

AMENDMENT REQUEST

Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School Oquirrh Mountain Charter School
2. Street Address 1425 S. Angel Street Phone 540.529.0600
3. City Kaysville County Davis
4. This is a school located in an area: (X) Rural () Urban
5. Chief School Officer Joshua Bell Phone 540.529.0600
6. The Charter school is located in which school district? Davis School District
7. List or attach all sponsors and/or founders of the charter school;

<u>Eric Cazier</u>	<u>Kaylynn Sims</u>	<u>Meredith Milan</u>
<u>Sharon Cazier</u>	<u>Monica McKinlay</u>	<u>Bruce Campbell</u>
<u>Susan Olsen</u>	<u>Marc Petty</u>	<u>Alison Campbell</u>
<u>Mariam Herrmann</u>	<u>Colette Petty</u>	_____

8. List or attach all duly elected, current board directors of the school:

<u>Eric Cazier</u>	<u>Mariam Herrmann</u>	_____
<u>Susan Olsen</u>	<u>Monica McKinlay</u>	_____

9. Requested amendment to charter.

Oquirrh Mountain is requesting an additional 60 students for the school year 2011-2012, or any earlier year if student numbers are available, bringing their total student enrollment to 780 students. This request is to accommodate a change in overall student to teacher ratio from 1:24 to 1:26. The student to teacher ratio may be lower in the elementary grades than secondary, but overall the additional 60 students will be equivalent to an additional 6 students per grade.

10. a) Summary description of charter school:

Oquirrh Mountain Charter School offers an academically challenging and content-rich history-centered curriculum that incorporates the study of American citizenship and is based on the Core Knowledge Sequence. Oquirrh Mountain provides an environment in which every student has the opportunity to gain a strong foundation of knowledge in world and American history, classic literature, science, math and fine arts. It is the desire and mission of this school to have every child be challenged, experience success and master basic skills, grow in academic ability and content knowledge, and develop an understanding and appreciation for our nation's heritage and founding principles.

At Oquirrh Mountain, we believe in a content-rich educational program that develops the mind, cultivates a strong, moral character and instills an appreciation for our nation and its founding principles. We believe children gain knowledge by building on what they already know. We value a curriculum that encompasses a specific and systematic sequence of content and allows students to consistently build on that content from year to year. As did our founding fathers, we also believe the study of history and citizenship should be at the core of an American education. We believe a deep understanding of history instills in students valuable knowledge that benefits all areas of learning. We believe all children should be given access to the same knowledge base that assures equality in learning and future educational success. We believe in meeting the needs of all learners through direct instruction, ability grouping, and other research-based practices. To maximize student progress, we believe parental involvement should be encouraged and opportunities given for hands-on involvement in the education of their child. It is our hope and expectation that through this school, every child will receive the knowledge, skills and discipline necessary to become a successful lifelong learner and an active, informed citizen.

Oquirrh Mountain provides a challenging and sound program of study characterized by a strong, balanced core curriculum with an emphasis in history and American citizenship. In accordance with the Mission and Philosophy of Oquirrh Mountain, the school employs the Core Knowledge Sequence by E.D. Hirsch, Jr. The Sequence is structured to provide a progression of specific knowledge in history, geography, mathematics, science, English, literature, and fine arts. This core curriculum supplies students with a broad knowledge base, rich in vocabulary, and a strong foundation of learning upon which to build grade by grade.

b) How many students will the charter school serve and what grades?

Oquirrh Mountain is authorized to serve the following number of students and grades.

2009-2010	624 Students	Grades K-8
2010-2011	696 Students	Grades K-9
2011-2012	720 Students	Grades K-9

Oquirrh Mountain is requesting an additional 60 students for school year 2011-2012, bringing the total to 780 students.

c) The charter school's current grade configuration is:

Oquirrh Mountain Charter School is authorized to open in August 2009 as a K-8 school with 624 students, adding 9th graders the following year at 696 students and then in 2011-2012 as a K-9 school

with 720 students. Oquirrh Mountain Charter School was authorized as a K-9 charter school. This amendment request is for an additional 60 students in 2011-2012 which would make Oquirrh Mountain Charter School in year 2011-2012 a K-9 school with a total enrollment of 780 students.

d) Does the charter school's grade configuration align with the local school district configuration?

Oquirrh Mountain Charter School is located in Davis School district and has a strong commitment in making sure students transition well from Oquirrh Mountain Charter School to a local high school. Therefore, Oquirrh Mountain's grade configuration aligns with the local School District configuration.

e) Percentage of minority students at charter school:

Oquirrh Mountain will be able to provide this information upon school beginning in August 2009.

f) Percentage of special education students at charter school:

Oquirrh Mountain will be able to provide this information upon school beginning in August 2009.

g) additional information:

11. What makes this school unique or needed?

Students at Oquirrh Mountain will become better citizens, be more active and service-oriented in their communities, and have an appreciation for the founding principles of our nation. We offer a unique curriculum centered in history and American citizenship not offered in any other Davis County public school.

