



Canyon Rim

ACADEMY



*Application for a Charter School
Submitted to the State of Utah by*

CANYON RIM ACADEMY
A Utah Nonprofit Corporation

Date Submitted: June 30, 2006



I certify that 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, Canyon Rim Academy (“CRA”) 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. CRA 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.

Erik A. Olson, Authorized Agent
Canyon Rim Academy, A Utah Nonprofit Corporation
June 30, 2006

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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I

I: TITLE PAGE

Name of Proposed Charter School:

Canyon Rim Academy

Name of Applicant:

Canyon Rim Academy, A Utah Nonprofit Corporation

Authorized Agent for Applicant:

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Form of Organization:

A Utah Nonprofit Corporation

Governing Board of Trustees of Canyon Rim Academy:

<i>Name</i>	<i>Phone Number</i>	<i>Member Type</i>	<i>Position</i>
Erik Olson	801.485.0150	Trustee	President
Irene Rytting	801.467.2454	Trustee	Vice President
David Havell	801.467.9444	Trustee	Vice President
David Garrett	801.487.3011	Trustee	Vice President
Cheri Jackson	801.487.1432	Trustee	Secretary
Brandon Clarke	801.466.0188	Trustee	Assistant Secretary
Shana Heyn	801.485.6546	Trustee	Treasurer

Founding Members of Canyon Rim Academy:

<i>Name</i>	<i>Phone Number</i>	<i>Name</i>	<i>Phone Number</i>
Jared & Michelle Booth	801.484.4836	Susan & Mike Lofgren	801.484.7277
Kris & Kendrick Bytheway	801.467.7537	Aimee & Bryant McConkie	801.466.0686
Brenda & Marc Child	801.468.0860	Katie & Erik Olson	801.485.0150
Brandon & Marilee Clarke	801.466.0188	Allison & Chris Peterson	801.484.9388
Susan & David Garrett	801.487.3011	Georgia & David Raymond	801.466.9677
Marianne & Rex Griffiths	801.487.3867	Lori & Mike Ross	801.486.2551
Katherine & David Havell	801.467.9444	Irene & Paul Rytting	801.467.2454
Shana & Mike Heyn	801.485.6546	Melinda & Ken Sorensen	801.463.6116
Cheri & Romm Jackson	801.487.1432		

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2: TARGET ENROLLMENT AND GENERAL INFORMATION

Target Enrollment for First Three Years:

GRADES SERVED													TOTAL NUMBER OF STUDENTS	
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	50	50							475
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	50							500
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75							525
Ultimate Enrollment														
	75	75	75	75	75	75	75							525

School Calendar:

Standard [] Extended School Year Instructional Days: 180

Start Date: August 27, 2007

Site Name: Canyon Rim Elementary Facility

Site Address: 3005 South 2900 East, Salt Lake City, Utah 84109

School District: Granite School District

Assigned Junior High: Wasatch

Assigned High School: Skyline

3: INTRODUCTION TO CANYON RIM ACADEMY

The Canyon Rim Community

The Canyon Rim community¹ is passionate about education. Canyon Rim Elementary school has been at the center of our community since it first opened its doors in 1954 and has maintained a strong history of community pride and involvement. Many of the original students who walked the halls of this school now have children and grandchildren of their own attending Canyon Rim.

Yet, educational excellence is more than a building. We believe that the key to academic excellence is heavy community involvement, cutting edge curriculum and teachers, small teacher-to-student ratios, and strong accountability among students, teachers, and parents.

The Canyon Rim community embraces diversity. For many years, approximately

¹ The “Canyon Rim” community consists of the relatively small Salt Lake County community located west of I-215, north of 3300 South, east of 2700 East, and south of I-80.

one-half of Canyon Rim Elementary's population has been bussed to the school from an underserved, inner-city area of Salt Lake County. The diversity of these children has enriched the Canyon Rim community, and in return, these children have flourished in the unique educational environment fostered by the Canyon Rim community.

The Closure of Canyon Rim Elementary as a Traditional Public School

In November 2005, after a number of heated, controversial public meetings, Granite School District ("GSD") determined to close Canyon Rim Elementary as a traditional elementary school effective July 2006, reassigning the Canyon Rim community population across the district to Morningside Elementary and the bussed portion of the school to Roosevelt Elementary. The Canyon Rim community has refused to accept this result, which has opened the door to a new educational opportunity in the heart of the Canyon Rim community: to restore the school to parents' control by converting Canyon Rim Elementary to a charter school. The formation of Canyon Rim Academy ("CRA")², a charter school, is the greatest opportunity to fulfill our community's vision for academic excellence. As a charter school we will be better able to:

- tailor learning systems and resources to the needs and desires of children attending the school;
- maintain a teacher-to-student ratio that enhances the personal connection between teachers and students, and thus ignite excitement for education;
- effect higher levels of accountability among students, faculty, and parents; and
- control our children's educational experience.

The Conversion of Canyon Rim Elementary to a Charter School

The conversion provision of Utah's charter statute permits the will of the community to prevail. Pursuant to Utah Code Ann. § 53A-1a-505, a majority of the parents of Canyon Rim Elementary students and a majority of the school's licensed educators have signed a petition seeking to convert into a charter school that portion of Canyon Rim Elementary made up of Canyon Rim residents.³

While the charter conversion of Canyon Rim Elementary will place the converted school in the control of parents, rather than GSD, CRA has necessarily

² Canyon Rim Academy is referred to alternately as "Canyon Rim Academy" or "CRA."

³ CRA has completed its petition and obtained well above the minimum-required signatures. A copy of the faculty-signed petition is attached as Attachment A, and the parent-signed petition is attached as Attachment B. Based on a faculty that now includes 19 licensed educators, CRA needs signatures from 10, and as Attachment A demonstrates, CRA has obtained signatures from 11. Additionally, based on a current student enrollment of 375, the petition must be signed by parents of at least 188 students, and as Attachment B demonstrates, CRA has exceeded this number by obtaining signatures on behalf of 273 students.

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collaborated with GSD in the conversion process. As Section 53A-1a-504 requires, CRA has submitted the conversion petition to GSD for approval, and GSD's board has unanimously approved the conversion proposal. CRA has also worked closely with GSD to negotiate lease terms for GSD's Canyon Rim Elementary building and grounds. To ensure CRA's success, GSD has kindly held at bay other potential suitors for the property pending the outcome of the charter application process, and CRA has placed money down with GSD to demonstrate its commitment to keeping the school building and grounds in community control. (See Section 12, below, for details).

CRA's efforts have not gone unnoticed by government leaders. In addition to the support that CRA has received from GSD, the effort to convert Canyon Rim Elementary to a charter school has been widely supported by leadership of state, county, and community government, including state legislators, the Salt Lake County mayor, the County councilman over the Canyon Rim community, and leaders of community councils within the Millcreek Township. Letters of support from these leaders are included as Attachment G.

Based on GSD's approval of CRA's conversion proposal, all that remains under the conversion statute is for USOE, as the chartering entity, to grant CRA's conversion proposal and charter application. CRA urgently needs this to happen for the 2007-2008 school year. Postponement of CRA's chartering will prove detrimental to retaining and transitioning back to the school the students and faculty of Canyon Rim Elementary. Biding one year away from the school will be a minor setback, but setting down roots for more than a year away from the school may prove insurmountable for Canyon Rim Elementary's children and faculty. With an option to lease the school property already in hand, now is the time to grant CRA's charter.

The Importance of a Community-Based Charter School

The Canyon Rim community's wide-ranging involvement in and contribution to our school has significantly benefited the children who attend the school, as illustrated in Attachment I. Canyon Rim's strong community foundation, upon which CRA will continue to build, sets CRA apart from other charter school applicants. Schools that are deeply imbedded and embraced by the community have proven most effective in improving educational outcomes for students, helping families engage in the educational process, strengthening school functioning, and strengthening the community at large.⁴

⁴ See Coalition for Community Schools, Institute for Educational Leadership, *Making the Difference: Research and Practice in Community Schools* at 40-44 (May 2003) (available at www.communityschools.org/mtdhomepage.html) (citing numerous studies of the many positive impacts of community schools).

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As recent school closures in Salt Lake, Granite, and Jordan School Districts demonstrate, it is becoming increasingly difficult for school districts to support community-based elementary schools. Conversion provides a mechanism in appropriate instances to restore community schools to community control. Conversion of Canyon Rim’s community school ensures that children in the Canyon Rim community, now and in the future, will be accommodated at their community school.

However, CRA will not only serve the Canyon Rim community, but will also help serve the educational needs of the County at large. Being the lone elementary charter and the sole *Core Knowledge* and *Saxon Math* educational institution in the entire 68,000-plus-student Granite School District, CRA will increase choice of learning opportunities for children across the Salt Lake valley. The creation of CRA will directly benefit children in surrounding schools because CRA students—certainly including Canyon Rim residents and likely including many non-Canyon Rim residents attending CRA—will proceed to Wasatch Junior High and Skyline High, bringing strength to those existing networks. This enriches educational opportunities for children throughout the area surrounding Canyon Rim.

This application introduces CRA’s mission and vision, and outlines CRA’s strategic and tactical plans for fulfilling the seven purposes of Utah charter schools.

4: STRATEGIC OVERVIEW

Canyon Rim Academy Mission

Cultivate an environment of academic excellence where all children stretch to achieve their maximum potential and enjoy the fruits of personal academic accomplishment.

Canyon Rim Vision

Create a school built upon the principles of collaboration, accountability, academic rigor, and empowerment to achieve the highest standards of excellence in elementary education.

Applying the 7 Purposes of Charter Schools

The following chart applies the seven purposes of charter schools to CRA.

5: COMPREHENSIVE PROGRAM OF INSTRUCTION

A. PHILOSOPHY

Central to CRA's mission and vision is our core belief in the inherent ability of all children to achieve high academic standards, regardless of their background and current disposition. Because of this belief, we have high expectations of students, faculty, staff, and parents. We expect every student to demonstrate continual improvement and growth and we will hold teachers accountable to that standard. We recognize that students bring individual attitudes, learning styles, and abilities, but we consider it possible to accommodate these differences through differentiated learning strategies and academic rigor. With such a historically diverse population, CRA is well equipped to differentiate learning strategies to ensure that each individual is making academic progress.

Strong leadership is essential to our mission and requires a highly qualified Principal who will be empowered by the Board to fulfill the mission and vision of CRA by implementing data-driven progress measurements and ensuring accountability at all levels. The Board will hold regular stewardship reports with the Principal; the Principal will conduct regular performance reviews and analysis with faculty; and faculty will perform regular benchmark testing among students to ensure real-time measurement of student progress. These procedures ensure that the Principal, faculty, and students are accountable for the success of CRA.

