revised

Providence Hall

Creating Individuals That
Change the World

PHCS 012297
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Providence Hall

Motto

Creating Individuals that Change the World

Mission

Providence Hall guides students in realizing their full potential and provides them with the tools and confidence they need to achieve their dreams. Through an unparalleled educational program, students are enabled to create a better future for themselves and the world. Providence Hall's results-oriented learning environment fosters leaders and empowers students to live fulfilling, responsible, and successful lives. At Providence Hall students achieve academic excellence, become life-long learners, and create for them a life of distinction.

Founded

Providence Hall was founded by a board of parents that believe children should have a free quality education in small and effective classrooms. As these Mothers looked into Charter Schools for their children they noticed a great need for a local Charter in their area as well as the surrounding areas. Currently there is not a K-6 Charter school in South Jordan, Riverton and/or Herriman. These three areas are some of the fastest growing parts of the state. There are over 200,000 people in the southwest part of Salt Lake County and almost no options for new charter school parents. Because they believe every child deserves a personalized and advanced education they decided to fill the need in their area for a Charter school. In order to create a school worthy of educating their own children, they engaged countless hours of study and research into effective teaching practices and various methods of instruction. Providence Hall is based on findings which include world renowned educational methods. Providence Hall exemplifies the choice of education that its Founders desire for their own children.

Philosophy

Picasso said "You cannot teach painting, you must find it." It is this concept that lies at the heart of Providence Hall's philosophy. We realize that you may teach a child but unless they choose to learn it for themselves they will not "find it." Therefore, in addition to traditional teaching methods, Providence Hall's instructors will employ hands-on experience, reflection, and real-life application as methods of instruction in efforts to convey to students the notion that knowledge is power and a tool that can better one's life. Cooperatively, these methods of instruction will not only educate with knowledge, but also show the significance of that knowledge, resulting in genuine understanding gained from personal experience. Providence Hall believes that every student has greatness within and those educational experiences should guide and assist students in discovering the best within themselves. We believe that by making education relevant and stimulating, students will develop a love and excitement for learning which will extend beyond the classroom promoting a life of learning.

Providence Hall will provides quality education that embraces and magnifies a student's innate curiosity, individuality and special talents. We acknowledge that students are born with strengths and weaknesses in their learning styles. Providence Hall's environment will encourage each

child to develop uniquely and supports them in achieving their full intellectual potential. Providence Hall recognizes the importance of personal responsibility. By teaching students to set goals and evaluate personal accomplishment, students will build confidence and feel responsible for their learning and growth.

Why Providence Hall?

- International Baccalaureate Program (IB) is a proven and world-renown inquiry-based teaching methodology that ties subjects together in a meaningful way.
- A Balanced Student who cares for the community, and makes a difference while leaving time for family and social life.
- A Harmonizing Mind by developing both hemispheres of the brain through art, music, theatre and creativity.
- Foreign Language for all students to improve learning across subjects.
- Love and Logic environment that prevents problems and allows teachers and students to better respect one another.
- Significant Parental Involvement improving the learning process.
- Standardized Dress Code to promote an equal learning environment.

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1) Cover Sheet

School Name

Providence Hall

Applicant Name

Paige Anderson

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

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

Paige Anderson		1-5-07
Authorized Agent (please print)	Signature of Authorized Agent	Date

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

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2) Title Page

Name of Proposed Charter School ***Providence Hall***
[x] New School [ ] Converted School
Name of Applicant Applying for the Charter **Paige Anderson**

Authorized Agent for Applicant **Paige Anderson**

Authorized Agent Mailing Address **13609 S Bluewing Way**

City **Riverton** State **Utah** Zip **84096**

school will be located **Riverton/Herriman** E-mail **paige@max.com**

Daytime Phone **(801)910-2939** Fax **(801)273-3473**

Form of Organization
[x] Nonprofit Corporation
[ ] Tribal Entity

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

Name	*Phone #*	*Type of member*	*Position*
Paige Anderson	*(801)910-2939*	*Parent*	*CAO*
Emily Vasica	*(801)554-3201*	*Parent*	*Vice CAO*
Laurie Compton	*(801)541-5530*	*Parent/Educator*	*Treasurer*
Trisha Paddock	*(801) 446-4632*	*Accountant/Parent*	*Secretary*

