ongoing compliance with regulations; and oversee maintenance of building and equipment.



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## 17 FISCAL PROCEDURES

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*The school's fiscal procedures. These may include policies around the governing board's budget process, limits on appropriations, budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue, policy around undistributed reserves, policies around interfund transfers, and policies around emergency expenditures. 53A-1a-508(3)(q)*

The Treasurer under the control of the Board of Directors and the Principle will manage the school's finances in accordance with all applicable federal, state, and local laws and regulations. Among the tasks of the treasurer are:

- Advise, inform, and recommend to the board and the financial committee on fiscal matters and appropriate financial ramifications of educational decisions.
- Develop budgets, financial analyses and long term projections in coordination with the principal and financial committee.
- Prepare monthly and annual financial reports for the State as requested from time to time.
- Assist administrators in development of site budgets.
- Coordinate the employee fringe benefit program.
- Maintain all accounting functions and internal controls (payroll and payables).
- Perform all other statutory responsibilities.

The Board of Directors will insure the school's financial accountability by approving the budget and overseeing adherence. The board will hold a public hearing on the proposed budget before it is adopted. In addition, the school will participate in an independent

financial and administrative audit once per year. The results of this audit will be made available to the public and will be included in the annual report of the school.

The Treasurer, under the control of the Principal and Board, will be responsible for preparing and submitting required annual and monthly financial reports. Once the reports are completed the treasurer will submit them to the principal and the Board for their approval. The principal and the Board will eventually be responsible for the reports submitted to the State.

## 18 POLICY REGARDING EMPLOYEE TERMINATION

*The school's policy and procedure regarding employee termination. Policy may include policies on hearings, appeals, dismissal procedures, and necessary staff reductions. 53A-1a-508(3)(r)(i)*

BSTA retains its right to discipline or terminate the employment of any employee at any time for any lawful reason, upon a showing of just cause.

With the exception of substitute employees and temporary employees (one year or less), these policies apply to all employees of the School, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees.

### 18.1 BASES FOR DISCIPLINARY ACTION

The following acts or omissions, among others which evidence unfitness to perform duties, by an employee in the scope of employment shall constitute grounds for disciplinary action:

- Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.
- Unprofessional job-related conduct.
- Incompetence or inefficiency in the performance of duties as identified through due process procedures.
- Corporal punishment of students.
- Improper conduct toward students and other employees.
- Conduct in violation of any School policy or established expectation of performance.

- Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.
- Serious misconduct related to the employee's job.
- Abuse of the School's sick leave policy.
- Excessive tardiness.
- Excessive absenteeism.
- Unexcused absences from work.
- Gross negligence or gross carelessness in the performance of duties.
- Use of School policy for personal gain.
- Negligent or willful damage to School property.
- Gross waste of School supplies or equipment.
- Dishonesty or falsification of any information involving the School, including grades, credits, data on forms, employee records, or any other information involving the School.
- Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
- The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
- Deliberate conduct which has the apparent purpose of exposing the School to censure, ridicule, or reproach.
- Verbal and/or physical fighting on school premises or at any school related activities.
- Falsification of records or data with intent to defraud.

- Sexual misconduct which deviates from the ordinary standards of morality prevalent in the area served by the School.

**Persons Authorized to Initiate and Carry Out Disciplinary Actions:**

- Verbal and written warnings may be issued by the School Board, or any director, principal, supervisor, administrator, or other supervisory personnel under their jurisdiction.
- Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Principal and the School Board.

**Suspension With or Without Pay and Notice of Intent to Dismiss**

Suspension with or without pay and notice of intent to dismiss may be administered only by the Principal and the School Board and may occur in those instances in which:

- The misconduct is sufficiently serious as determined by the Principal to warrant the initiation of disciplinary action at this level, without prior disciplinary action.
- In those cases where previous warnings were given and found to be ineffective to cause correction of the offensive conduct.
- Remediation efforts have failed in those cases where such efforts were attempted.
- The nature of the offensive conduct is such that dismissal appears to be the only solution to the problem.

**18.2 TERMINATION OF EMPLOYMENT**

**18.2.1 Resignation**

Employees who resign from the School should give at least two weeks' notice. The letter of resignation should state fully the reason(s) for leaving and should be turned in to the employee's supervisor.

Resigning employees will be given their final paychecks no later than the next regularly scheduled payday. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. The School reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

### **18.2.2 Involuntary Termination of Employment**

Non-contract employment with the School is at-will and may be terminated by the School at any time with or without cause and with or without notice. Employees will be paid for all work performed through the effective date of the termination of their employment no later than the sixth day after they are discharged. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck.

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## 19 POLICY REGARDING EMPLOYEE EVALUATION

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*The school's policy and procedures regarding employee evaluation. These may include frequency, components, and staffing for evaluation, remediation, notice, and criteria.*  
53A-1a-508(3)(r)(ii)

### 19.1 EMPLOYEE EVALUATION

We believe that all teachers should be held accountable both for the performance of the students they teach and for the continued success of the school. The nature of BSTA will permit both formal and informal evaluation of school staff. Since family/school interaction is central to the mission of our school, informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interactions among children, teachers, the Principal, and parents. The degree to which teachers are able to work in harmony with other staff, students, parents, the Principal, and school volunteers in the development and implementation of students' goals and in the resolution of conflicts which arise during the academic year will be a central factor in their evaluation.

Formal evaluation is overseen by the Principal (who reports back to the Board of Directors) will be conducted twice a year. The Principal will spend some time observing each teacher in his/her classroom as a participant-observer. Both teacher and Principal will write a brief summary of the observation period indicating the learning goals, instructional methods, learning activities, formative evaluation strategies, etc. These summaries will be completed and exchanged within one week of the observation, after which the teacher and Principal will meet to discuss them.

We believe teachers must be able to use information from student assessment as feedback to improve the effectiveness of particular instructional units or approaches. Both student and teacher assessments must serve as mirrors of each other for both parties to gain useful information from both evaluations. Thus, part of the formal teacher evaluation will include a summary of student performance, a review of teaching methods, the identification of areas of curricular strength and weakness, and identification of staff development needs.

Also an assessment of the test scores achieved by each lead teacher's classroom will serve as a crucial element of the annual evaluation for that teacher.