Finally, students learn by doing. CRA will institute a service learning program that will provide students with an opportunity to apply new principles each day. Students receive instruction prior to service activities as well as time after activities to think, process, and write about their experiences. Service learning will help our students develop a strong sense of civic responsibility in addition to their academic and social growth.

B. CURRICULUM

CRA's curriculum will directly align with the Utah State Core Curriculum requirements and the CRT standards. We will augment the USOE requirements with the *Core Knowledge Sequence* curriculum by E. D. Hirsch, Jr. When properly implemented, this curriculum meets and in many cases exceeds the standards of the Utah State Core Curriculum. The *Core Knowledge Sequence* is listed on AIMS as a state approved curriculum. *Saxon Math* and *Open Court Language Arts and Reading* will be utilized as supplementary curriculum. Periodic assessments will be implemented by the principal to confirm alignment with the state core.

After reviewing numerous available options, we are convinced that the *Core Knowledge Sequence* will best set us apart from other public schools in Salt Lake County and will help us better achieve our mission and vision.

The *Core Knowledge Sequence* is a grade-by-grade sequence of specific content guidelines in history, geography, mathematics, science, language arts, and the fine arts. This sequence is the result of a long research process developed by the non-profit *Core Knowledge Foundation* and Dr. E.D. Hirsch Jr and has been shown to significantly improve the results of the Comprehensive Test of Basic Skill for those schools utilizing *Core Knowledge*.

Teachers must also have the freedom to develop child-centered methods of teaching. Each teacher will choose how to present and teach the curriculum. To accomplish this they will have personal and common preparation time to develop lesson plans according to the guidelines provided by the State of Utah and the *Core Knowledge Sequence*.

The *Core Knowledge Sequence* is listed on AIMS as a state approved curriculum. *Saxon Math* and *Open Court Language Arts and Reading* will be utilized as supplementary curriculum.

Special Service-Learning Emphasis

CRA will have a service-learning emphasis based on the Lowell Bennion Service-Learning Program at the University of Utah, a program based on the concept of applied learning. Through service with various community partnerships, students are given the opportunity to apply learned concepts directly. For example, if students are studying a unit on the environment, CRA would partner with an organization such as Tree Utah and arrange for students to plant trees in an area requiring reforestation. If a health and nutrition unit is being taught, students would learn about world hunger, organize a food drive, and contact the Utah Food Bank to make donations to address the issue of hunger in our state.

Language Arts

The language arts will follow the State Core Curriculum to teach reading, writing, listening and speaking skills for each grade level. Students will be exposed to several literacy programs such as ***Junior Great Books®***.

Junior Great Books® is proven to help students develop essential literacy skills—reading carefully, thinking critically, listening intently, and speaking and writing persuasively.

The goal of Great Books programs is to instill in adults and children the habits of mind that characterize a self-reliant thinker, reader, and learner. Great Books programs are predicated on the idea that everyone can read and understand excellent literature—literature that has the capacity to engage the whole person, the imagination as well as the intellect. Junior Great Books is for students of varying abilities. All students in grades K-12 can participate in Junior Great Books because of the program's consistent focus on open-ended, interpretive questions.

The Great Books Foundation

Mathematics

The *Core Knowledge* math curriculum will be augmented with *Saxon Math*. For grades K–3, *Saxon Math* provides an outstanding foundational program especially designed to align with how young children learn and build fluency in math skills.

- All new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process.
- Concepts are developed, reviewed, and practiced over time:
 - ✓ Understanding follows doing and discussing.
 - ✓ Mastery follows learning over time.
 - ✓ Fluency follows practicing over time.

Saxon Math 4–6 programs continue with the same Saxon approach used successfully with students at levels K–3:

- Distributed practice and review throughout the school year moves students from understanding to mastery to fluency. At the same time, every intermediate program helps students prepare for math concepts and skills they will need in the middle grades.
- New concepts are modeled through engaging math conversations — but rather than teacher-directed instruction as in the primary grades, the shift is to student-directed learning. Student editions contain the full text of the instructional conversations with examples, and students can follow along as the teacher presents the explanation and refer back to the explanation when necessary. Students see, hear, do, and read, which leads to understanding.

Social Studies

In addition to following the State Core requirements for Social Studies, CRA will employ service learning activities such as Legislature Day to learn hands-on about our Utah State history, civics and government, economics and geography. Students will also participate in state and world history fairs so that they may share their research and knowledge with students of other grade levels. Fieldtrips to local historic sites and geography bees will also help to mentally cement important concepts.

Science

Scientific skills will meet required competency levels required by the USOE and will be taught using experiments, manipulatives, surveys, research, and technology. Students will learn the scientific method in the classroom, community and in the environment. CRA has access to a naturescape and an adjoining park where students can directly apply theories and principles they are learning in the classroom. Through cultivation of the indigenous plants in the naturescape as well as

environmental awareness activities such as “Clean up your Community” students will again be given the opportunity to apply knowledge to the world around them.

Health, Physical Education, and Safety

Maslow’s *Hierarchy of Needs* explains that the mind cannot learn and expand until the body’s basic physical needs are met. At CRA, curriculum will teach students the great importance of proper nutrition, exercise and health practices in order to maximize learning capacity. A physical education program will be included in each child’s educational experience. Students will learn basic physical skills as well as sportsmanship, team-work, and how sustained effort can bring achievement. Several special events will celebrate the acquisition of these skills such as a field day, NFL Punt, Pass, and Kick, and the Millcreek Mile. CRA will also continue existing extracurricular activities such as jump-rope team to promote physical fitness.

Safety cannot be overstated as an important aspect of education. Students will attend assemblies regarding personal safety, stranger danger, fire and earthquake safety and neighborhood safety. A safety walk-to-school day will be sponsored to reinforce principles being learned each day.

Educational Technology

Each CRA classroom will have computer and Internet access. A school-wide local area network (LAN) will be installed. Students will gain proficiency in basic word-processing and multi-media presentations. Students will learn safe, ethical and appropriate internet use practices. Teachers will incorporate Internet research and use into lesson plans.

Music, Arts, Foreign Language

CRA recognizes that exposure to arts, in all forms, enhances a child’s understanding of the world around them and provides another link in learning and self-expression. It is also an effective tool to enhance learning in other core subjects and will play a significant role in our strategy of differentiated learning. Historically our community has invested significant time, money, and expertise into the school arts program, which we will continue to draw upon in a charter school environment.

CRA will build upon its experience with community involvement to create a substantial visual arts instruction. Each class at CRA will have an art parent to instruct students in visual arts. We will also continue to bring in grants, as we did with Canyon Rim Elementary, which will provide money to partner with community entities such as Repertory Dance Theatre, Utah and Salt Lake City Arts Council, and the Utah Opera Company to provide artists-in-residence. We will



continue to implement the artist-in-residence program, which allows students to learn skills from visual to performing arts by local artists.

CRA will also have a music instructor to provide instrumental and band programs for upper grades. All grades will receive music instruction through a parent volunteer network. Special music programs include chimes and student choir.

Multi-lingual skills will open doors to students in future career pursuits and expand their cultural experiences and world views. To this end, CRA intends in the future to provide Spanish language instruction to all grades.

Testing and Monitoring

CRA will conduct regular assessments based on Utah State Core Curriculum standards as well as regular testing under the guidance of the *Core Knowledge Sequence*. Compliance will occur with state testing requirements and schedules such as IBST and the CRT. All mandated testing results will be reported to the State of Utah. Parents will be notified of results primarily through Parent Teacher Conferences and through the school's website. CRA will maintain an open-door policy by which parents can obtain a less formal report of their child's progress anytime throughout the school year. CRA's principal, teachers and/or others as needed, will compile assessment results for review by the Canyon Rim Board and others as deemed necessary.

CRA's principal will primarily be responsible for ensuring teachers are successfully integrating state standards into their instruction. It is expected that the principal will provide leadership in monitoring curriculum to avoid redundancy or gaps as well as ensuring that state standards and core objectives are fully met. Annual instruction will be provided for teachers regarding *Core Knowledge Sequence* curriculum. This will also be a time when teachers can be helped to understand how to integrate state standards into their instruction. Teachers will be given weekly planning time to collaborate with their peers in this process. Demonstration that required curriculum is being covered will be part of evaluations for each educator. In addition to state-required testing, teachers will conduct regular summary assessments and observation to ensure individual student progress. If problems are noted, volunteer and/or aide tutoring as well as increased parental support in that subject will be employed prior to referral for special education.

School Calendar

CRA will follow the Granite School District school year calendar. Necessary adjustments will be considered by the Canyon Rim Board. A copy of CRA's first-year calendar is included as Attachment J.

School Hours

School will begin at 9:00 a.m. and end at 3:45 p.m., Monday through Thursday. School will end at 1:40 p.m. on Fridays or days preceding designated days off. Teachers will be encouraged to use Friday afternoons for preparation. Morning Kindergarten will start at 9:00 a.m. and end at 12:05 p.m. Afternoon Kindergarten will begin at 12:45 p.m. and end at 3:45 p.m. On Fridays or “short days” this will change to 9:00-11:00 a.m. and 11:40 a.m. to 1:40 p.m. respectively. There will be two supervised recesses as well as a 30-minute lunch period per day.

Special Education

See Section 18, below.

C. SAMPLE LESSON PLANS

Sample Lesson No. 1: First Grade Reading

TEACHING PHONICS THROUGH POETRY

Grade Level: First Grade

Length of Unit: 7 days

I. ABSTRACT

This unit is designed to help teachers combine phonics and reading instruction with the study of poetry. Teaching specific skills through poetry will allow teachers to cover both skills and content within the same lesson; thereby saving important instructional time while deepening content and improving instruction. Easy, centered ideas are included with each lesson to extend the content into independent practice. These teaching techniques can later be used with other poetry or literature so that phonics skills are taught within a literary framework rather than in isolation.

II. OVERVIEW

A. Concept Objectives:

1. *Students will understand that words are made up of combinations of letters that can be blended to decode words (State Core Language Art Standard No. 3).*
2. *Students will understand that poetry has rhythm and rhyme (State Core Language Art Standard No. 3).*
3. *Students will understand that poems use imagery to convey meaning and emotion (State Core Language Art Standard No. 7).*

B. Content from the Core Knowledge Sequence:

1. Decode words with common vowel sounds that can be spelled in different ways (such as *boot, blue, few; shout, cow; boil, toy; bed, head*)
2. “The Swing” by Robert Louis Stevenson
3. “The Purple Cow” by Gelett Burgess
4. “My Shadow” by Robert Louis Stevenson
5. “Rope Rhyme” by Eloise Greenfield
6. “I Know All the Sounds the Animals Make” by Jack Prelutsky
7. “Table Manners” by Gelett Burgess
8. “Sing a Song of People” by Lois Lenski

C. Skill Objectives:

1. Students will learn the sounds of common vowel combinations and identify them in words, specifically “ow,” “ou,” and “oo” (State Core Language Art Standard Nos. 3 and 4).
2. Students will learn that the same vowel combinations can make different sounds, specifically “ow,” “ou,” and “oo” (State Core Language Art Standard Nos. 3 and 4).
3. Students will decode unknown words by applying their knowledge of common vowel sounds, specifically “ow,” “ou,” and “oo” (State Core Language Art Standard Nos. 3 and 4).