We will offer a challenging, content-rich, history-centered curriculum based on the Core Knowledge Sequence that also incorporates the study of American citizenship. This sequence of material will help to avoid repetitions and gaps in student understanding and knowledge. It is our intent to instill in students an understanding and appreciation for the past, as well as for our nation's founding principles, historical background, and the men and women who influenced these aspects of American History. It is also our hope to prepare students to be better citizens through the study of these founding principles and that is why Oquirrh Mountain Charter School is both unique and needed.

We will stress phonics skills in the early grades and offer the study of quality literature throughout the grades. We intend to integrate Latin instruction into the language arts program to supplement the development of vocabulary and grammar skills. Our math program will utilize Saxon's systematic instruction and a review of concepts on a daily basis.

Last but not least, parent involvement will help make Oquirrh Mountain unique. Parents at Oquirrh Mountain Charter School will have the opportunity to involve themselves in classrooms as well as the management of the school through school committees and in some cases a Governing Board member.

12. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

The Core Knowledge curriculum has been aligned to the Utah State core curriculum content standards and will be used to meet the requirements in language arts, mathematics, science, social studies, music and art. A grade-by-grade analysis has shown Core Knowledge meets, and in certain cases, significantly exceeds the standards of the Utah State Core Curriculum.

13. How does the school address the needs of students with disabilities who will need Special Education services?

Oquirrh Mountain will provide a Special Education Policy and Procedure Manual based on the Utah Special Education Rules and Regulations, including guidelines provided by USOE, to the USOE Special Education Department as part of the UPIPS monitoring process.

Oquirrh Mountain believes every child has the right to a quality education, appropriate to their needs and abilities, regardless of gender, race, culture, age or disabilities. We also believe that most special needs children learn best within inclusive settings with supports in the form of differentiated instruction, appropriate early interventions and classroom accommodations.

Students Entering our School with Individual Education Plans (IEP's)

Our intake forms will include a section asking parents if their children have received special services in the past. Secretarial staff will alert our Special Education Director of any children who have had previous IEP's. Special Education teachers will call and fax a request to the special education department at the student's previous school verifying services and requesting records until they are received. In most cases the current IEP will be implemented as stated from the previous school. When parents are dissatisfied with the current IEP or the teacher recommends alternate placement due to more inclusive service patterns within our school then we will hold a transition meeting with the IEP team to develop a new or amended IEP. Students will be serviced under a temporary IEP until the transition meeting determines the new IEP.

Child Find

Within the first 3 weeks of each school year, we will inform parents of our responsibilities to identify and evaluate students for suspected disabilities. Any suspected disabilities will be called to the attention of our special education staff. Students will be evaluated at parent request.

During the first month of each school year, teaching faculty will be informed of characteristics consistent with a variety of disabilities. They will also be instructed on the current procedures for referring a student for evaluation. These will include but are not limited to the following: (1) discussing concerns with parents, (2) providing interventions within differentiated classroom settings, (3) collecting pre and post intervention data to show effectiveness of interventions, (4) referring to and/or providing more intensive intervention in a tier 2 setting as defined by USOE's 3 Tier Reading Model, while collecting pre and post intervention data, (5) keeping parents informed as to their students progress, (6) tracking

student progress based on probe tests and curriculum based measures, (7) formal referral documentation.

A continuum of services will be provided to students through a variety of means. Classroom teachers will use differentiated instruction methods to meet student needs within leveled classrooms. An intervention team will discuss teacher concerns regarding low achieving students and make recommendations for additional interventions, including technology based therapies, small group instruction, behavior plans, etc. Interventions will be implemented, documented and monitored for effectiveness for a duration not shorter than 6 weeks and can extend throughout the school year. Students who require more specialized instruction or a more intensive instruction may be referred for special education testing upon recommendation of the intervention team.

Referrals

Special education referrals will be handled as suggested in the most current Utah State Rules and Regulations and they will comply with federal guidelines. Referrals will show documentation of pre-referral interventions, teacher/parent concerns, LEA approval, and appropriate dates. Parent permission will be obtained. Testing will begin within 30 days following the referral date and completed within a reasonable time or within 45 school days. A qualified tester, with the appropriate training to assess and interpret information using these types of measures, will accomplish standardized/normative measures. Measures selected will be based on parent and teacher concerns for the child with the intent that these data will provide additional information to drive appropriate instruction for the child. A second reason for selecting tests will be to meet state guidelines regarding qualification for special education funding. Special Education teachers will be trained in eligibility guidelines using RTI and the discrepancy model.