The Principal in near end of the school year will write a final summative evaluation. This will include information about the teacher's readiness and ability to utilize to improve student learning by utilizing feedback from previous evaluations. It will also include a self-evaluation written by the teacher. Finally, both parents and students will have the opportunity to give feedback via separate Parent and Student Feedback Questionnaires designed to assess information about teaching methods, teacher accessibility and responsiveness to parent and/or student concerns, etc. The student questionnaires will be tailored to developmental level of children, and for young children, will be administered via a structured interview with a school volunteer.

The Principle will also undergo an annual review process. The Governing Board will form an evaluation committee that will determine the evaluation criteria and the form of feedback for the Principle.



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## 20 POLICY REGARDING EMPLOYMENT OF RELATIVES

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*The school's policy and procedures regarding employment of relatives. 53A-1a-508(3)(r)(iii)*

BSTA will follow the following procedures to ensure that thoughtful consideration be given to employment of relatives for the benefit of the school.

Relatives may be employed by BSTA except in circumstances where:

- A relative<sup>1</sup> is supervising, either directly or indirectly, the work activities of another relative.
- A relative is controlling the budget from which another relative is paid.

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<sup>1</sup> A relative is defined as a parent, child, husband, wife, brother, sister, in-law, or grandparent.

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## 21 CONVERSION CHARTER SCHOOLS

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*For conversion charter schools. 53A-1a-504(2). Explain if the school is total or partial. If a total conversion, provide evidence of having secured the required 2/3 signatures of licensed educators and parents or guardians of the school. If a partial conversion, provide evidence of having secured the required majority signatures of licensed educators and parents or guardians of students at the school. Provide information regarding whether the local school board approved the conversion and how students opting out of the charter school have access to a comparable public education alternative.*

BSTA will be a newly organized public school not subject to conversion provisions.

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## **22 ASSURANCES**

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*Please review this form, sign and date it, and include it with your application submission.*

# Utah State Board of Education

## UTAH CHARTER SCHOOLS

### Assurances

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to

discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

**Name (type)** : Murat OZOGLU

**Title (type)** : Authorized Agent

**Signature** : .....

**Date** : .....

**Admission Procedures**

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

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

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

**Proof of Insurance**

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

**Electronic Data Submission**

Beehive Science & Technology Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

**Nonsectarian Statement**

Beehive Science & Technology Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

**Special Education/Exceptional Student Services Training**

The applicant/authorized signer for Beehive Science & Technology Academy Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

\_\_\_\_\_  
Authorized Agent (please print)

\_\_\_\_\_  
Signature of Authorized Agent

\_\_\_\_\_  
Date

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## 23 WAIVERS

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*Waivers for State Board of Education Rules – Attachment I If waivers to State Board Rule are being requested, indicate the rule(s) and provide the justification for the request. 53A-1a-511*

BSTA will not request any waiver at this time.



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## 24 LETTERS OF SUPPORT

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*Additional Information/Letters of Support (Optional one-page narrative and up to three letters of support).*

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## 25 UTAH STATE RETIREMENT SYSTEM

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*A statement as to whether the school will participate in the Utah State Retirement System.*

*53A-1a-512(7)(a)*

BSTA will not participate in the Utah State Retirement System. However, first year we will pay our teachers 3% of their salaries so that they can make investment for their retirement benefits. This percentage will be 6% for the second year. Starting from the third year, we will pay 8% of their salaries.

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## 26 APPENDIXES

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## 26.1 APPENDIX A: REFERENCES

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Gonzalez, V. (2001). Immigration: education's story past, present, and future. *The College Board Review*, 193, 24-31.

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## 26.2 APPENDIX B: LESSON PLANS

## LESSON PLAN 1

### Measurements and Conversions:

#### Design Your Own House

##### Lesson Information

Course Name: Math 7

Subject: Measurement – Length, Area

Length: 2 periods.

Grades: 7

##### Lesson Sequence

Before conducting the Lesson Plan 2 “Two Dimensional Shapes, Length and Area”

Note: Teacher may exclude some parts of the lesson plan considering students’ acquisition to length and area concepts and different unit systems.

##### Standards for the Unit

Standard 4: Students will understand and apply measurement tools, formulas, and techniques.

Objective 4.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.

Objective 4.2: Determine measurements using appropriate tools and formulas.

##### Materials

- A big poster of measurement units and their conversion information
- Rulers for each student
- Calculators
- Real life object pictures
- Computer Access
- Example House design (Appendix 1)
- Price list (Example shown in Appendix 2)
- Quad rule papers

## Activities

### Development of Conceptual Understanding

Teacher will present the concepts length and area by using real life examples. Object in the classroom environment can be used to begin with. To illustrate difference, daily life examples will be given and students will be asked to give examples that describe both aspects. In this part of the lesson, it is important that teacher name the concepts several times when illustrating examples for them.

### Calculation of Perimeter and Area

Teacher will explain how to calculate the area and perimeter of square and rectangle as basic shapes. In these steps, 'unit's will be used, rather than unit systems.

### Using Shape Explorer

What is the shape's area?  square units

What is the shape's perimeter?  units

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Only Draw Rectangular Shapes

Adjust Size:

Figure1. Screenshot of the application: Shape Explorer

Shape Explorer is a small application that is designed to

- “illustrate notions of perimeter and area



- develop students visualization skills
- practice students skills at calculating area and perimeter”

<http://www.shodor.org/interactivate/activities/perimeter/index.html>

In this application, students will calculate the perimeter and the area of the figure in the screen in terms of ‘units’ and then write in the text boxes.

**Check Answer:** When they click on check answer, they will be informed whether or not the answers are correct. This feedback function will help students self-check their answers quickly.

**Draw New Shape:** A different figure will appear on the screen when students click on “draw new shape” button. So, students can practice on diversity of example shapes.

**Adjust Size:** This slide bar allows students to adjust the size of the shape on the screen. This is also another function that provides diversity of exercise options.