Children of a Founding Member (an individual who has had a significant role in the development of a charter school application) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)(A) The number of founding preferential enrollment will not exceed 10% of the student's population. Founding Members to date are as follows:

Paige Anderson
Emily Vasica
Laurie Compton
Trisha Paddock
Alecia Brown
Staci Ninow
Kathy Smith
Diane Peck
Tiffany Szczesny
Krista Peck

3) Target Population

Mission Statement:

Providence Hall guides students in realizing their full potential and provides them with the tools and confidence they need to achieve their dreams. Through an unparalleled educational program, students are enabled create a better future for themselves and the world. Providence Hall's result-oriented learning environment fosters leaders and empowers students to live fulfilling, responsible, and successful lives. At Providence Hall, students achieve academic excellence, become life-long learners, and create for themselves a life of distinction.

	GRADES SERVED													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	100	100	100	100	100	100	100	0	0	0	0	0	0	700
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	100	100	100	100	100	100	100	0	0	0	0	0	0	700
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	100	100	100	100	100	100	100	0	0	0	0	0	0	700
Ultimate Enrollment	100	100	100	100	100	100	100	0	0	0	0	0	0	700

Outreach Plan:

Providence Hall has already started its outreach plan by communicating with the essential word-of-mouth marketing. Founding Board members already started in the door-to-door awareness campaign to households in low income areas as well as areas with more English learning students. Through our word-of-mouth marketing, door-to-door awareness campaign and distribution of 200 flyers, we have so far received over 400 potential students. We have had an overwhelming response and positive feedback. With schools in Riverton, Herriman and South Jordan all struggling with growth and over crowded schools the need and support of a local Charter is evident. Many parents are dissatisfied with the class rooms at a 29+ student teacher ratio and are looking for answers. With schools in all three cities talking about going to split schedules many parents are looking for other options.

To continue our outreach plan Providence Hall has set aside $6,000 in our budget to be used specifically for outreach. Providence Hall's outreach committee has planned for newspaper ads, local news lines, flyers, mailings, a school website, and public meetings. Providence Hall is currently working to contact special needs parent support groups in order to grow awareness of Providence Hall's special education program. Upon approval of the Charter School, Providence Hall intends to hold open houses and other public meetings to educate the public prior to and during the enrollment period. Providence Hall's website is already in the works. The website is crucial for the school, even in the early stage in order to recruit. The website will be a central place for those interested in acquiring information to assist them in learning more about Providence Hall.

School Calendar

[x] Standard [ ] Extended School Year

Instructional Days 180
Start Date August 19th 2008

[ ] Alternative **(please describe in 5 words or less)**

_____

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

Site Name Providence Hall

Site Address _____

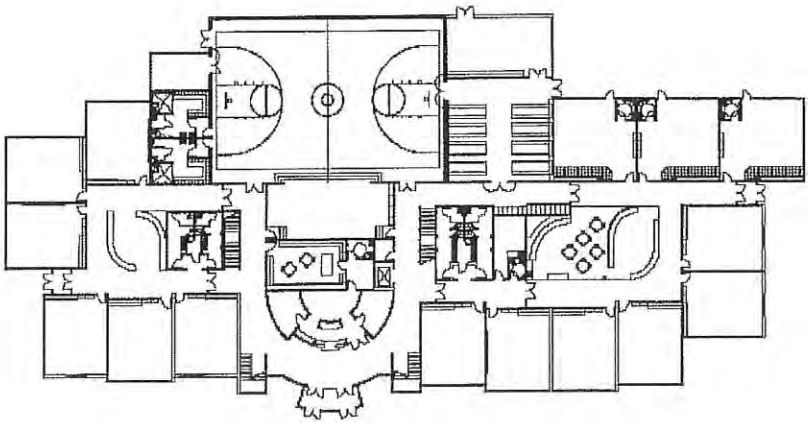
City Riverton/Herriman Zip Code _____ County Salt Lake