Once data is collected then an eligibility meeting will be scheduled with the student's parents, classroom teacher, special education teacher and/or speech therapist, and school administrator LEA. The purpose of the Eligibility meeting is to review the data collected and determine if the child is eligible for special education services based on classifications and qualifications found in the most current Utah State Rules and Regulates handbook. We will use forms provided by the Utah State Office of Education for charter schools to document student qualifications of disability categories.

Student records will be held and maintained in compliance with FERPA (Family Educational Rights and Privacy Acts).

Student Instruction

Students eligible for special education services will be provided those services in a variety of settings appropriate to their needs, including but not limited to differentiated instructional settings within the classroom, push-in settings within the classroom, pull-out settings for specific instruction, self-contained settings. The IEP team will determine time, setting and goals as appropriate to the needs of the student. Instruction will be individualized and targeted to the students needs. Certified, highly qualified teachers, who have endorsements in special education, will administrate special education instruction. Highly qualified aides, who work

directly under the special education teachers, will provide some of the instruction. Students may receive services from speech therapists, occupational therapists, and others as determined by the IEP.

Building Requirements

The building will have sufficient room for special education staff to secure records, store and maintain materials, and teach students in small group settings. Restrooms, classrooms and lunch areas will be large enough to accommodate students with special needs. Ramps or lifts will be installed where stairs are needed within the school building.

Complaint Review and Procedure

To ensure that all aspects of Individuals with Disabilities Educational Act (IDEA) are fully complied with, the following guidelines have been established:

- Director/Principal will review, in its entirety, IDEA using the Utah Special Education handbook. We will adhere to IDEA and ADA regulations on all issues pertaining to educational services for special needs students.
- In-service training will be provided to all of our teachers including special education teachers.
- Policies will be drafted and included in our Policy Handbook that ensures compliance and implementation of necessary provisions of these laws.

The above will ensure familiarity with the requirements of IDEA as well as a clear path of communication to solve any possible problems. Additionally, and in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), Oquirrh Mountain will provide reasonable accommodations to qualified individuals with disabilities. Complaints of discrimination should be filed with the directing LEA, who is most likely the principal. A copy also needs to be sent to the state Director of Special Education. Contents of a formal complaint and procedures are outlined in Procedural Safeguards, which is routinely provided to all families of special education students at least annually. Assistance will be provided to families who are unable to prepare the written document themselves. If the complaint is against the Principal/LEA, the complaint may be filed with the Board, or directly with the Utah State Office of Education.

Upon receiving a formal complaint, the Principal/LEA will resolve the issues with procedures consistent with IDEA and as outlined in Procedural Safeguards. If not resolved within the school, parents will be informed of an option to resolve complaints through mediation. In the event that issues are still not resolved to the satisfaction of the parents within 30 days, the due process hearing timeline commences.

Procedural safeguards will include requirements for due process hearing requests, time period in which to make a complaint, the opportunity for the agency to resolve the complaint, the availability of mediation, and the time period in which to file civil actions.

Extended School Year (ESY)

Extended School Year has generally been the exception rather than the rule for most children. However, the IEP team, along with the Director/Principal, will determine if the ESY services are necessary to ensure a free, appropriate, public education (FAPE). They may also assess the amount of time needed to regain those skills. If the IEP team determines that an ESY is needed to prevent substantial regression in certain critical skills that have been gained during the school year, such services will be provided.

Discipline

In accordance with IDEA the following will apply in regards to discipline procedures for Special Education students:

- In determining whether behavior is a manifestation of a child's disability the relevant members of the IEP team and the parent will determine if the conduct was caused by or was in direct and substantial relationship to the child's disability or a direct result of the school's failure to implement the IEP.
- When a student's behavior is a manifestation of a disability, IEP team will conduct a Functional Behavior Assessment (FBA), develop a Behavior Intervention Plan (BIP) and return the student to the placement from which he was removed, unless the parent and school agree to a change of placement as part of modifications to the BIP.
- If it is determined that the behavior of the student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. In such case, Oquirrh Mountain will ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

Procedural safeguards for Special Education students are outlined in this application under Special Education.

14. Provide a copy of current school year budget and projected budget with amendments.
15. Provide a copy of most recent UPASS state academic information. You may attach additional academic information if desired.

Oquirrh Mountain Charter School has not yet opened, therefore no UPASS state academic information is available.

16. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?

Academica West is under contract as a management company for Quest Academy. Brad Taylor is the CFO of AW. His resume is attached as "Brad Taylor Resume".

17. Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

A meeting with Carolyn Ingles, Davis School District's Charter School Liason, was held on March 23, 2009. A final copy of this amendment was delivered to her on April 1st, 2009.

Charter School Board Representative Signature

Date

Oquirrh Mountain's Director is currently working in another state and won't be available until June.

Charter School Principal/Director

Date