**Compare Areas & Perimeters:** Students can keep track of all of their answers, as well as, they can monitor the pattern of relationship between perimeters and areas calculated for different shapes in different sizes.

area	perimeter
2	6
3	8
4	10
6	10
8	12

Sort:  Sort Ascending  Sort Descending

By:  area  perimeter

Sort Clear Close

Figure 2. Shape Explorer: Comparison table

### Length Unit Systems

Teacher will describe that in daily life, to represent these ‘units’ they dealt with in the previous activity, different words are used based on their amount. Students will be asked their previous knowledge and experiences about how they call certain length units, such as centimeters, inches, kilometers, miles, etc. After this conversation, two main unit systems will be introduced. It is crucial to present the reason why both exist in the world. Beginning with what students know already, teacher will explain each of them by directly presenting through examples. For example, when explaining cm and inch together, teacher may show their length on a pencil, or when explaining kilometers and miles, the example maybe related with the distance of the school to a building that is visible from the class window. If the length is suitable to be measured by a ruler, students will be asked to use rulers on different objects around them. Rulers with two sides (one side shows cm, and other side shows inch) will be useful for students to understand the comparison with them. As a short exercise, students will be asked to measure the perimeter of their desk-table in terms of both unit systems.

### Area –Unit Systems

Considering the previous explanation about calculating the area and explanation about length unit systems, teacher will explain how area is presented by using unit systems. Teacher will ask students to consider different examples and predict the areas of surfaces, either as small as a letter in a book, or as large as a school playground. Teacher will give feedback about these predictions. During conversations, students will be asked to use correct form of the unit systems as well as the estimated number.

It is very important for each student to practice the use of unit terms (feet, inch, yard, mile, etc.) in their conversations in the activities.

### Conversions within the same unit system

First, students will practice how to convert one unit to another in the same unit system. For example how to convert feet to inch etc.

### Conversions between unit systems

Students will be explain why there is a need for converting one unit to another by explaining cases in the real life, especially the need caused when people move from one country to another. Later, teacher will show the easiest way to convert the units to each other. Students will be allowed to study examples and exercises by themselves or with peers. After they practice, they will be given a

list of length and area measures that need to be converted into different measures. The list should be comprehensive and should represent all the length and area units.

Later, students will be asked to enter the web site below to check their answers by themselves.

<http://www.worldwidemetric.com/metcal.htm>

### Designing a House

In this activity, students will design their own house in groups of 3 students using quad rule papers.

Students will be explained that they first draw the outline of their house and everything in the land property. Then they will write the measures each part of the house as shown in the example (Appendix 1). After they write the measures in terms of units, then they will be asked to change the unit system into either metric or U.S. system.

In this drawing it is important for them to present

- Borders of outside walls of the house
- Borders of the garden or green area around the house
- The places where hedgerow exists
- The house pathway if present
- The distance of the house from the city center
- Etc. other related measures

For students who interested in planning house landscapes, they can use the following web sites for further reference:

<http://aggie-horticulture.tamu.edu/extension/homelandscape/home.html>

After group of students design their house and write all the measures by suitably using the unit systems, teacher will give them a table that shows the prices from two different companies (An example presented in Appendix 2). One of the companies is a local USA company, and used U.S. unit system, while the other one is a European company and used metric unit system. They will be asked to compare these two different companies' prices for each item on their list, and buy the cheaper items. During this activity, students will

- Determine what they need
- Determine how much they need
- Determine which company gives the cheaper price for that item
- Calculate total amount of money they will pay for that item to the company
- Grand total price for the house

### Advertising the House

It is time for students to advertise their house with all of its qualities. Each group will give a presentation by showing their designed house picture, the measures, such as:

- total area that house is built on
- total extra area around the house
- the perimeter of the house
- the distance from the city center
- totally, how much did it cost to build it
- for which feature most of the money spent
- what price they intend to sell it
- etc.

### **Evaluation**

Formative evaluation method will be used to monitor students' progress in

- understanding the length and area concepts
- understanding the difference between two unit systems
- calculating area
- doing conversions within a unit system
- doing conversions between two unit systems

Moreover, shape explorer application will help students to self-assess their understanding.

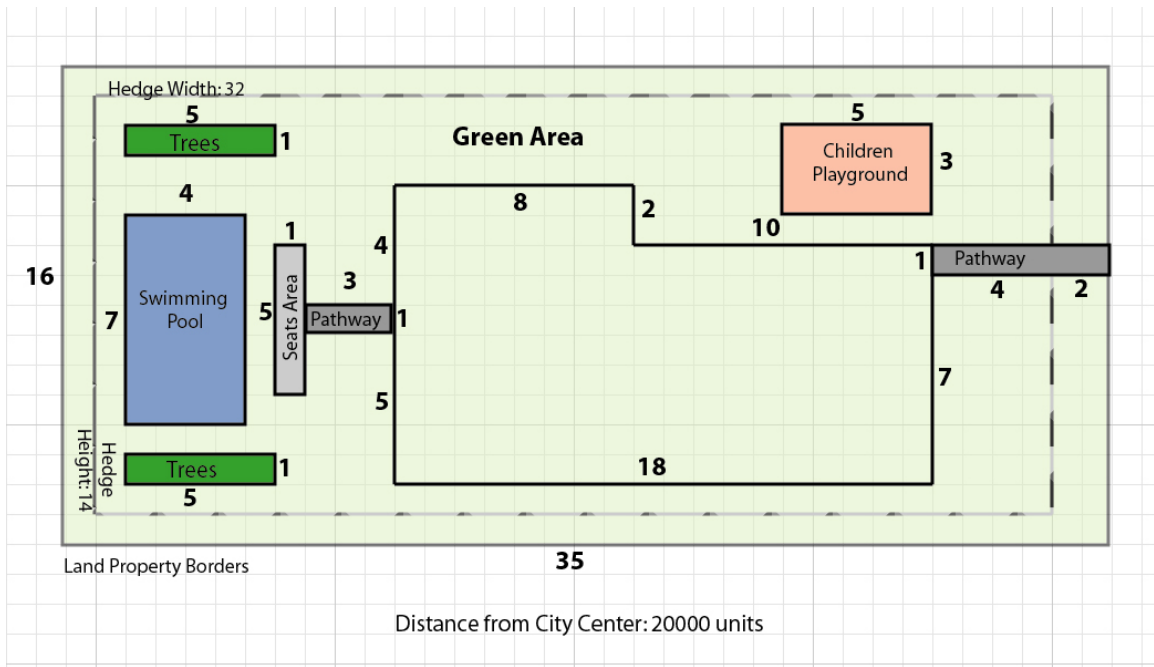
For this formative evaluation, teacher can make use of house designs papers, students' preferences on buying materials from different companies which requires students to engage in conversions of unit systems and doing calculations for total prices.

Also, group presentations will help teachers assess the objectives of the lesson. Students' explanations and responses to the questions will represent their understanding.

Group presentations will also be used to monitor students' linguistic progress in English and to determine common problems in their language skills.