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Fountas, I. & Pinnell, G.S., *Word Matters: Teaching Phonics and Spelling in a Reading/Writing Classroom*. Portsmouth, NH: Heinemann, 1998, 0-325-00051-4.
2. Opitz, M.F., *Learning Centers: Getting Them Started, Keeping Them Going*. New York: Scholastic Professional Books, 1994, 0-590-49554-2.
3. SchifferDanoff, V., *The Pocket Chart Book*. New York: Scholastic Professional Books, 1996, 0-590-59927-5.

B. For Students:

1. Poetry from *What Your Kindergartener Needs to Know*
2. Poems usually contain rhyming words
3. Words are made up of letters that symbolize sounds
4. Letters are combined in different ways to create different sound combinations

(Teaching Phonics Through Poetry, Grade 1 2001 Conference 2)

IV. RESOURCES

- A. Hirsch, Jr. E.D., What Your First Grader Needs to Know
- B. Fountas, I. & Pinnell, G.S. Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom
- C. Opitz, M.F., Learning Centers: Getting Them Started, Keeping Them Going.
- D. Phillips, V.L. & Schlosser, K.G., Building Literacy Centers with Interactive Charts
- E. SchifferDanoff, V., The Pocket Chart Book

V. LESSON ONE: “The Swing”

A. Daily Objectives

- 1. Concept Objectives
 - a. Students will understand that words are made up of combinations of letters that can be blended to decode words.
 - b. Students will understand that poetry has rhythm and rhyme.
 - c. Students will understand that poems use imagery to convey meaning and emotion.
- 2. Lesson Content: “The Swing” by Robert Louis Stevenson
- 3. Skill Objective: Students will learn the sounds of common vowel combinations and identify them in words, specifically “ow”.

B. Materials

- 1. “The Swing” written on big chart paper, preferably laminated
- 2. Markers
- 3. Poetry Journal – 8 pieces of notebook paper stapled inside a 18x12 sheet of folded construction paper. One per student.
- 4. Big chart paper modeled on Appendix A
- 5. Sentence strips with words from poem written on them but leaving off the final rhyming word on each line. For example, “How do you like to go up in a”
- 6. Final rhyming words written on individual sentence strips. For example, “swing.”
- 7. Pocket chart

C. Key Vocabulary

- 1. pleasantest – agreeable or cheerful
- 2. cattle – more than one cow
- 3. countryside – rural district
- 4. poem – a composition, usually metrical and rhymed, that expresses creative imagination
- 5. rhythm – the movement or flow in which there is a recurring beat
- 6. rhyme – words that have the same ending sound
- 7. stanza – section of a poem
- 8. imagery – mental images or figurative language

D. Procedures/Activities

1. Explain to children that we are beginning a unit on poetry. Ask them what they know about poetry or what they think it is.
2. Monitor the children's responses. If they do not suggest it, remind them poetry usually uses rhyming words and has a rhythm to its words.
3. Give examples of jump rope rhymes that have distinct rhymes and rhythm. For example:

Cinderella,
Dressed in yella,
Went upstairs to kiss a fella,
Made a mistake,
Kissed a snake,
How many doctors did it take?

Most children will recognize this common rhyme and will be able to hear its strong rhythmic beat (Teaching Phonics Through Poetry, Grade 1 2001 Conference 3)

4. Read "The Swing" to the class while pointing to it on the big chart paper. Emphasize the rhythm of the language and rhyming words. Also explain any unfamiliar vocabulary used in the poem at this time.
5. Ask the children to close their eyes and visualize the words. Reread the poem. Take the class out to the swing set to experience the feelings of being on a swing at this point in the lesson. If not, ask them to remember what it was like when they have been on a swing.
6. Ask children to share what they saw and/or thought of while listening to the poem. Ask the children to remember what they said because they will draw a picture of it later.
7. Reread the poem again, this time having children read it with you. Ask them to focus on identifying the rhyming words. Have children call out the words they identified as rhyming. Have them come up and underline each set of words with a marker. Use a different color for each set of words. When finished, ask children if they can identify the rhyming pattern ABAB.
8. Discuss how most poetry has a rhyming pattern.
9. Call attention to the last stanza. Explain how poems are broken up into sections or stanzas. Have children look at rhyming words "brown" and "down." Slowly segment the sounds of the word and explain how letters "ow" together make a new sound. Have children say the words slowly with you.

10. Ask children to list other words they know that have the same sound in them. Write the words on the big chart paper modeled on Appendix A. Depending on time, you can list the words yourself or you could do “shared” or “interactive” writing with the students writing the “ow” part of the word and you supplying the rest (p. 191–206 in *Word Matters*). If a child says a word that has an “ou” but makes the correct sound, write it in the second column and briefly explain how different letters make the same sounds (it will be covered more thoroughly later).
11. Leave the big chart paper up on a wall so children can add other words they find throughout the week.
12. Reread the poem one more time. Have the children raise their hands when they hear the words with the “ow” sound. Tell them they will continue practicing the sound during their reading centers.

E. Reading Center Extensions:

1. *Pocket Chart Center* – Place the sentence strips for “The Swing” in order in a pocket chart. Place the missing rhyming words in an envelope. Using the poem on the big chart paper as a guide, the group should fill in the rhyming words at the end of each line. If a group is ready for a more challenging task, they could sequence the entire poem before adding the missing rhyming words.
2. *Art or Writing Center* – In their poetry journal, the children should write or draw about what they imagine seeing while swinging. You could divide this into a two-day center, with the first day for illustrating and the second day for writing.

F. Assessment/Evaluation

1. Teacher will collect the poetry journals and assess how well the children understood the imagery in the poem.
2. Teacher will informally assess the pocket chart to check how well the students identify and correctly place each of the rhyming words.
3. Teacher observation of student participation in class discussion.

(Teaching Phonics Through Poetry, Grade 1 2001 Conference 4)

WHERE IN THE LATITUDE ARE YOU? A LONGITUDE HERE.

Grade Level: 5th Grade

Length of Unit: 8 Lessons, 3 weeks with on going yearly activities

I. ABSTRACT

Students will gain an understanding of map and globe terminology. Students will distinguish between the different imaginary lines dividing the earth, and regions of the United States. Students will be using different types of activities and assessments including paper/pencil, art, games, and fun hands-on activities that promote an entertaining way to learn important skills needed for life. Students will be so involved they won't realize they are learning. The unit is set up to be used as a whole or in parts to ease in the instruction and learning of geography.

II. OVERVIEW

A. Concept Objective: *Students will analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues (State Core Social Studies Standard Nos. 9 and 10; NM Geography II–A).*

B. Content from the Core Knowledge Sequence (Grade 5 World Geography, pp. 112,113,& 114)

Basic Geography Skills, Core Knowledge Sequence p. 112

1. Read maps and globes using longitude and latitude, coordinates, degrees.
2. Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
3. Climate Zones: Arctic, Tropic, Temperate
4. Time Zones (Review from 4th grade): Prime Meridian(0 degrees); Greenwich, England; 180° Line (International Date Line)
5. Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
6. From a round globe to a flat map: Mercator projection, conic and plane projections.

United States Geography, Core Knowledge Sequence p. 114

1. Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest

C. Skill Objectives

1. The student will be able to divide the globe into various spatial relations.
2. The student will be able to identify climate zones of the earth.
3. The student will be able to identify and locate the natural resources of the earth.
4. The student will be able to identify and locate various time zones around the earth.
5. The student will be able to compare and contrast a flat map and globe.
6. The student will be able to recognize the regions of the United States.

III. BACKGROUND KNOWLEDGE**A. For Teachers**

1. Core Knowledge Foundation, Core Knowledge Sequence. Charlottesville, VA: Core Knowledge Foundation, 1998 ISBN 1-890517-7.
2. Hirsch Jr., E.D., What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth-Grade Education. New York: Dell Publishing, 1993, ISBN 0-385-31464-7.
3. Pearson Learning Core Knowledge, History and Geography 5th Grade Edition. 2003 Core Knowledge® National Conference, Where in the Latitude Are You? Grade 5 1 United States of America: Pearson Education, Inc. , 2002, ISBN 0-7690-5026-3.

B. For Students

1. The students will have a basic knowledge of geography and maps from prior Core Knowledge lessons in Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, and 4th Grade.
2. The students will have a basic knowledge of landforms from prior Core Knowledge lessons in Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, and 4th Grade.

IV. RESOURCES

- A. Hirsch Jr., E.D., What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth-Grade Education. New York: Dell Publishing, 1993, ISBN 0-385-3164-7.
- B. Pearson Learning Core Knowledge. History and Geography 5th Grade Edition. United States of America: Pearson Education, Inc., 2002, ISBN 0-7690-5026-3.

- C. http://www.education-world.com/soc_sci/geography/index.shtml
Education World.
- D. <http://www.maps.com/> Maps.com
- E. Nelson, Tom, Math in Geography. Monterey, CA: Evan-Moor, 1994,
ISBN1-55799-331-9.

V. LESSONS

Lesson One: *The important lines of the world. Part I (This activity takes about 3 days, 1 to 2 hours per day)*

A. Daily Objectives

1. **Concept Objective:** *The student will analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues. (NM Geography II A)*
2. **Lesson Content**
 - a. Tropic of Cancer, Tropic of Capricorn, Equator
 - b. Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
 - c. Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
3. **Skill Objectives**
 - a. The student will be able to divide the globe into various spatial relations.
 - b. The student will distinguish between tropics, Prime Meridian, and Equator.