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

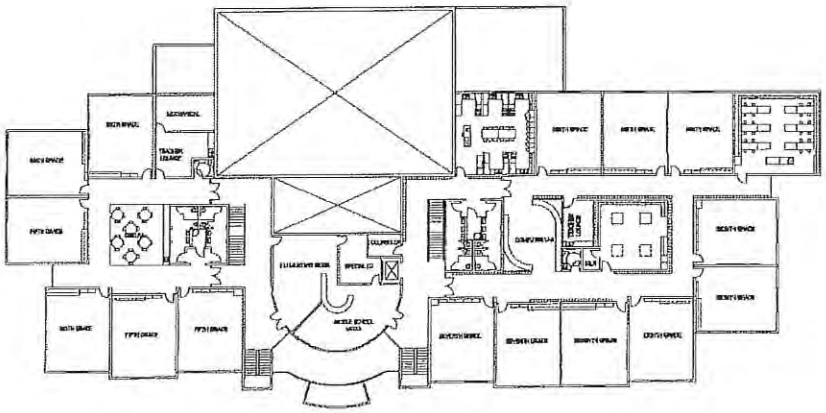
The school will engage Providence Project Development LLC to acquire land and construct the school building. Among other things, the building will include:

- Administrative Offices
- Library/Media Room
- Parent Preparation Room
- Teachers room
- Computer lab
- 29 Classrooms
- Multi-Purpose Room
- Kitchen
- Cafeteria
- Storage
- Playground equipment
- Ball field
- Parking
- Pick-up and drop-off lanes

A prospective design of the building and floor plans are shown below. These plans are representative of what the building would look like. They are not final plans for the school.



First Floor



Second Floor

Title 53A-1a-503 Statutory Purposes

1. Continue to improve student learning:

The quality of learning is directly related to the quality of teaching. Therefore, to improve student learning we must improve the quality of teaching. Providence Hall will accomplish this by providing unique and effective programs that support and improve our teachers. Teachers will receive tools, training, and programs as well as overall support to assist their individual needs including a full time aid for their classroom allowing them to focus more on teaching. Teachers will learn how to provide hands on experience, and real life application through engaging age appropriate lessons that support students at every level. Providence's teachers will learn how to satisfy the need of every student by educating them on finding opportunities to challenge the advanced and support the struggling. Through these unique programs students will learn fundamentals while gaining a greater depth of knowledge and understanding of the curriculum. When students understand what they are learning and are involved in their learning process they develop a love and excitement for learning. When all of these programs, trainings and activities are combined the teacher's ability to teach improves as does their experience.

2. Encourage the use of different and innovative teaching methods:

Providence Hall is unique in every aspect of our school. From being the first charter school in Utah to have all teachers trained in Love and Logic to being one of a handful to use the world renowned International Baccalaureates Program. After spending countless hours observing local charter schools and researching dozens of programs we have combined very successful, as well as pioneering programs into our Curriculum making Providence Hall one of a kind. The Arts department if full of exceptional and successful programs designed to develop the whole child. Through Kodály Concept students will learn how to sign in tune, read music, and play instruments while nurturing their imaginations in theatre. Our innovative math and science programs teach students by relating their learning experiences to their life. In addition, our reading program shows them how adventures can happen just by opening a book while supporting readers at every level. Providence Hall realizes that students long to learn and that by having innovative teaching methods we will reach every student.