APPENDIX 1

EXAMPLE HOUSE DESIGN



## APPENDIX 2

### EXAMPLE COMPANY PRICES SHEET

COMPANY A (EUROPIAN)				COMPANY B (USA LOCAL)			
Total	Land	1m <sup>2</sup>	100 dollars	Total	Land	1 acre	250 dollars
Property				Property			
Hedging		1 m	3 dollars	Hedging		1 ft <sup>2</sup>	5 dollars
Outside Walls		1m <sup>2</sup>	20 dollars	Outside Walls		1 yard <sup>2</sup>	34 dollars
Planting Grass		1 m <sup>2</sup>	10 dollars	Plant Grass		1 ft <sup>2</sup>	7 dollars
Roof		1m <sup>2</sup>	15 dollars	Roof		1 yard <sup>2</sup>	30 dollars
Pathway		1 m <sup>2</sup>	12 dollars	Pathway		1 ft <sup>2</sup>	5 dollars
Etc.....							

\* This material is only provided as an example. During material preparation, teacher should check the real prices and the required materials from various web resources.

## LESSON PLAN 2

### Two Dimensional Shapes, Length and Area:

#### Preparing an International Magazine

##### Lesson Information

Course Name: Math 7

Subject: Measurement – Length, Area

Length: 2 periods.

Grades: 7

Number of students: Less than 20, preferably multiples of 3.

##### Lesson Sequence

After conducting the Lesson Plan 1 “Measurements and Conversions”

Before conducting the Lesson Plan 3 “Volume Calculations”

Note: Teacher may exclude some parts of the lesson plan considering students’ prior knowledge.

##### Standards for the Unit

Standard 4: Students will understand and apply measurement tools, formulas, and techniques.

Objective 4.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.

Objective 4.2: Determine measurements using appropriate tools and formulas.

##### Materials

- A big poster of measurement units and their conversion information
- A white cardboard (13 x 20 in) for each group
- Rulers for each student (cm and in)
- Tape
- Calculators
- Newspaper snapshots in different shapes: circles, rectangles, squares, diamonds, hexagon, etc. as diverse as possible.

- Header for the magazine page, and logo for the sponsors (Header will be for each specific area in the magazine and its figure can be in trapezoid or parallelogram shape. Logo should be in combination of other shapes that its area calculation will require division of them into several figures)
- Real life object pictures
- Small name tags on which interest-area name is written, for each student
- Optional example video of how magazine and newspaper pages are designed.
- Students' activity sheet that includes 6 columns. First column represents first objects name or identification number, second represents its geometric name, third represents its measurements in terms of cm, fourth represents its measurement in terms of in, fifth represents its area in terms of  $\text{cm}^2$ , and sixth represents its area in terms of  $\text{in}^2$ . For third and fourth columns, when they provide measurement units, teacher should encourage students to draw the shape and write the associated numbers (Appendix 1).
- Computers with image modifying software
- Printer

### Summary of the Lesson

In this lesson students will be encouraged to organize diversity of shapes onto a two dimensional surface. While engaging with this activity, they will both measure the dimensions of the shapes and calculate their area. They will use both measurement systems (U.S. system of measurement and metric system of measurements) for length and area.

Students will engage with an authentic activity of designing a magazine page within a group of students. The name of the magazine will be determined together with students. It will have an English name and it should be related with its 'international' aspect. The magazine will include materials that represent different cultures. Groups will be formed around a common interest related with the pages of the magazine. These areas can be named as: art, movies, music, politics, sports, life, technology etc. Students can also group together around any other interest they prefer.

Teacher will provide them already prepared materials related with their interest area in the magazine. These materials will be prepared considering each student's native language in the group. It should be provided that each student in the group have something to read in their native language as well as English articles. Optimally, for each student from different culture, there should be an image and a related text in their native language, and several texts in English. They will be in different shapes: circles, rectangles, squares, diamonds, hexagon, etc. Students will be encouraged to discuss diverse materials together in English language.



After the organization of these materials, students will be asked to find other materials on the Internet. They will be encouraged to search other materials on the Google to find relevant information about their culture and background both in their native language and in English. After this search activity, they will print these documents and cut them into different shapes. They will also organize them into same cardboard.

Other two already prepared materials will be provided to each group: a header of the page and the logo of the sponsors. It is preferred that logos will be combination of many shapes.

After header, logos, and all the materials are pasted on the cardboards, students will be asked to find out the white space, unused space to be painted. Through this activity, students will be required to measure all the dimensions of these diverse figures, and calculate their area. They will complete the activity sheet –Appendix 1.

Individual students will find images on the Internet using the terms in their native language. They will write a document both in their native language and in English about the image. Papers will be printed and cut in different shapes.

Designed magazine pages and individual papers will be posted on the walls and students will be encouraged to read or see diverse kinds of information and pictures on each page.

### **Pre-Session Activities**

In order to accommodate some time before the real session begin, teachers should held this activity at least one day before. First it will be announced that in the next session they will design an international magazine page within group of students. Students' role will be announced as designers. A table with three columns will be drawn on the board. The first column indicates the areas in the magazine, such as art, music, sport, etc. Second column will include names of the students who select the specific areas in the first column. Last column will include the countries that students are from. So, a row will include the interest area name, students names selected that interest and these students' countries.

After this session, the groups will be formed preferably with three students in each group. Individual students should be encouraged to join other groups rather than doing the activity alone. The group size should not be formed with more than 4 students. If there are more than 4 students who selected the same interest, these group can be divided. Therefore, more than one group who selected the same interest will be allowed. In this case, students will decide the grouping rather than teacher control. Heterogeneity of the groups in terms of language skills should be established if there is not such a preference.

## Session Activities

### Reminding of concepts

Teacher will ask questions about the shapes, their names, and examples. Teacher will pronounce the name of the shapes aloud again. Next, questions will be asked about length and area concepts, their relation, differentiation etc. How to measure length and how to calculate area of the shapes will be reminded. A poster will be presented to be referred to in case students need to refresh their memories.

### Introduction to International Magazine

Teacher will remind students the activity about designing a page of an international magazine that will include several areas and diversity of cultural materials in different languages. If possible example video about designing newspaper pages will be shown. After talking about the video for a short while, students will form the groups.

### Pre-Organization

Teacher will provide them with the cardboards. As a requirement, it will be said that there should be left 1.27 cm or 0.5 inch margin on the cardboard from every four side. So, students will be noted to draw an integral rectangle of workplace area with a pencil.