B. Materials

1. pre-assessment (Appendix A)
2. globe
3. maps with longitude and latitude lines
4. many newspapers (torn in strips)
5. glue
6. water
7. flour
8. 9" balloons
9. blue paint
10. black markers (fine point)
11. string, enough for each student cut in about 1 yard lengths.
12. paint brushes
13. rectangular plastic pans or bowls (1 for every 4 students)
14. wax paper

15. *Important Lines of the World Checklist (Appendix B)
(2003 Core Knowledge® National Conference, Where in the Latitude
Are You? Grade 5 2)*

C. Key Vocabulary

1. *Prime Meridian: zero degree meridian (longitude) that passes through Greenwich, England.*
2. *International Date Line: an imaginary line that goes through the Pacific Ocean at 180 degrees longitude.*
3. *Equator: an imaginary line that divides the earth into northern and southern hemispheres. It is the zero degrees latitude.*
4. *Tropic of Cancer: 23° 27" north of the equator. The farthest point north at which the sun can shine directly overhead.*
5. *Tropic of Capricorn: 23° 27" south of the equator. The farthest point south at which the sun can shine directly overhead.*
6. *Arctic Circle: the frigid zone located directly on the center of the north pole.*
7. *Antarctic Circle: the frigid zone located directly on the center of the south pole.*

D. Procedures/Activities

1. *Teacher will administer the pre-assessment to all students. While students are completing the pre-assessment the teacher will begin to mix up the glue mixture and pour into rectangular pans. The amount of mixture needed is based upon the number of students. The glue mixture is 1 part glue, 2 parts water, 1 part flour.*
2. *After collecting all pre-assessments, teacher will give each student one 9" balloon, one bowl of glue mixture per four students and a pile of newspaper strips. The students will blow the balloon up as large as possible without busting.*
3. *A strip of newspaper is dipped into the glue mixture and laid on the balloon. This procedure is repeated until the balloon is entirely covered 3 to 4 times.*
4. *The balloons should be placed on wax paper to dry over night.*
5. *At the beginning of the next day's lesson have students paint their entire balloon blue and dry on wax paper. This may be done through out the day if time to allow time to dry.*
6. *After all balloons are painted and drying the teacher will introduce the vocabulary words.*

7. *Using a globe and a map the teacher will point out each line beginning with the Equator and working toward the Arctic and Antarctic Circles. The teacher will then introduce the Prime Meridian and International Date Line.*
 8. *Students retrieve their balloons and using the string as a guide draw the lines on their “globe”. The string should be wrapped around the “globe” in the center. Once the string is in place, take the black magic marker and follow along the string creating a line around the globe. It is easier to start with the Equator and then the Prime Meridian and International Date Line. Students will continue until all appropriate lines are drawn. Student globes should be kept in a safe place for use in future lessons.*
- E. Assessment/Evaluation.** *The Important Lines of the World Checklist (Appendix B) should be used to evaluate the students’ work on their globes.*

6: BUSINESS PLAN

CRA’s Business Plan is comprised of three key components, addressed below: a timeline, a source of funding plan, and a budget. By successfully managing these three components, CRA will open as projected and in an orderly fashion.

Canyon Rim Academy Timeline:

Date	Projected Task or Event
01/25/06	Intent to File submitted to USOE
03/28/06	GSD’s approval of (a) CRA’s proposal to convert a portion of Canyon Rim Elementary to a charter school and (b) CRA’s lease of the school property
03/31/06	Submit CRA Charter Application to USOE
09/01/06	Charter granted by USOE
03/01/07	Notice to general public for enrollment
04/01/07	Commence recruiting process for qualified applicants
04/15/07	Identify students who qualify for preferential enrollment
04/30/07	Lottery for remaining enrollment openings
06/01/07	Hiring of faculty and staff complete and under contract
07/01/07	Purchase required supplies, texts, equipment, etc.
08/01/07	Commencement of lease of Canyon Rim facility and entry on the premises
07/15/07	Secure binder for required insurance policies
08/15/07	Staff, faculty and parents orientation
08/27/07	First day of class at CRA

CRA Source of Funding Plan (*Attachment C*)

CRA’s source of funding plan, which covers three pages provided as Attachment C, is derived from the template provided by USOE, which is based on 2005-2006 data. CRA has assumed tax replacement funding in Year 1 of \$1540 per student, and WPU funding in Year 1 of \$2417 per student. The source of funding plan assumes that these figures, but no others, increase by 2.5% in each subsequent year. These figures, of course, may vary based on future legislative appropriations.

CRA shall apply for start-up funds in accordance with ESEA Title X, together with other state charter grants. CRA will also seek additional funding through public and private grants, corporate sponsorship, fundraising, and solicitation of private donations. CRA's budget, addressed below, conservatively assumes that none of this additional funding will be provided. In the event that such additional funding is received, it will be used to hire additional teacher aides and "specialty" faculty. To the extent necessary—particularly in the event of funding shortfalls in Year 1—CRA will explore alternative financing via local banks or investors, and will postpone the hiring of "specialty" teachers and aides during any period of shortfall to ensure that CRA can maintain positive cash flow. CRA anticipates at the present time that federal charter grants will not be available based on CRA's status as a conversion charter school.

CRA Budget (*Attachment D*)

CRA's budget, provided as Attachment D, incorporates the source of funding plan described above.

7: FINANCIAL MANAGEMENT AND REPORTING

CRA's operational budget (Attachment D), assumes that CRA will hire an in-house business manager to oversee CRA's various training, HR, financial, and reporting needs in accordance with relevant law. CRA may, however, depending on funding and other considerations, hire a professional charter school management company to handle these responsibilities (following relevant RFA procedures where necessary).⁵ The business manager shall be responsible for the following management duties:

School Setup

- Assistance with setting up a Lunch Program
- Assistance with setting up a Student Information System
- Student registration assistance
- Assistance with Faculty and Staff recruitment and hiring
- Human resource management
- Payroll
- Governmental compliance

⁵ CRA has consulted with Academica West, a leading professional charter school management company, with respect to various aspects of the charter application process.

Training

- Computer training
- Board training
- Teacher and Staff training
- Special Education Compliance
- Conflict resolution support and training

Financial Affairs

- Timely and accurate financial reports as required by USOE
- Board approval of annual budget
- Monthly budget report and approval by the Board of Trustees
- Preparation of Audited Financial Statements
- Payroll management and tax preparation by third party administrator
- Established controls for all CRA purchases, disbursements and expenditures

Report Submission

- Financial reporting
- October 1 count assistance
- Economically disadvantaged report assistance
- CACTUS report submission
- Immunization report assistance
- December 1 count assistance
- End of year report
- Ongoing support

8: ORGANIZATIONAL STRUCTURE & GOVERNING BODY

Canyon Rim Academy is a nonprofit corporation that was established in January 2006 for the purpose of creating and operating the Canyon Rim Academy Charter School. (See *Articles of Incorporation, Attachment E.*) CRA will continue to operate in compliance with relevant law and in accordance with its bylaws, which have been adopted by its Board of Trustees (the “Board”).

Composition of the Board

The Board is currently comprised of seven individuals who have taken an active role in forming the school. The Board may consist of no fewer than five members and no more than seven members. Upon approval of the school’s charter, the members of the Board will become the Governing Board for the school. Members of the Board will serve for a three-year term, until they resign, or until they are removed by a majority vote of the Board. However, to ensure continuity in the

early years of the school, the terms of the founding Board members are staggered so that two expire at the 2008 annual meeting, two expire at the 2009 annual meeting, and two expire at the 2010 annual meeting. Vacancies in these six Board seats will be filled by a majority vote of the Board. Two thirds of the Board shall constitute a quorum. The seventh founding Board member will be replaced at CRA's annual meeting in July 2007 by a parent of a child then enrolled at CRA pursuant to a vote of parents of children enrolled at CRA for the upcoming school year. Each family shall be entitled to one vote. This one Board position will be filled each year at the annual meeting in the same fashion. (See *Article III of Amended and Restated Bylaws, included as Attachment F.*)

Pursuant to CRA's bylaws, the Board has appointed the following officers of CRA: a President and Chairman of the Board, Vice-Presidents, a Secretary, and a Treasurer.

Responsibilities of the Board

The Board bears the ultimate responsibility of running the school. Specifically, the responsibilities of the Board include the following:

- Coordinate with management company or director of operations and provide timely information to facilitate management responsibilities
- Develop curriculum together with the principal
- Handle student appeals or disciplinary issues with guidance from director of operations or management company
- Hiring of the principal, teachers, administration, and staff with assistance from director of operations or management company
- Dismissal, where necessary, of employees with guidance from director of operations or management company
- Formulate and monitor the budget and financial issues with assistance from director of operations or management company
- Define school policy
- Advance the school's purpose, vision, and core policy
- Form and assist where needed a parent organization (*see below*)
- Other functions incidental to the operation and progress of the school

The Board shall meet at least once per month, and may meet more frequently at its discretion. Meetings shall be conducted in accordance with the bylaws and relevant Utah law.

Resumes for members of the current Board are included as Attachment H.

An organizational chart follows.

9: CRA ADMISSIONS POLICY

Recruitment/Admission Procedures

CRA shall admit students in accordance with relevant Utah law, including Utah Code Ann. § 53A-1a-506. 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.

As a converted charter school, CRA shall give enrollment preference to children of founding members and children of parents or guardians residing in the Canyon Rim community who would have attended Canyon Rim Elementary while GSD operated it as a public school. This consists of the area west of I-215, north of 3300 South, east of 2700 East, and south of I-80.

If, by the application deadline, the number of applications received from applicants who live outside of the preferred area exceeds the capacity of a class, grade level, or the school itself, as adjusted annually by the Board and approved by CRA's chartering authority prior to the enrollment deadline, all applications of students living outside of the preferred area for that class, grade level or the school will be selected for the available slots through a lottery. After the application deadline, students living outside of the preferred area who want to be considered for remaining slots, if any, will be accepted in order of their lottery position.

After the first year of operation, preference shall be given in the following order, to the extent there are available openings in classes up to CRA's projected enrollment, as adjusted annually by the Board and approved by CRA's chartering authority: (1) children of founding members and children of parents or guardians living in the Canyon Rim area, as outlined above; (2) children who have already attended CRA; (3) children whose siblings have already attended CRA and who will be attending CRA during the upcoming year; and (4) children of CRA employees. The remaining enrollment will be filled through a lottery system, as outlined above.

CRA will advertise openings through the newspaper, public meetings, web page, notices in the public library and local store outlets, and the distribution of flyers and brochures. On-line applications will be accessible or by regular mail delivery.

10: CRA DISCIPLINE, DISMISSAL AND SUSPENSION POLICY**Dismissal/Suspension Policy**

CRA will assemble a student handbook to establish a clear set of guidelines and expectations for both students and parents. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences. Students, teachers, administrators, and parents will be expected to work together in an environment of mutual respect. If a student has not responded to a warning issued by a supervisory adult, this student may be issued an “Incident Report” for an incident that reflects poor or unacceptable behavior. This form will state what has happened and the action taken by the teacher or adult supervisor. The parent must sign the form and return the form with a note as to the action they took in the matter. Three “Incident Reports” in reference to similar misbehavior will result in a “Disciplinary Referral.”