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:

The world renowned International Baccalaureate Primary Years Program is designed specifically to allow educators to create their own effective and creative lessons that are personalized for their students. IB's curriculum framework is structured around helping teacher's create lessons using questions: What do we want to learn? How best will we learn? Then helps them to assess what we have learned. Because IB is not a curriculum it allows educators to evaluate and personalize lessons by combining the state core curriculum with additional programs to fit their teaching style as well as their classroom's learning style. This allows educators to continually design and implement new learning strategies. Realizing there are a variety of teaching methods and philosophies, as well as teachers' abilities and experiences school will be dismissed early

one day a week for the purpose of teacher training, preparation, and brain storming sessions. We also intend to implement peer reviews where teachers will have the opportunity to observe one another in the classroom and give and receive positive feedback. This creates an atmosphere where Teachers receive support, training, and mentoring through the school and co-workers allowing continual growth and improvement. Providence Hall will also have a Curriculum Committee where teachers work together to continually improve Providence Hall's curriculum.

4. Increase choice of learning opportunities for students:

Providence Hall believes in order for children to reach their full potential they need to develop both hemispheres of the brain Therefore, our students are given a strong foundation in the state core subjects, arts and additional programs. Students' will have many choices and opportunities to enjoy hands on experiences and unique learning situations through after school activities and in school programs. We recognize that these experiences enhance learning and improve a student's ability to create, think and reason. We believe that in order to create a well rounded student you must provide a well rounded education. We realize that all students do not learn the same way. By having these programs and activities it allows every student to showcase all of their strengths and have a successful education.

World Language
With society becoming more multi-cultural everyday the ability to speak Spanish is a necessity. We realize the importance and advantage individuals have when they are bi-lingual. Therefore, Providence Hall offers ¡Viva el Español!, a program designed to make learning Spanish easy and stress free. Through intriguing lessons and fun activities students in grades K-6 will spend 30 minutes a day learning Spanish.

Visual and Performing Arts
Research shows that Art Education can improve scores in core subjects up to 20%! Therefore Providence Hall's Fine Arts Programs will be a major part of their daily education. Each student will participate in art 40 minutes a day as well as music, dance or theatre once a week. Through Meet the Master's students will participate in hands on experience where they learn about "The Masters" and develop their own strengths and talents. Providence Hall's music education will be taught through the Kodály Concept. This method is an exciting way of teaching where learning is based on the developmental readiness of the child. These programs give Students' the ability to develop all of their strengths and discover their passions.

Technology
With technology becoming a greater part of society everyday technology is a fundamental component to our students' education. Therefore, Providence Hall's technology instruction will be integrated by classroom teachers. Students will learn word processing, graphs, spreadsheets, and presentations as well as additional computer skills. Technology instruction and projects will be integrated into the content that students are currently pursuing and provide students the opportunity to apply concepts from their disciplines.

Physical Education
Physical Education is not tested in elementary school. For this reason it is often overlooked and brushed aside. However, studies show that recess and P.E. are vital and can actually improve and increase a child's ability to learn. We will ensure that our students get physical education on a regular basis through SPARK Life Wellness. This will instill good healthful living habits, allow them to socialize with their peers, and help them to have great educational success when in the classroom.

5. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.

Providence Hall believes individuals achieve what you expect them to achieve. Therefore, Providence Hall's teachers, students, and the school as a whole will be held to a high standard. We know that every student and teacher can achieve success when given the opportunity along with support. Measuring students' learning is an essential part of the educational process. Our goal is to make sure our students reach their full potential. Thus, we need to measure what has been learned and more importantly how well it has been learned. We can ensure this goal is achieved by conducting formative assessment and continuous improvement of our programs. Our Assessment Committee will create assessment tools as necessary to provide a way to measure all learning outcomes established by the Utah State Department of Education. They will asses both formally and informally, and it will be thorough, comprehensive, and have immediate follow up.

Students - Providence Hall students will set goals for themselves as early as Kindergarten and will create ways of achieving their goals. This teaches students how to do personal assessments and monitor their growth. In addition, a portfolio of student achievement and accomplishments is essential for documenting a student's educational progress through the curriculum. Students and teachers will collaborate on selections for the portfolio which will contain examples of the student's work.