Prepared materials in the shape of circles, rectangles, squares, diamonds etc. will be provided to students. Teacher should announce the use of the cardboard space efficiently, and put as much information as possible without destroying its aesthetic quality. Moreover, teacher will ask them to leave as much space as possible somewhere on the cardboard, since they will add another material on that space. As a tip, teacher should suggest them not to paste materials in that step.

During these activities, teacher will walk around the groups and monitor students' progress in organizing shapes.

In this step, students will be asked to make a short explanation about what the articles in their first language are about, to other group members. So that, each group member will be knowledgeable about each material they put on their cardboard. In this explanation, they will use English.

### What can fit?

As the second part of the activity, students will be asked to find out what size materials can fit on the empty space they left in their design. Teacher will ask them to write down each student's thoughts about such questions:

If you want to put there a circle, how long its height should be? Will there be still space for any other material? What if you put a parallelogram there? Will it fit better, so that the empty space will be less? What other possibilities can you suggest? How big should it be? Etc.

### Internet Search

Students will be asked to search for some terms related with their magazine area interest. Teacher may suggest the use of Google search and Google image search. They will be recommended to find diverse forms of materials in both English and in their native language. They will insert their materials on a word document and modify the size of them considering their empty space on the cardboard. After that, they will print materials to have two copies for each.

### Creating Shapes

They will cut the materials into different shapes that they planned according to the empty space. So, they will test whether their calculations and estimations are right or wrong. If they are wrong, they will calculate again and cut the second copy of the materials and test again. If again, they could not get the right sizes for their white space, teacher will help them do it with third copy. Next, they will paste these materials on the cardboard.

### Checking

Teacher should visit the groups and check whether they put heading, logo, provided articles and the last materials.

### Area Calculation

For groups who have finished, teacher will ask them to calculate the area of white space to be painted on their page. They will be provided a sheet of paper with 6 columns. Students will be presented the sheet by stating that, they should write the identification number or name of the images on the first column, write their geometric names on the second, draw the shape and write the measures in terms of cm and inch on the third and fourth, write the calculated area in terms of  $\text{cm}^2$  and  $\text{in}^2$  on the fifth and sixth. At the end of the sheet they will calculate total area occupied with materials. They will calculate the area of the cardboard and subtract it and write the white space area at the end of the activity sheet.

### Writing Activity

So far students use already written material. They only read them. In this activity students will be asked to create a word document that they will write their own ideas and thoughts. First, they will search terms in their native language and they will find images in Google. Later, they will be asked to write some information about that image, their ideas, feelings etc. in their native language. At the end of this text, they will be asked to write it in English too, so that other members in the class can understand what that image means. They should also sign their document. These documents will be printed and cut by students in shapes that they prefer.

### Presentation

Cardboards prepared will be pasted on the walls of the classroom. Individualistic written materials will also be pasted right under the groups' cardboards. Students will be encouraged to examine and read the materials, get some information about other cultures, give comments to group members etc.

### **Assessment**

Teacher will check the card boards and activity sheet (Appendix 1) and assess students' performance. Groups who have the difficulty will be monitored and given remedies. Furthermore, teacher will check students' individualistic writings and diagnose linguistic errors. This formative evaluation of the students' performances is very important and remedies after the course is very crucial because further courses will require well-established knowledge about these basic concepts, measures and calculations. Therefore, the assessment results will be used only to diagnose students who need remedial attention before beginning the next session.

### Appendix 1: Activity Sheet

Name the material	What is its shape?	Draw the shape and write required dimensions in cm	Draw the shape and write required dimensions in inch	Calculate the area in $\text{cm}^2$	Calculate the area in $\text{in}^2$
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Total Area:                      Total Area:

White space on the cardboard in  $\text{cm}^2$ :

White space on the cardboard in  $\text{in}^2$ :

## LESSON PLAN

### Collecting, Organizing, and Analyzing a Data Set:

#### Choosing the Right College for Your Needs

#### Lesson Information

Course Name: Elementary/Intermediate Algebra

Subject: Collecting, organizing, and analyzing a data set.

Length: 4 periods

Grades: 9-11

#### Standards for the Unit

Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

#### Objectives

- Formulate and answer questions by collecting, organizing, and analyzing data.
- Collect, record, organize, and display a set of data.
- Construct a table from a given set of data.
- Construct a graph from a given table of information.
- Draw conclusion from a given set of data in the form of table of graph.
- Use technology to create tables and graphs.
- Use technology to search internet resources.

#### Materials

Appendix 1: Web Resources

Appendix 2: Sample Table for Part 3

Appendix 3: Evaluation Rubric

## Introduction

This course is designed to provide interdisciplinary, interactive and dynamic learning environment in which students engage in authentic decision making process while they are developing knowledge and skills about tables and graphs.

In this decision making process, students will be questioned ‘what is the best choice of college to attend in the future’. For this crucial decision, students will consider variety of factors. Potential campuses will be evaluated based on personal preferences and projected goals. Groups will be formed according to similar professional ambitions and interests to facilitate the selection of the most appropriate college. Four-student groups are preferable.

Students will begin with a pool of at least twelve colleges (each member will indicate at least 3 colleges) and with the aid of tables and graphs they will compare and contrast these colleges based on their intended direction and preference. Finally, they will combine all of their collected comparisons into a slide presentation and create a visual display of the data they found.

## Activities

### Part 1

Being able to read about the graphs and tables from various web pages will assist students in understanding the tables and graphs as well as drawing conclusions. In this part students will learn practical fundamentals about graphs (graph typology and how different graphs are used for different purposes etc.) using the following web resources.

- Graph Types

<http://www.statcan.ca/english/edu/power/ch9/first9.htm>

- Advantages, Disadvantages, and Purposes to Using Charts and Graphs:

<http://www.ais.msstate.edu/AEE/Tutorial/advgraphics.html>

- Tables & Graphs

<http://www.mcwdn.org/Graphs/TabGraphMain.html>

### Part 2:

In this part, students will search the web sites that support each step in the college choice process: from sites that help them set selection criteria to sites where they can communicate with experts about the application process to funding locators and applications.

### **Step 1**

Firstly, students will visit the following web pages to get some basic information about what to do when selecting a college. In the first site there are some helpful hints on using the Web in college search . Students will be asked to collect as much information as possible since collected information will help them focus on next steps.