The Issuance of a Disciplinary Referral

A Disciplinary Referral may be issued at any time for disobedient behavior, fighting, bad language, poor attitude, rebellion, disregard for school rules or property, or similar incidents. The parent will be contacted by the principal and in most cases a conference will ensue.

Suspension

If a student receives three disciplinary referrals in a nine-week period (the nine weeks starting with the first disciplinary referral) the student will be put on disciplinary probation. If a student receives a fourth or fifth disciplinary referral in the nine-week period, the student may be suspended from school for one to five days.

Notwithstanding the forgoing, the Principal has the authority and option to suspend a student from school for any of the aforementioned offenses without waiting for the nine-week period. For example, if a student uses bad language or willfully starts or engages in a fight, that student most likely will be suspended immediately.

Expulsions:

Expulsion is the dismissal from school attendance by action of the Board of Trustees. Expulsion may be used as a last resort when efforts to effect satisfactory adjustments have failed or due to the nature of the violation. Reinstatement procedures can be developed, taking into consideration the best interests of the school and the student. Additionally a student may be expelled if they have been suspended three times in a school year. The IEP team will be involved in any disciplinary proceedings involving special education students.

Mandatory Expulsions:***Mandatory expulsions will occur for the following offenses:***

1. *Carrying, bringing, using, possessing, or threatening the use of a deadly weapon. A deadly weapon includes, but is not limited to, a firearm, loaded or unloaded, a knife, a bludgeon or any other weapon or instrument which, in the manner in which it is used or intended to be used, is capable of producing death or serious bodily injury.*
2. *The sale (including the exchange, distribution or gift) of drugs or controlled substances, as defined by state law, including anabolic steroids and prescription drugs.*
3. *The commission of an act, which, if committed by an adult would be robbery or assault as defined by law.*

Note: *The Principal will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student's disability.*

II: CRA COMPLAINT REVIEW POLICY

CRA encourages resolution of parent complaints on an informal basis at the level closest to the problem. There shall be regulations that outline the procedures for parent complaints about actions of school employees and also about programs and schools. These procedures shall be fair to all parties and shall provide that solutions will be rendered in a courteous, objective and timely manner. They shall provide for appeals up to and including the board of trustees whose decision shall be final.

Parents of students served under Section 504 or IDEA will work closely with the special education teacher to ensure that services provided are in accordance with state and federal law, and the student's IEP. If parents choose to file a formal complaint in writing, the Principal/Board of Trustees will gather information and conduct an internal investigation according to the procedures outlined in the Utah State Board of Education's Special Education Rules section IV.G. Within 30 days, a written statement of decision in regards to the complaint will be sent to the complainant and a copy will be sent to the State Director of Special Education. This statement will include the parent's right to appeal the decision to the USOE.

12: PHYSICAL FACILITIES

GSD has paved the way for CRA to lease the existing Canyon Rim Elementary building and grounds. Canyon Rim Elementary is located on just over 7 acres of land. The school building has 49,329 square feet of usable space, including 23 classrooms (in addition to the library, computer room, faculty lounge, cafeteria/gymnasium, and offices). This provides CRA ample space for CRA's programs.

GSD, in approving CRA's conversion proposal on March 28, 2006, also approved leasing the property to CRA on the following terms in the event that CRA were able to secure a charter for the 2006–2007 school year:

Annual Rent: \$345,303

Annual Rent Escalator: 5%

Term: 5 years, with three renewal options

The lease would be triple net, with CRA paying for all utilities, and maintenance and custodial services. GSD would pay for all major repair expenses. GSD also approved a right of first refusal in the event GSD determined to sell the property.

Even though CRA will not have a charter during the 2006–2007 school year, GSD has determined to forego offers from other potential suitors to lease the Canyon Rim Elementary property for the 2006–2007 school year in anticipation of CRA obtaining a charter from USOE for the 2007–2008 school year. In consideration for GSD's forbearance, CRA has already deposited with GSD earnest money of \$5000, and has agreed to pay all utilities that arise with respect to the property effective July 1, 2006. CRA has already secured financing from a prominent community member to pay these amounts through the 2006–2007 school year, which will result in an estimated debt load of \$75,000, when CRA opens as a charter school in late 2007 and begins receiving state funding. The short-term financing will be paid off over a five-year term at a discounted interest rate of four percent per annum, totaling estimated loan payments of \$18,000 per year for the first five years of operation. In the event that CRA were not to obtain a charter from USOE, CRA would cease utility payments and relinquish its option to lease the property, and the school and grounds would likely be leased or sold for private use.

CRA has not finalized the terms of its lease of the property from GSD, but anticipates that the terms will be comparable with the lease terms that GSD's board previously approved for a possible lease commencing in 2006.

13: PURCHASE OF SCHOOL FURNISHINGS FROM GSD

To facilitate the transition to a charter school, CRA intends to purchase from GSD the used desks, chairs, shelves, wall coverings, audio visual equipment, and other personal property (excluding property of teachers) now housed at Canyon Rim Elementary. CRA has already been negotiating this purchase from GSD, and anticipates being able to do so for \$10,000.

14: OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Parental Involvement

One reason parents choose CRA is for the increased opportunity to be involved in influencing school practices and decisions in an effort to create an exceptional educational experience for their children. CRA appeals to parents, as the goal is to provide a positive and professional educational environment where each student achieves maximum learning potential. Parent involvement will be essential to the success of the school.

At CRA, our goal is for 100% parental involvement. This could include reading each night with their child, reviewing homework, checking grades, maintaining contact with the teacher, or volunteering in some way at the school. All parents will be expected to be actively involved in their child's education.

Examples of how parents can be involved:

- Assist in child's classroom with learning projects.
- Lead or participate in an enhancement subject – art, music, computers, etc.
- Extend learning by helping to arrange experiences in the community.
- Increase financial resources available to the school.
- Participate in helping to inform parents through newsletters, calling trees, website, etc.
- Assist with special productions or assemblies.
- Provide additional adult supervision on field trips, on the playground or in the lunchroom.
- Assist classroom teachers by grading papers, making copies, tutoring students, or providing services at home.
- Provide help in the office, library, naturescape or computer lab.
- Solicit and coordinate local business cooperation and support.

- Continue support of established school programs: field day, weekly bank day, school Shakespeare play, book fairs, Beehive Book Awards club, school carnival, family reading night and school arts festival.
- Serve in CRA's Parent Organization (see below).

Communication with Parents

Communication between school staff and parents is vital to CRA's success. CRA will have an open-door policy for parents. Subject to state and federal laws, parents are welcome to visit the school or classroom at any time. Parent visits should not disturb the teacher or the students. It is suggested that an appointment be scheduled with the teacher, however one is not required. Parents who abuse this privilege or who become a nuisance will be asked to schedule time for visits.

Parents will receive a monthly school newsletter from CRA and a weekly newsletter from the teacher. Each teacher will be accessible to parents through personal contact, e-mail or telephone. CRA will establish and maintain a school website where parents can get current information and see a school calendar. Parents will be encouraged to provide e-mail addresses to receive school information electronically.

Complaints

Complaints will be handled between parties involved. For example, if a parent has a complaint against a teacher, that parent should go to the teacher. If this fails to solve the problem, the parent can involve the principal. If there is no resolution, the parent can contact the CRA Governing Board for mediation.

The Parent Organization

CRA's Parent Organization consists of all parents or guardians of the students enrolled at the School who choose to join this organization. The Parent Organization shall be authorized to elect a president, a president-elect, two or more vice-presidents, a secretary, and a treasurer, who together will comprise the governing board of the Parent Organization (the "Parent Organization Board"). Each family shall be entitled to one vote for each position. Every member of the Parent Organization Board shall serve a one-year term or a two-year term that expires on the last day of school. The Parent Organization Board shall be entitled to create additional positions within the Parent Organization, and those who agree to serve will be appointed by the Parent Organization Board.

The responsibilities of the Parent Organization include, but are not limited to the following:

- Complete tasks requested by the Governing Board
- Act as liaison between parents and administration
- Coordinate volunteer efforts at the school
- Create subcommittees to complete tasks as needed
- Conduct fundraising to support Parent Organization activities

The Parent Organization will meet at least once a year to elect officers and handle necessary business, but may call additional meetings if needed. Information will be provided to members of the Parent Organization through the Parent Organization Board.

15: COMMERCIAL INSURANCE

CRA will purchase commercial insurance coverage with the following limits (as recommended by the State of Utah):

- General Liability Policy – \$2 million coverage
- Property Coverage – \$1 million (or at limits sufficient to insure CRA facility at replacement value)
- Comprehensive/Collision Policy – N/A – CRA will not own any vehicles
- Employee Bond and Treasurer Bond – Per USOE recommendations

CRA will conduct a preliminary bid for insurance coverages identified above and compare rates/premium costs with those rates/premiums available through the Utah Risk Management System. Certificates or evidence of insurance will be provided to local and state agencies as required and/or as requested.

16: FACULTY/INSTRUCTOR QUALIFICATIONS

Qualification and Hiring of Teachers

CRA will seek professional, innovative and dynamic faculty members to educate its students. Teachers will provide a positive and nurturing environment and will

encourage and ensure that each student achieves their maximum learning potential. Students will enjoy personal academic success because teachers will be encouraged to use creative and proven methods of instruction. To the extent determined by the Governing Board and the Principal, CRA may hire former Canyon Rim Elementary teachers.

Occasionally teachers may be required to work after hours. Teachers will be encouraged to attend general parent organization meetings and assist with extra-curricular programs. Teachers will have an open-door classroom where parents feel welcome, and will check and respond to e-mail daily in order to facilitate communication with parents. Teachers will post assignments, class activities, and grades on-line for parent review.

CRA seeks applicants for teaching positions possessing some or all of the following skills and/or experience:

- Prior teaching experience, especially within the chosen curricula and Utah State Core Curriculum.
- A demonstrated commitment to learn new curricula, as well as to propose improvements.
- Ability to treat colleagues, parents and students with respect and to use honest communication.
- Willingness to collaborate with teachers, faculty and parents to creatively solve problems and make innovative decisions that will benefit the school.
- Ability to use technology in the classroom as a learning tool.
- Additional certifications, degrees or training relevant to elementary education.
- Ability to provide additional assistance to students not meeting or exceeding grade-level requirements.

Qualification and Hiring of Principal

Hiring the right principal is crucial. CRA's principal will work closely with teachers on a daily basis to ensure that they are receiving sufficient training to teach effectively, and ensure that faculty members are coordinated in their efforts to teach and learn new methodology from one another. To broaden faculty skills, the principal will invite education experts to attend faculty meetings or training sessions, will subscribe to professional development periodicals, and will require teachers to attend seminars and report back to the faculty what they have learned. Most importantly, as the educational leader of CRA, the principal will hold teachers accountable for the success of their students.