Teachers – will not only be held accountable for what they are teaching but how they are teaching. We want our students as well as our teachers to have fun and enjoy learning. Teachers will be encouraged to create fun and interactive ways to get their students involved and interested. Teachers will also play a major role in their accountability. Teachers will set goals for themselves as well as their class and will create individual measurement tools.

Assessment Committee - will create a rubric, including specific criteria, which will be used to assess standards aligned with the Utah State Core. They will also create measurement tools to determine the school's successes and shortcomings and present them to the Board of Trustees with their recommendations for improvements. The Assessment Committee will continually be evaluating their assessment process and improving and updating their assessments regularly.

6. Provide greater opportunities for parental involvement in management decisions at the school level.

Providence Hall was founded by a board of parents that believe children should have a free, quality education in small and effective classrooms. In order to create a school worthy of

educating their own children they created Providence Hall. Providence Hall exemplifies the choice of education that its founders desire for their own children and will continue to exemplify it through the operation of the school. Parents are the founding force behind Providence Hall and have structured Providence Hall to always maintain a very strong parent involvement. A main part of Providence Hall's Board of Trustees will be Parent members voted onto the board by the Parents/Guardians of the children of Providence Hall. We believe that in order for Providence Hall to accomplish all of our goals parental involvement is a necessity. Providence Hall will have an extensive Parent Organization (PO) that will give many significant roles and opportunities for parents to be directly involved in decision making. There will also be subcommittees that will need parents as chairpersons. All Providence Hall parents will be involved in the education of their students. As parents know their students better than anyone, their contribution will greatly enhance their student's success. We want every parent to feel they have an impact on their children's education and can make a difference.

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act.
(N/A)

4) Comprehensive Program of Instruction

Philosophy

Picasso said "You cannot teach painting, you must find it." It is this concept that lies at the heart of Providence Hall's philosophy. We realize that you may teach a child but unless they choose to learn it for themselves they will not "find it." Therefore, in addition to traditional teaching methods, Providence Hall's instructors will employ hands-on experience, reflection, and real-life application as methods of instruction in an effort to convey to students the notion that knowledge is power and a tool that can better one's life. Cooperatively, these methods of instruction will not only educate with knowledge, but also show the significance of that knowledge, resulting in genuine understanding gained from personal experience. Providence Hall believes that every student has greatness within and those educational experiences should guide and assist students in discovering the best within themselves. We believe that by making education relevant and stimulating students will develop a love and excitement for learning which will extend beyond the classroom promoting a life of learning.

Providence Hall will provides quality education that embraces and magnifies a student's innate curiosity, individuality and special talents. We acknowledge that students are born with strengths and weaknesses in their learning styles. Providence Hall's environment will encourage each child to develop uniquely and supports them in achieving their full intellectual potential. Providence Hall recognizes the importance of personal responsibility. By teaching students to set goals and evaluate personal accomplishment, students will build confidence and feel responsible for their learning and growth.

Methods of Instruction

The greatest influence of a teacher is within the walls of their own classroom. By continuing their quest for knowledge and imparting that enthusiasm for learning to their student, teachers serve as mentors and role models for life long learning and leadership. Providence Hall's faculties will be formally trained in Love and Logic® and will be highly successful educators who enjoy working with students through straightforward and successful techniques. The principles of Love and Logic® teach those in positions of authority how to effectively create an atmosphere where students learn from natural consequence. This allows students to develop and grow in a healthy way, providing them with confidence and dignity as they learn responsibility for their actions. Love and Logic® also instructs our educators how to effectively manage their class, allowing more time, attention and energy to be given to teaching.