- NACAC

[http://www.nacac.com/p&s\\_steps\\_1100tech.html](http://www.nacac.com/p&s_steps_1100tech.html)

- Steps to Selecting a School

<http://mapping-your-future.org/selecting/>

- Characteristics to Consider When Choosing a School

<http://mapping-your-future.org/selecting/schoolch.htm>

- Steps to planning for your feature

<http://mapping-your-future.org/MHSS/>

- Steps to planning your carrier

<http://mapping-your-future.org/planning/>

### **Step 2**

It will be emphasized that establishing goals and interests is the first and the most important step for college search process. Therefore, students will be questioned to think about themselves and determine their future goals and career interest.

### **Step 3**

Teacher will ask students to think about the characteristics of the college they are planning to attend and make a list of those characteristics, considering their goals and interests.

### **Step 4**

After examining the characteristics of the college that students are planning to attend, students will use the resources below to search and gather information about colleges that possess those characteristics and that meet their goals. They will make a short list of those colleges. They can also check the resources given in Appendix 1 to see other Web sites which have college search capability.



- COLLEGEVIEW.COM

<http://www.collegeview.com/collegesearch/index.epl>

- COLLEGEBOARD.COM

<http://apps.collegeboard.com/search/quicksearch.jsp>

- KIPLINGER.COM

<http://kiplinger.com/php/college/2002/public.html>

- PETERSONS.COM

<http://iiswinprd03.petersons.com/ugchannel/code/searches/srchCrit1.asp?sponsor=1>

### **Step 5**

In this step, students will form their groups considering the common professional goals and common characteristics of the college. If possible, teacher will ask them to form groups of four students. The group activity is to create a list of colleges that possesses most of these characteristics.

### **Step 6**

As a group, using the web resources given above and in resources section (Appendix 1) and visiting the Web sites of the colleges, students will gather detailed information about the colleges in their list. Before they start searching, teacher will suggest them create a table to organize and arrange data that they will be collecting. They may use Microsoft Word or Excel to create the table.

### **Part 3**

By this part, students will have had the data about characteristics of different colleges. So, in this part they will combine all the collected data and compare colleges with respect to those characteristics. (Students may divide up the characteristics among group members). They will use Microsoft Excel to construct table for each characteristic (An example in Appendix 2). Then, by using Microsoft Excel's graphing feature, students will draw a graph of each characteristics (if data on the table is numerical) so that they can more clearly see the differences and state their point. At this point teacher may suggest to go back and review the given site about graph types because students may want to select a variety of graphs for different characteristics/ college comparisons. After completing graphs of each table, all the works will be saved. At this point,

individually, students will begin to examine the tables and graphs that are created in a group, to yield the best college(s) for their ambitions.

#### **Part 4**

Individually, students will create a PowerPoint presentation to share their final decision with the class. In the final presentation, they will be asked to include the reasons as to why they would choose that college(s) over another as well as tables and graphs they created with other group members.

#### **Evaluation**

Students will be evaluated on the group work, data collection, completed PowerPoint presentation, and presentation of final product using the rubric given in Appendix 3.

## APPENDIX 1

### WEB RESOURCES

#### Internet Sites\*

[www.collegeboard.com](http://www.collegeboard.com) This complete college site, run by The College Board, has sections on selecting the right college, testing, test dates and locations, practice tests and financial aid. It also includes a free scholarship search.

[www.collegeconfidential.com](http://www.collegeconfidential.com) Another complete site with the usual information on applying, testing, finance-plus a little more. There are sections on campus life, evaluating college rankings and advice from admissions' experts. You'll also find reviews of books on admissions, and a special focus on Ivy League admissions.

[www.collegeispossible.org](http://www.collegeispossible.org) The Coalition of America's Colleges and Universities created this site for parents and students, and did a comprehensive job. There are sections on choosing the right college, preparing to go to college and paying for college. It also offers links to recommended books about the preceding topics. In the "Paying for College" section, the site even takes on "myths and realities" to dispel some of the common myths about paying for college and financial aid.

[www.collegelink.com](http://www.collegelink.com) This site allows students to apply electronically to more than 1,000 colleges.

[www.colleges.com](http://www.colleges.com) You'll find a variety of information on finding the right college-and can sign up for the weekly U. Advisor Weekly Newsletter, which will send you information on preparing for college every Monday. There's also U. Magazine, the national college newspaper that for 10 years "has been bringing you [articles on] the best, the worst and the weirdest of college life."

[www.collegeview.com](http://www.collegeview.com) The site is maintained by Hobsons, which publishes college guides. Users can take a virtual tour of the campus of their choice, research careers, register to win a scholarship and learn about applying online.

[www.ets.org](http://www.ets.org) The Educational Testing Service runs this site, which has sections on selecting the right school, preparing for standardized tests and applying to college. There also are links to sites where students can apply online and other college-related sites.

[www.gocollege.com](http://www.gocollege.com) You can search for schools by majors and other criteria. There also is a large scholarship database as well as tips on financial aid, campus crime statistics, lists of hotels near campus, etc.

[www.nacac.com](http://www.nacac.com) The "for students" area of the National Association for College Admission Counseling's site is a good place to track news about college-choosing the right one, admissions, etc. Find out about college fairs, pertinent publications and other Web resources. Also check out the calendar of what to do when, 9th -12th grade, and read the articles in "Steps to College," the association's online newsletter for students researching and choosing colleges.

[www.petersons.com](http://www.petersons.com) The publisher of one of the school directories runs this site, which includes a way to search for colleges by major, tuition, sports and other criteria. There's also help writing admissions essays, as well as test-preparation questions and information on financial aid.

[www.princetonreview.com](http://www.princetonreview.com) Use the free school-match service, which can help you find the right school. Access 700-plus school applications, use free practice tests, search for scholarships and read advice on topics such as how to pay for college.

[www.supercollege.com](http://www.supercollege.com) Search the profiles of 3,000 colleges, read winning admissions essays, get tips on filling out application forms, search a scholarship database and read timetables for preparing for college while in high school.

[www.wiredscholar.com](http://www.wiredscholar.com) Launched by Sallie Mae in 2000, this site helps students and their families prepare for college with information on selecting the right college, applying to college, scholarships and financial aid.

\*Above reviews are retrieved from [Chicago Tribune](#).