CRA's principal will also be responsible for fostering partnerships with local universities such as the University of Utah and Westminster College (which are located nearby) to receive experts who can serve educational needs of CRA students. This could include musicians, artists, scientists, technology specialists, etc.

CRA seeks applicants for the position of principal who possess some or all of the following skills and/or experience:

- Masters degree or equivalent work experience in the field of education.
- Utah Administrator's Endorsement or one from a state with which Utah has reciprocity arrangement.
- Three years successful administrative experience is preferred.
- Five years successful teaching experience is preferred.
- Demonstrated ability to treat faculty, parents and students with respect and to use honest communication.
- Demonstrated ability to incorporate stakeholders (parents, students, board, community, etc.) in the problem-solving and decision-making process.
- Experience managing and monitoring business goals and outcomes.
- Fosters a climate of innovation.
- Facilitates activities for families and staff to encourage community and shared purpose.
- Desires to build a learning organization and create a collegial and collaborative relationship with and among teachers

Prior to initiating the staff selection process, the Principal shall create and post a detailed employment application in accordance with Utah Law.

Appropriate background checks shall be undertaken for any prospective employees in accordance with state and district code. CRA affirms that it shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age and disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

In compliance with state law, the CRA Governing Board will disclose qualifications of our teachers to parents and students through the school website and/or provide a hard copy of this information upon request.

17: LIBRARY PLAN

The CRA library will be housed where the existing library is located in the Canyon Rim Elementary building. The CRA library will be managed by a part-time media assistant. CRA has already started to build its library, having assembled many boxes of used library books from generous donors. CRA will continue to build its library collection over time. During the first year and beyond, the Parent Organization will organize fundraisers to purchase library books as needed. Parents will be encouraged to donate library books. The library will include books for all reading levels, and will include reference, fiction, and nonfiction that build on what is learned in all academic areas. The library will contain materials that will appeal to a broad range of interests within the student body in order to assist them in developing good reading habits, a love of reading, and improved reading skills. CRA will build a solid collection of age-appropriate books and novels with an emphasis on leveled readings. CRA will create a useful and comprehensive reference section of the library for students and faculty.

18: STUDENT SUPPORT SERVICES

English as a Second Language

A progressive and successful ESL program has been in place at Canyon Rim Elementary for several years. CRA will ensure that the needs of its foreign-language-speaking students are met. To address the unique needs of these students, CRA will place great emphasis on hiring as many ESL-endorsed teachers as possible. CRA may also draw from a pool of bilingual neighborhood volunteers who, under the direction of the ESL-endorsed faculty, can serve as aides in providing personalized assistance to selected students. Under the direction of the Principal, CRA's ESL-endorsed teachers shall, among other tasks:

- Translate general school information sent home with all students;
- Attend SEPs with Spanish-speaking parents and students;
- Assist during any State-administered testing; and
- Provide additional on-site assistance as needed.

Special Education & Resource Services

In accordance with Utah law, any student with a diagnosed disability is entitled to free public education. This education includes receiving special education and related resource services (as specified on the IEP) designed to meet the stu-

dent's unique needs, and to prepare them for employment and independent living. CRA is committed to providing resource and special education services to all qualified students, and will comply with all federal special education laws such as IDEA 2004, and all state and federal rules concerning OCR, ESL, "504" and ADA issues.

CRA will employ full-time and part-time special education teachers to make certain that CRA meets the needs of every child who requires special education. While it is difficult to predict the precise number of such students, CRA estimates that 10% of its student population will have special education needs, and has projected its faculty needs and special education services accordingly. (See CRA's Source of Funding Plan and Operational Budget, attached as Exhibits C and D.) If this population of children with special needs exceeds 10%, CRA will draw resources from other areas (e.g., part-time teaching aides, capital purchases, etc.) to ensure that CRA meets all special education needs. CRA's special education faculty, under the direction of the Principal, shall provide, coordinate, and administer CRA's Special Education/Resource program. CRA shall ensure that its special education faculty are fully certified, licensed, and experienced in handling the wide array of special education needs, duties, and responsibilities. This faculty, under the direction of the Principal, shall have the discretion to retain the services of specialized third-party providers (speech therapists, child psychologists, etc.) for unique situations. CRA will work directly with its special education faculty and parents to develop IEPs for individual students to ensure their success.

Prior to the commencement of its second year in operation, CRA management will assess its special education needs and modify its program according to the volume of services required by the CRA student body. If needed, additional part time or full time special education professionals may be hired to address special education and resource needs.

Transportation

CRA will not provide transportation to or from school. Parents will be responsible for transporting their children to and from CRA. Parents may choose to participate in a car pool group initiated by the parents.

Food Services

CRA does not now intend to provide a lunch service, but may contract with outside services to do so in the future. CRA will, however, ensure that CRA is able to subsidize the lunch needs of enrolled students who qualify for free or reduced lunch.

Health, Safety, and Emergencies

To ensure that all health and safety requirements are met, the building will be inspected by the local fire department and by the local health department. CRA will abide by the State of Utah Administrative Rule R-392-200 – Design, Construction, Operation, Sanitation and Safety of Schools.

Emergency policies will be explained in the parent handbook and given to the parents at orientation. Local fire and police departments will be notified and given a copy of our school handbook and schedule/calendar. Fire and earthquake drills will prepare students and teachers for possible emergencies. In case of a major disaster, students, teachers and staff will remain at the school until students are released to a parent or guardian

Should a student become ill or injured while attending school, the student will be escorted to the main office to remain in the sick room until a parent or guardian arrives to check the student out of school. In the case of serious injury or illness, a staff member will remain with the child until an ambulance and/or the child's parent or guardian arrives.

19: FISCAL PROCEDURES

CRA will comply with all financial, budgeting, accounting and auditing procedures and guidelines as provided or required by the Utah State Office of Education (USOE). CRA's financial and accounting reports will comply with generally accepted accounting principles (GAAP). CRA's Board of Trustees will oversee CRA's financial procedures, as managed by the director of operations or management company. See Section 7, above. The CRA Treasurer will have the specific responsibility to insure that proper accounting and auditing controls are implemented and utilized, and to work closely with the director of operations or management company to provide assistance and information as needed.

20: CRA EMPLOYEE TERMINATION POLICY

CRA is an at-will employer and as such reserves the right to terminate or suspend the employment of any employee at anytime as long as it is not for unlawful reasons.

21: CRA EMPLOYEE EVALUATION POLICY

All CRA employees will be evaluated based a teacher performance report created by CRA. An orientation to the evaluation process will be conducted annually by the end of September. Teachers will receive copies of the Standards form and sign indicating that this information has been provided. Teachers will be evaluated twice yearly. The evaluation processes will consist of the following parts:

- The principal may “drop in” and observe the class informally at anytime.
- The principal will inform the teacher at least 10 days prior to a formal observation.
- Formal evaluations must be written and discussed with the teacher; the teacher will be evaluated on knowledge and implementation of the core curriculum, classroom management and student discipline, personal conduct and characteristics, professional relationships, and grading practices and organization.
- A copy of these evaluations must be placed in the teacher’s personnel file and a copy given to the principal.
- At least three lines of evidence are required; they must relate to the Standards and follow the guidelines of the Professional Growth and Evaluation process; types of lines of evidence are, but not limited to: Observation (in-formal and formal), self-evaluation, professional learning, other lines of evidence.

The teacher is entitled to respond, in writing, to all or any part of the formal evaluation and must be informed of that fact.

The teacher whose performance is determined to be inadequate or needs improvement must be given reasonable assistance to improve, including the following:

- The teacher must be provided the identified deficiencies in writing.
- The teacher must be provided a written list of available resources for improvement along with a recommended course of action.

22: CRA POLICY FOR EMPLOYMENT OF RELATIVES

Statement of Policy

CRA is an equal opportunity employer and committed to staffing the school with the best qualified candidates available. CRA enacts the following policy regarding the employment of relatives. (See Utah Code 52-3-1 et seq.)

Definitions

A “relative” means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

CRA shall not allow a relative to have direct supervisory or disciplinary authority over another relative. Family members may not be employed under the same immediate supervisor.

Exceptions

The principal may recommend with the approval of the Board of Trustees an exception upon determining that the appointee is the only available, qualified, or eligible person for the position being offered.

23: CRA RETIREMENT BENEFIT POLICY

CRA will provide the following benefits to full-time staff and faculty members:

- Worker’s Compensation Insurance
- Life Insurance
- Disability Insurance
- Health Insurance
- Retirement Benefits (401K with at least 3% matching funds)

CRA will not participate in Utah Retirement Systems.

24: ASSURANCES

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.

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- 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.

Erik A. Olson, Chairman
CRA Board of Trustees
Date: June 30, 2006

ADMISSION PROCEDURES

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

Canyon Rim Academy Charter School will admit all eligible pupils who submit a timely application. Based on its conversion from Canyon Rim Elementary, Canyon Rim Academy Charter School will give preference to children of parents or guardians living within the Canyon Rim community, as defined above. It shall also 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.

Proof of Insurance

Canyon Rim 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

Canyon Rim Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Canyon Rim Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

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Special Education/Exceptional Student Services Training:

The applicant/authorized signer for Canyon Rim 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.

Dated this 30th day of June, 2006

Canyon Rim Academy

By: _____

Erik A. Olson
Chairman of the Board of Trustees

Attachment A

Petition to Charter signed by Canyon Rim Educators

Attachment B

Petition to Charter signed by parents of Canyon Rim Students

Attachment C

CRA Funding Worksheets

Attachment D

CRA Operational Budget

Attachment E

CRA Articles of Incorporation

Attachment F

CRA Bylaws

Attachment G

Endorsements

Attached are endorsement letters from the following individuals who support CRA's effort convert Canyon Rim Elementary to a charter school:

Patrice Arent, Senator: *Utah State Senate*

Karen Hale, Senator: *Utah State Senate*

Susan Lawrence, Representative: *Utah House of Representatives*

Peter Corroon, Mayor: *Salt Lake Count*

Mark Crockett, Council Member: *Salt Lake County*

Rita Lund, Chair: *Canyon Rim Citizens' Association*

Ken Smith, Chair: *Mount Olympus Community Council*

Gary Larson, Chair: *Millcreek Community Council*

Attachment H

Board of Trustees Resumes

ERIK A. OLSON

Role in School: President, Governing Board

Employment History:

1997–1999, 2000 to present: Durham Jones & Pinegar. Law clerk during law school and full-time commercial litigation attorney after law school. Practice as a trial attorney with substantial trial, appellate, arbitration, and mediation experience. Has represented local and national companies, as well as individuals, in numerous complex commercial litigation matters, including contract, securities, antitrust, real estate, and construction disputes. Is admitted to all state and federal courts sitting in the State of Utah, as well as the Tenth Circuit Court of Appeals.

2000–2001: Attorney Law Clerk for Honorable Leonard Russon, Utah Supreme Court. Assisted with researching, drafting, and editing opinions on cases appealed to the Supreme Court.

Education History:

B.A. in English from the University of Utah (1997).

J.D. from the University of Utah (1999). Served as Editor-in-Chief as the Utah Law Review.

Volunteer Experience:

1998–1999: Taught Street Law course on volunteer basis at West High School.

2002 to present: Serve as a volunteer Judge Pro Tem of the Salt Lake City Justice Court.

1999 to present: Provide volunteer, pro bono legal services to numerous low-income or disadvantaged clients and charitable or public-interest causes.

Statement of Intent:

My intent regarding CRA is foster synergistic relationships among students and faculty, members of the community, and Granite School District; to pursue innovative educational methods that can serve as a template for schools throughout the community at large; and to improve the quality of education for as many students as possible, inside and outside CRA.

DAVID HAVELL

Role in School: Vice President, Governing Board

Employment History:

1997–1999: Semiconductor device physics engineer with Motorola. Worked with many interdisciplinary teams to improve semiconductor manufacturing efficiencies and increase overall yield of good product. One of 14 engineers nationwide selected to participate in Motorola's semiconductor manufacturing engineering rotation program.

1999–2000: Electronic component and design engineer with MSL, an electronic manufacturing services company. Worked closely with design engineers from varying companies and identified cost effective components and manufacturing methods for their products.

2000–2002: Hardware design engineer with 3COM. Worked primarily with wireless communication products focusing on low power data transmission products. Coordinated efforts to integrate custom Bluetooth products into customers' products.

2002–2006: Senior electrical design engineer with GE and subsequently L3 Communications. Design and develop embedded control systems to integrate with simulation software for vehicle driver training. Work closely with software team and customers to provide real time and physically accurate dynamics of various vehicles.

Education History:

Graduated with a B.S. in Electrical Engineering from Brigham Young University.

Trained by Boy Scouts of America as scoutmaster.

Statement of Intent:

My intent regarding CRA is to provide an environment that encourages the students of CRA to develop the ability and desire to think logically and critically. My commitment to this endeavor runs deep and is tied to my belief that students are generally under developed and under challenged. I am committed to assisting in the effort to create a school that provides the opportunity for every student to maximize their potential.



DAVID A. GARRETT

Role in School: Vice President, Governing Board

Employment History:

07/01/03 to Present: Member of Canyon Rim Community Council (Chair 2 years). Develop School Student Achievement Plan (SSAP) including School Land Trust program. Implement a staff development plan to identify schools most critical needs and distribute financial resources to meet objectives. Allocate approximately \$30,000 to help with literacy, numeracy, writing and meet basic operations and concepts of technology.

06/88 to Present: President – Preferred Title & Escrow Insurance Agency. Manage and direct the day to day operations of a full service title company. Oversee the balancing and reconciliation of trust account. Coordinate the daily closings with 3 escrow officers; assemble closing packages, secure proper documentation, perfect the lien position; Complete routine residential re-sale, refinance, or builder escrow transactions. Prepare disbursements and balance all escrow related accounts; establish and maintain relationships with customer base and promote goodwill of the company. Experience in all phases of real estate financing and conveyancing; Proficient with contracts, liens, easements, encroachments, etc.

01/97 to 3/02: Bishop – LDS Church; Responsible for the administration of finances, records and properties of the ward. Teacher-advisor-counselor. Prepared annual budgets, reviewed expenditures and was responsible to ensure that contributed funds were properly administered.

6/90 to 6/98: Human Resource Analyst. Conduct recruitment and selection efforts including job analysis and the development of recruitment plans; Screen and rank applicants, develop and evaluate tests, interview applicants, deliver training, maintain staffing plans, resolve employee problems, make recommendations to department heads, represent UDOT at University Career Fairs; assist with and deliver training at new employee orientation and conferences on team building and quality leadership.

Education History:

BS Political Science from University of Utah
BYU – Semester Abroad – Jerusalem (6 months)

Statement of Intent:

My interest in the charter is based on my core values and my great desire for my 4 children to receive the finest education possible. We are blessed to have a school in the center of our community and have many bright and talented teachers who teach there. The neighborhood has long been a supporter of the school and parents routinely volunteer many hours for the welfare of all those who attend. My personal commitment and resolve is unshakeable. I will continue in earnest to move forward with the goals and objectives of the charter and am willing to share my time, energy and resources in the preparation and implementation of the new Canyon Rim Academy.

IRENE RYTTING**Role in School:** Vice President, Governing Board**Employment History:**

PTA Health Commissioner (3yrs): I organized Vision Screening and Head Lice checks for Canyon Rim Elementary School. If Head Lice was detected I followed with weekly checks of classrooms until the case was cleared up.

PTA Room Parent Coordinator (3yrs): I organized Room Parents for all classrooms at Canyon Rim Elementary School. I followed up by making sure that each classroom's needs were met and teachers were satisfied with their room parent.

I Can Read Tutor (2yrs): I went to training for the "I Can Read" program. I was trained to help 3 students per week to get to grade level in their reading.

Costume Designer for School Play (4yrs): I have designed and made 20–30 costumes for Canyon Rim Elementary School plays. The last 3 years we have done Shakespeare plays. It has been challenging and very rewarding.

Art Parent (3yrs): I prepared a 60 minute lesson once a month on an assigned artist. We taught about an artist and then had the children learn different forms of artwork.

Mother of 8 Adopted children (22yrs): I have 2 Caucasian and 6 African American children. My husband is an Attorney and we have helped many people through the adoption process. We have placed several children with families. I have also sat on the Board for "Heart to Heart" Adoption Agency. Our experiences have helped me know many people of different races. I have learned from all these experiences the value of the human soul. Some are born with great advantages and others are born with great disadvantages. But all children should have the opportunity to be in a setting where they can thrive and grow.

Education History:

1977: Graduated from Highland High

1977–1982: Attended BYU and the U of U in General Ed and Clothing and Textiles

Statement of Intent:

Since our school was closed Nov of 2005, I have been researching Charter Schools. I was very impressed with what I saw and learned. I have been involved in forming committees to hopefully create a Charter School. It has been an exciting process to watch this Charter start to form. I am on the Governing Board which has met almost weekly since Dec 2005. I have been involved in researching and compiling the Application for Canyon Rim Academy. The people that I work with are outstanding and I feel confident in all they offer. I am hopeful this Charter will come about in Aug 2006. I have learned a tremendous amount.



CHERI JACKSON

Role in School: Secretary, Governing Board

Employment History:

04/01–04/03: Served as Recreation Director for the Skyline Youth Soccer League. Responsible for overseeing the annual registration and team formation for 825 players. Organized coach and referee training sessions. Communicated on a regular basis with patrons and coaches. Helped formulate budget and assured that the organization was fiscally sound. Organized game schedules, field procurement and equipment purchase and distribution. Wrote and mailed quarterly newsletters. Responsible for advertising for the league.

05/03–present: Currently serving as Impact United Soccer Association Vice President, overseeing competition and recreation soccer programs serving over 3,000 players. Responsible for helping to compile and work within an operating budget of over \$300,000. Attend monthly meetings. Work with different organizational groups within the competition and recreation programs.

01/03–06/05: Served on Canyon Rim Elementary Community Council. Worked with Principal, teachers and council members to form Student Achievement Plan. Determined how Trust Land Funds and QTSA funds would be allocated. Helped formulate focus of school and how we would achieve our goals.

07/04–06/05: Served as Canyon Rim Elementary PTA President. Organized board, held monthly meetings, responsible to work with Treasurer to assure the budget was complete and accurate. Performed needs assessment and utilized results to set goals and establish programs.

07/05–06/06: Currently serving as Skyline Council PTA Leadership Vice President. Responsible for overseeing local PTA leadership vice presidents of the eight schools in the Skyline High School network. Attend monthly council meetings and assist in leadership training. Attend annual leadership training meetings sponsored by Utah PTA.

Education History:

09/86–04/91: Bachelor of Science Degree in Organizational Psychology from Brigham Young University.

Statement of Intent:

I have been involved at and committed to Canyon Rim Elementary for the past 11 years. At this time, conversion of Canyon Rim to a charter school affords me the unique opportunity to be directly involved in the operations and decision-making at Canyon Rim Academy. I am excited to be involved in choosing and implementing curriculum and working with the faculty and staff to ensure that every student finds success and has a positive educational experience.

J. BRANDON CLARKE

Role in School: Assistant Secretary, Governing Board

Employment History:

<i>Employer</i>	<i>Position</i>	<i>From–To</i>
Beneficial Financial Group	Director of Career Distribution	7/2005–Present
Beneficial Financial Group	Associate Manager/Investment Advisory Rep. – Financial Planner	11/2003–7/2005
Cambridge Financial Center	Investment Advisory Representative – Financial Planner	6/2000–11/2003
MONY Securities Corporation (The MONY Group)	Registered Representative	11/1998–6/2000
Covey Leadership Center/Franklin Covey	Manager of Systems & Processes Analysis Group	4/1994–11/1998

Summary of Qualifications:

- Business operations
- Systems and Process analysis
- Investment, Insurance, and Benefits planning
- Extensive writing experience
- Considerable professional management and leadership training and experience

Education History:

Bachelor of Arts Degree in English with a minor in Behavioral Psychology from Brigham Young University. April 1994

Statement of Intent:

Though I am new to this neighborhood, I have been involved in this charter movement since the idea was first introduced. I am firmly committed to helping design the right model that will ensure an extraordinary educational experience for the children, including my own, who will launch their formal educations at Canyon Rim Academy.

SHANA HEYN

Role in School: Treasurer, Governing Board

Employment History:

1990–1995: Legal secretary at Van Cott, Bagley, Cornwall & McCarthy.

09/00–06/03: Served on Canyon Rim Elementary Community Council. Worked with Principal, teachers and council members to form Student Achievement Plan. Determined how Trust Land Funds and QTSA funds would be allocated. Helped formulate focus of school and how we would achieve our goals.

07/00–06/01: Served as Canyon Rim Elementary PTA President. Organized board, held monthly meetings, responsible to work with Treasurer to assure the budget was complete and accurate. Performed needs assessment and utilized results to set goals and establish programs.

07/03–06/05: Served as Canyon Rim Elementary PTA Treasurer. Studied prior years' budgets and put together PTA budget. Kept financial records for \$30,000 budget. Responsible for writing checks and making deposits with appropriate procedures for counting money and disbursing funds. Balanced checkbook monthly. Responsible for reporting financial activity and update on budget at PTA meetings. Assured that audits were done and all materials were organized and available for the auditor.