### **More Internet Sites**

20 Questions to Ask Your Counselor

<http://www.collegeboard.com/article/0,3868,2-9-0-114,00.html>

Campus Tours: Virtual College Tours

<http://www.campustours.com/>

Financial Aid

<http://www.fafsa.ed.gov/>

Finding out what the life is really like in College

<http://www.cpnet.com/cpres>

**APPENDIX 2**

**EXAMPLE TABLE FOR PART 3**

<b>Characteristic</b>	<b>COLLEGES</b>			
	Harvard	UCLA	MIT	.....
Tuition/Living Fees				

<b>Characteristic</b>	<b>COLLEGES</b>			
	Harvard	UCLA	MIT	.....
Rank				

<b>Characteristic</b>	<b>COLLEGES</b>			
	Harvard	UCLA	MIT	.....
School Size				

### APPENDIX 3

### EVALUATION RUBRIC

<b>Rubric for Group Work</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
<b>Group Participation</b>	Only a few of the group members participate actively.	Effort is made to include all members, though some problems may remain unresolved.	All group members participate to some extent.	All group members participate with enthusiasm.	
<b>Shared Responsibility</b>	Group relies almost entirely on one member.	Some members take on more responsibility than others, but efforts are made to establish fair	Most group members take responsibility for tasks.	All group members take responsibility for their tasks.	
<b>Quality of Interaction</b>	Little interaction, talk is brief or off topic. Some students are uninterested. Others' ideas are discounted.	Some interaction in the form of listening and discussion. Problems are addressed if not resolved.	Good interaction skills, lively discussion on the topic.	Group members display excellent listening skills and respect for each others' ideas and diverse talents.	
<b>Roles Within Group</b>	No effort is made to assign roles to group members.	Attempt is made to define roles, but they are not clear and not adhered to consistently.	Students have roles but they are either not clearly defined or students adhere to them rigidly.	Each student has a clearly defined role and group members perform roles effectively, discussing and adjusting as necessary.	
				<b>Total Points</b>	

\*Retrieved from <http://eqcs.nycap.rr.com/slo/grouprubric.pdf>

<b>Survey &amp; Data Collection Rubric</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total Points</b>
<b>Survey Development</b>	Survey questions do not adequately present enough information to collect intended data.	Survey questions are limited and offer some information required to collect intended data.	Survey items sufficiently cover important items for collecting intended data.	Survey items are well thought out and include all important items to adequately collect intended data.	_____
<b>Organization &amp; Mechanics</b>	Survey questions are not appropriate for requested information. There are more than 4 spellings errors and/or grammatical errors.	Survey questions are not listed or asked in a logical format. There are four misspellings and/or grammatical errors.	Survey questions are asked in logical sequence which respondents can follow. No more than two misspellings and/or grammatical errors.	Survey questions are asked in a logical and well thought out sequence which respondents can follow. No misspellings or grammatical errors.	_____
<b>Format</b>	Format is sloppy, margins, layout is inconsistent, and many typing errors.	Format has some inconsistencies and missing areas, and/or more than 4 typing errors.	The format is correct, title is appropriate, and has no more than 2 typing errors.	The format is correct, title appropriate, and laid out wisely, with no typing errors.	_____
<b>Research &amp; Gather Information</b>	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.	_____
				<b>Total Points</b>	_____

\*Retrieved and adapted from:

<http://www-ed.fnal.gov/lincon/w01/projects/library/rubrics/surveyrubric.htm>

<b>Student Presentation Rubric</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics/ Design</b>	The presentation is uninviting. Design elements and graphic elements do not enhance the content.	The presentation is inviting but student occasionally uses graphics that rarely support text and presentation.	The presentation is inviting. Student's graphics relate to text and presentation.	The presentation is very inviting. Student's graphics explain and reinforce screen text and presentation.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

\*Retrieved and adapted from: <http://www.ncsu.edu/midlink/rub.pres.html>



## 26.3 APPENDIX C: BACKGROUND INFORMATION SHEETS AND RESUMES

## 26.4 APPENDIX D: DISCLOSURE STATEMENTS

## 26.5 APPENDIX E: ARTICLES OF INCORPORATION AND BYLAWS

**BYLAWS**  
**OF**  
**BEEHIVE EDUCATIONAL SERVICES**

**ARTICLE 1**  
**OFFICES**

**SECTION 1. PRINCIPAL OFFICE**

The principal office of the corporation is located in Salt Lake County, State of Utah.

**SECTION 2. CHANGE OF ADDRESS**

The designation of the county or state of the corporation's principal office may be changed by amendment of these Bylaws. The Board of Directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these Bylaws:

\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_

\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_

\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_

**SECTION 3. OTHER OFFICES**

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the board of directors may, from time to time, designate.

**ARTICLE 2**  
**NONPROFIT PURPOSES**

**SECTION 1. IRC SECTION 501(C)(3) PURPOSES**

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the operation of a charter school.

## **SECTION 2. SPECIFIC OBJECTIVES AND PURPOSES**

The specific objectives and purposes of this corporation shall be:

- (a) to establish a not-for-profit, charter public school, and maintain an established curriculum and a full time faculty;
- (b) to maintain a diverse student body enrolled without discrimination on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance;
- (c) to increase learning opportunities for all pupils, with special emphasis on individualized learning experiences;
- (d) to create professional opportunities for educators;
- (e) to participate in any local, state or federal student education and/or financial programs, as prescribed by law;
- (f) to accept any public, foundation and/or corporate grants and sponsorships awarded as a means to provide financial aid, equipment, technical support or other contribution to the not-for-profit corporation; so long as no member of the Board, any Officer, or other persons exercising supervisory power is individually benefited;
- (g) to meet with governmental representatives, report to governmental committees; agencies and boards; and generally to attempt to help local, state and federal lawmakers establish enforceable legislation to help protect the education rights of children and their parents;
- (h) to sponsor seminars and other education events for the community at large, to enhance literacy, promote healthy lifestyles and to encourage lifelong learning;
- (i) to provide student aid and scholarship benefits to students demonstrating a financial need, if the funds are available;
- (j) to provide a quality food service program to ensure the nutritional health and well being of the children attending our programs.

## **ARTICLE 3 DIRECTORS**

### **SECTION 1. NUMBER**

The corporation shall have three directors and collectively they shall be known as the Board of Directors.

## **SECTION 2. QUALIFICATIONS**

Directors shall be of the age of majority in this state.

## **SECTION 3. POWERS**

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

## **SECTION 4. DUTIES**

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
- (c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

## **SECTION 5. TERM OF OFFICE**

Each director shall hold office for a period of two years and until his or her successor is elected and qualifies.

## **SECTION 6. COMPENSATION**

Directors shall serve without compensation except that a reasonable fee may be paid to directors for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.

## **SECTION 7. PLACE OF MEETINGS**

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Board of Directors.

## **SECTION 8. REGULAR MEETINGS**

Regular meetings of Directors shall be held on the second Saturday of December each year at 10am, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If the corporation makes no provision for members, then at the regular meeting of directors held on the second Saturday of December each year at 10am, directors shall be elected by the Board of Directors. Voting for the election of directors shall be by written ballot. Each director shall cast one vote per candidate, and may vote for as many candidates as the number of candidates to be elected to the board. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected to serve on the board.

Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another, and all such directors shall be deemed to be present in person at such meeting.

## **SECTION 9. SPECIAL MEETINGS**

Special meetings of the Board of Directors may be called by the Chairperson of the Board, the President, the Vice-President, the Secretary, by any two directors, or, if different, by the persons specifically authorized under the laws of this state to call special meetings of the board. Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

## **SECTION 10. NOTICE OF MEETINGS**

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of directors:

- (a) Regular Meetings. No notice need be given of any regular meeting of the board of directors.
- (b) Special Meetings. At least one week prior notice shall be given by the Secretary of the corporation to each director of each special meeting of the board. Such notice may be oral or written, may be given personally, by first class mail, by telephone, by electronic mail or by facsimile machine, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting. In the case of facsimile or electronic mail notification, the director to be contacted shall acknowledge personal receipt of the notice by a return message or telephone call within twenty four hours of the first notice.
- (c) Waiver of Notice. Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the Articles of Incorporation, these Bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

## **SECTION 11. QUORUM FOR MEETINGS**

A quorum shall consist of a majority of the members of the Board of Directors.

Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

## **SECTION 12. MAJORITY ACTION AS BOARD ACTION**

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

## **SECTION 13. CONDUCT OF MEETINGS**

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the



corporation or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by such procedures as may be approved from time to time by the board of directors, insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws, or with provisions of law.

#### **SECTION 14. VACANCIES**

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

Directors may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the board of directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the Board of Directors or until his or her death, resignation or removal from office.

#### **SECTION 15. NONLIABILITY OF DIRECTORS**

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

## **SECTION 16. INDEMNIFICATION BY CORPORATION OF DIRECTORS AND OFFICERS**

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state.

## **SECTION 17. INSURANCE FOR CORPORATE AGENTS**

Except as may be otherwise provided under provisions of law, the Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

## **ARTICLE 4**

### **OFFICERS**

#### **SECTION 1. DESIGNATION OF OFFICERS**

The officers of the corporation shall be a President, a Secretary, and a Treasurer. The corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Directors.

#### **SECTION 2. QUALIFICATIONS**

Any person may serve as officer of this corporation.

#### **SECTION 3. ELECTION AND TERM OF OFFICE**

Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

#### **SECTION 4. REMOVAL AND RESIGNATION**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

#### **SECTION 5. VACANCIES**

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

#### **SECTION 6. DUTIES OF PRESIDENT**

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, the President shall preside at all meetings of the Board of Directors and, if this corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

#### **SECTION 7. DUTIES OF VICE PRESIDENT**

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

## **SECTION 8. DUTIES OF SECRETARY**

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the corporation.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

## **SECTION 9. DUTIES OF TREASURER**

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

## **SECTION 10. COMPENSATION**

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation.

## **ARTICLE 5 COMMITTEES**

### **SECTION 1. EXECUTIVE COMMITTEE**

The Board of Directors may, by a majority vote of its members, designate an Executive Committee consisting of one or more board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of the members of the Executive Committee, and fill vacancies on the Executive Committee from the members of the board. The Executive Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

### **SECTION 2. OTHER COMMITTEES**

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

### **SECTION 3. MEETINGS AND ACTION OF COMMITTEES**

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The Board of Directors may also

adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

## **ARTICLE 6**

### **EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS**

#### **SECTION 1. EXECUTION OF INSTRUMENTS**

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

#### **SECTION 2. CHECKS AND NOTES**

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

#### **SECTION 3. DEPOSITS**

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

#### **SECTION 4. GIFTS**

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the nonprofit purposes of this corporation.

## **ARTICLE 7**

### **CORPORATE RECORDS, REPORTS AND SEAL**

#### **SECTION 1. MAINTENANCE OF CORPORATE RECORDS**

The corporation shall keep at its principal office:

- (a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (c) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- (d) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

#### **SECTION 2. CORPORATE SEAL**

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

#### **SECTION 3. DIRECTORS' INSPECTION RIGHTS**

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

#### **SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS**



Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

## **SECTION 5. PERIODIC REPORT**

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

# **ARTICLE 8**

## **IRC 501(C)(3) TAX EXEMPTION PROVISIONS**

### **SECTION 1. LIMITATIONS ON ACTIVITIES**

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

### **SECTION 2. PROHIBITION AGAINST PRIVATE INUREMENT**

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

### **SECTION 3. NON-DISCRIMINATORY PRACTICES**

The board of directors of the corporation shall not base admission on intellectual ability, measures of achievement or aptitude, athletic ability or discriminate on the basis of ethnicity, race or disability.

#### **SECTION 4. DISTRIBUTION OF ASSETS**

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 510(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

#### **SECTION 5. PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS**

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

### **ARTICLE 9**

#### **AMENDMENT OF BYLAWS**

##### **SECTION 1. AMENDMENT**

Subject to the power of the members, if any, of this corporation to adopt, amend or repeal the Bylaws of this corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by approval of the Board of Directors.

### **ARTICLE 10**

#### **CONSTRUCTION AND TERMS**

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

**ADOPTION OF BYLAWS**

We, the undersigned, are all of the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of fourteen preceding pages, as the Bylaws of this corporation.

Dated: \_\_\_\_\_

Murat OZOGLU \_\_\_\_\_

Abdullah TULEK \_\_\_\_\_

Bekir S. Gur \_\_\_\_\_

## 26.6 APPENDIX F: FOUNDING MEMBERS

Murat OZOGLU

Abdullah TULEK

Blanca REVOLORIO

Bekir S. GUR

Gulfidan CAN