07/05–06/06: Currently serving as Skyline Council PTA President. Responsible for training and overseeing local PTA presidents and boards of the eight schools in the Skyline High School network. Attend Granite School District board meetings on a regular basis. Organize and conduct monthly PTA meetings with local presidents, council board members and local principals. Attend monthly Region 5 (Granite School District) meetings and trainings. Attend annual leadership training meetings sponsored by Utah PTA and National PTA.

Education History:

Senior at the University of Utah studying History and Spanish. Attended classes part-time from 1984 to 1995.

Statement of Intent:

I have been dedicated to serving at Canyon Rim Elementary for the past 9 years. I have been actively involved in education ever since my oldest child started school. Canyon Rim Academy provides me with the exciting opportunity to influence the direction and climate of the school my children attend. I believe that we can successfully create challenging and rewarding curriculum. Every student deserves success and a positive educational experience. I am committed to working towards this goal.

Attachment I

Canyon Rim Elementary Community Involvement

SPECIAL PROGRAMS AT CANYON RIM:

The heart of any school is the community. The Canyon Rim community has been extensively involved in the education of its children from the beginning, volunteering an average of 6,000-8,000 hours per year. When students from other parts of the valley were transferred into the school, they became the beneficiaries of tremendous community support and ingenuity. Because of the community, Canyon Rim Elementary has been able to provide many learning and service opportunities that otherwise would not have been provided by the local school district. As a result, many students have enjoyed a well-balanced, fun educational experience. Examples of what the community has been able to create include the following:

UTAH HERITAGE GARDEN NATURESCAPE

In 1972, teachers and community members began work on a Utah Heritage Garden Naturescape. This extensive botanical garden has been very well maintained by volunteers and continues to provide an outdoor classroom for students to learn about the indigenous plants and trees of Utah and is also a place where the community comes together to provide service and enjoy nature.

READING SKILLS

- ***I Can Read Program:*** A network of volunteers participate in the “I Can Read” program. Last year, 16 community members came to the school at least twice a week to read individually with children in need of extra tutelage. This has been a special program at Canyon Rim for the last six years.
- ***Family Reading Night:*** This program was created to reinforce the importance of reading and family involvement and was the culmination of a month long reading challenge in the school. During Family Reading Night, families came to the school and read books together and engage in other activities such as story telling and performances based on the books.

STUDENT DEBATE TEAMS

Over the last four years, Canyon Rim Elementary had eight teams recognized at district debate and advance to state debate—outstanding results for an individual school. This team was coached by a community volunteer.

STUDENT SERVICE

Several years ago, we had three students recognized for their service to students who attend the Deaf and Blind School. These students received the prestigious Youth in Excellence Award from Olene Walker, Utah's Lieutenant Governor. Because our school houses the Deaf and Blind School, we have a unique opportunity for Canyon Rim students to volunteer and provide service in these classrooms.

ARTS-RELATED PROGRAMS

The Canyon Rim community has been extensively involved in furthering the arts in our children's education. Because of the passion, drive, and ingenuity of community members, the students of Canyon Rim Elementary have received an outstanding education in the arts. This will continue to play a significant role in Canyon Rim Academy because arts instruction can provide a teaching tool for all subject areas and is critical in helping students receive a well-rounded education.

■ ***The Art Parent Program:*** Since 1986, parents of Canyon Rim students have participated in the Art Parent Program where community members volunteer to conduct an art class for each of the grades at our school. They present a biography of a famous artist, show different paintings and examples of the artist's work, and then oversee class projects to incorporate an art concept. As a result, the school has many large, library-quality fine art prints. A community member created binders for the ART IS ELEMENTARY lesson plans, state core art curriculum, and music requirements. These have been placed in each classroom. Three grants have made possible the purchase of CD players, music, rhythm instruments, classroom art materials and teacher training.

■ ***Artist-In-Residence:*** In 2004, one of Canyon Rim community members arranged to bring in an artist-in-residence through a Utah Arts Council grant and a PTA grant. Gayle Stahlhuth, a professional actress and published playwright from New York City came to Canyon Rim to work with fifth grade classes. Teachers chose subjects related to their curriculum and the students wrote and directed plays around their chosen subjects. They then performed these plays for the school and parents. Additionally in 2005 and again in 2006, community members once again wrote and received grants from the Utah Arts Council to have artists in residence work with integrating curriculum and art in teaching Canyon Rim students. Several artists, using mediums including mosaic tile, fused glass, music, ceramic tile, and sculpture, worked with students and teachers in various grades.

■ ***Fine Arts Night:*** Our community partnered with our elementary school to host a Fine Arts Night where students learn about and participate in art activities including ceramics painting and drama. Music and movement are also explored during this evening. University students and other experts taught the classes.

There was also a display of hands-on art objects on loan from the Utah Museum of Fine Arts. Most recently, this evening included performances by each class and all the student performing groups, displays of artwork created throughout the school year, as well as many art booths for kids to learn about and participate in different art projects.

- **Violins:** A community member who has had a significant impact over the years was able to obtain private donations to purchase 12 violins for use by disadvantaged students who were unable to afford to buy or rent their own instruments and want to participate in the orchestra program.
- **Repertory Dance Theater:** Community members have created a Repertory Dance Theater fellowship involving several Canyon Rim classes. Teachers attended workshops and then members of RDT came to Canyon Rim to teach students about movement and dance.
- **Canyon Rim Opera:** Community members created a fellowship program with Utah Opera Company, who provided a school-wide assembly about opera and then worked with first grade students to create an opera. These students worked with UOC and teachers to create and perform an opera based on the book *Koala Lou*. This production tied into the core curriculum for first grade because first graders study the Australian continent.
- **Bell Ringers:** A community member recently created a new music program involving hand chimes provided by the American Guild of English Bell Ringers. Parent volunteers have been trained in a workshop by the English Bell ringers and have been teaching students in their classrooms how to perform these chimes.
- **School Play:** Community members have created the tradition of producing a yearly school play. Over the past three years, parent volunteers have helped the children present Shakespeare's *The Tempest*, *As You Like It*, and *Midsummer Night's Dream*.
- **Music Program:** When the Granite School District removed Canyon Rim Elementary's fifth grade music teacher, a community member found a way to raise money to pay for a band teacher for our fifth grade students because she felt so strongly that it was important for our students to have this experience. No other school in Granite School District provides this opportunity. This same community member also organized a summer band and orchestra camp where local experts come in for two weeks in the summer to work with students to get them prepared for music classes during the year. No other school provides this kind of program.
- **Additional Art Instruction:** Community members have arranged for after-school classes in drawing, cartooning, drama, and choir.

PHYSICAL FITNESS

■ **Canyon Rim Jump Team:** Canyon Rim Elementary created a jump rope team sponsored by the American Heart Association and coached by parent volunteers. The team practices most of the year to get ready to perform for assemblies held at other elementary schools in the area. The American Heart Association uses this opportunity to educate children at these schools about the dangers of smoking/drugs to their health. They sponsor a jump-a-thon where students can raise money for the AHA by jumping rope. Our team helps in this worthy cause. They do a great job of performing exciting tricks to show that exercising can be fun and heart-smart.

■ **NFL Punt, Pass, and Kick Competition:** Canyon Rim Elementary hosts an annual NFL-sponsored Punt, Pass and Kick competition, run by the PTA. This program reinforces the importance of physical fitness. All children ages 8-12 can participate and the finalists receive recognition and are eligible to participate in a sectionals final. We are the only school in the area that hosts this competition. Last year, a winner at Canyon Rim advanced to win at Sectionals, Regionals and Nationals! Dumsira Nwibiabu is from Nigeria. He and his family are refugees. Without the help of local community members, he would not have been able to attend Sectionals in Ogden, Regionals in Denver or Nationals in Pittsburgh. Community members worked together to transport Dumsira to Ogden and to obtain sponsorship for Dumsira so that he could attend regionals and nationals.

OTHER GROUPS WE HOUSE IN OUR BUILDING:

- Canyon Rim houses Granite School District's co-op preschool program.
- We house the School of the Deaf and Blind.
- Canyon Rim Citizens Association uses the building for monthly meetings.
- We have provided a number of Granite Community Education classes at Canyon Rim.

Attachment J

Canyon Rim Academy 2007/2008 School Year Calendar



Canyon Rim Academy

2007/2008 SCHOOL YEAR CALENDAR

Orientation Meeting for new teachers	TBA
All teachers at school (1 1/2 contract days)	Tuesday & Wednesday, August 21 & 22, 2007
End-of-term days for grading & planning (contract days)	1 1/2 Days
Opening Faculty Meeting Professional Development Day	1/2 Day
Professional Development Days	4 1/2 Days
School Begins	Monday, August 27, 2007
School Ends	Thursday, June 5, 2008
HOLIDAYS AND OTHER DAYS SCHOOL IS CLOSED FOR STUDENT ATTENDANCE	
Labor Day	Monday, September 3, 2007
Compensatory Day for SEP Conferences	Friday, September 28, 2007
U.E.A. Convention	One Thursday & Friday in October TBA
Student Non-Attendance Day (end of term)	Friday, November 16, 2007
Compensatory Day for SEP Conferences	Wednesday, November 21, 2007
Thanksgiving Recess	Thursday & Friday, November 22 & 23, 2007
Winter Recess <i>Begins at the close of school Friday, December 21, 2007, and reconvenes Wednesday, January 2, 2008</i>	Monday, December 24, 2007 through Tuesday, Jan. 1, 2008
Dr. Martin Luther King Jr. Day	Monday, January 21, 2008
President's Day	Monday, February 18, 2008
Student Non-Attendance Day (end of term)	Friday, February 29, 2008
Compensatory Day for SEP Conferences	Wednesday, March 19, 2008
Spring Recess	Thursday & Friday, March 20 & 21, 2008
Make-up Day (unless needed)	Monday, March 24, 2008
Student Non-Attendance Day	Friday, May 23, 2008
Memorial Day	Monday, May 26, 2008

SEP CONFERENCE SCHEDULE

September 4 & 5, 2007 ■ November 13 & 14, 2007 ■ March 11 & 12, 2008

BEGINNING AND ENDING TRIMESTERS

1st Trimester: Monday, August 27, 2007, through Thursday, November 15, 2007 55 Days

2nd Trimester: Monday, November 19, 2007, through Thursday, February 28, 2008 62 Days

3rd Trimester: Monday, March 3, 2008, through Thursday, June 5, 2008 63 Days

SCHOOL CALENDAR SUMMARY

Total School Days 180 Days

Additional Teacher Contract Days 3 Days

Total Professional Development Days 5 Days