Love and Logic® assists Providence Hall in:

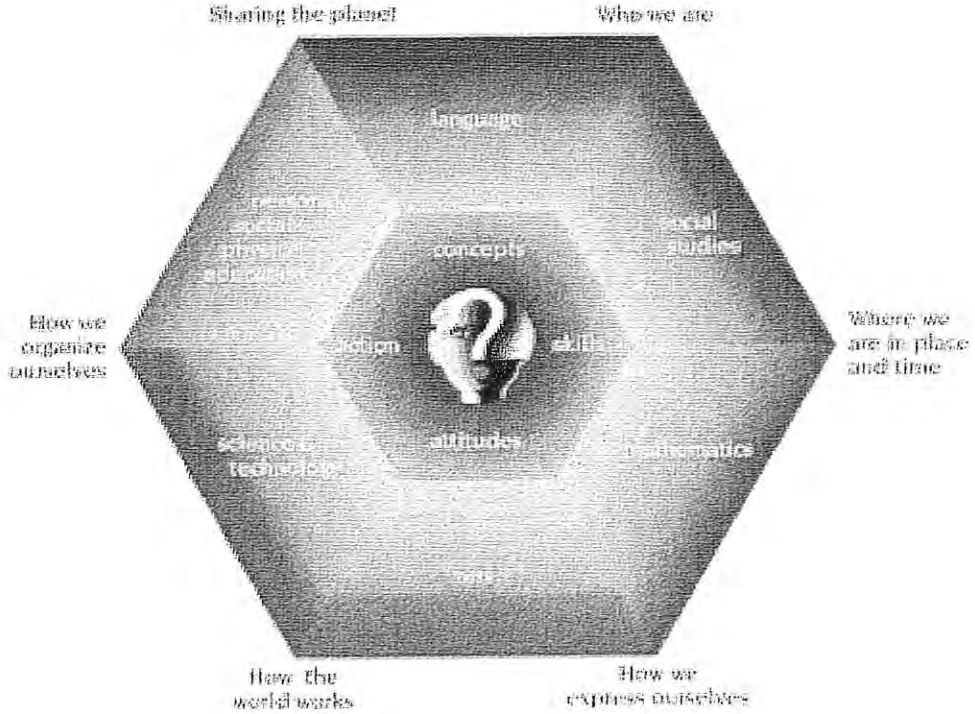
- Efficiently manage classrooms
- Deal with difficult students easily and respectfully
- Address student arguing
- Send fewer students to the Dean's office
- Set limits in the classroom without anger
- Deal appropriately with arguing, teasing, and back talk
- Train students to complete assignments on time

- Prevent problems and save time for teaching

Special Emphasis

Providence Hall applies the Utah State Core Curriculum as to provide our students with a strong educational foundation. As we apply the content of the Utah State Core Curriculum, we will employ the International Baccalaureate (IB) program to structure the content in a way that expands and widens its possibilities. IB is gaining notoriety throughout the world. Many colleges and universities feel it is the most rigorous program available to students. This world-renowned program is exactly what Providence Hall needs in order to fulfill our mission and philosophy of "Creating individuals that change the world." IB draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

The International Baccalaureate Primary Years philosophy (Grades K-6) embraces a Trans-disciplinary teaching model that unites the traditional curriculum subjects together in a significant and practical way. It is a Trans-disciplinary program of international education designed to foster the development of the whole child. The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six Trans- disciplinary themes of global significance, supported and balanced by six subject areas.



The curriculum framework is further structured around three interrelated questions.

What do we want to learn?	The written curriculum.
How best will we learn?	The taught curriculum.
How will we know what we have learned?	The learned curriculum.

IB is inquiry-based, meaning that students practice critical thinking skills which encourage them to question, think outside of the box and become excellent problem solvers. The philosophy behind IB teaching methodology and its incredibly high standards make the International Baccalaureate program a perfect match for Providence Hall.

Inquiry and learning is enhanced when children are taught how traditional subjects, such as Math and English, are connected and relate to one another. This trans-disciplinary approach not only increases the level of inquiry but assists students in identifying how what they learn relates to their own life experiences. This will increase curiosity and excitement for the learner. The IB has identified themes to be used in the classroom as a framework in applying trans-disciplinary education. The purpose of these trans-disciplinary themes is to add another dimension to learning traditional subjects.

Note: Providence Hall plans to apply to the International Baccalaureate program during its second year of operation.

Effectiveness Goals

Goal	Specific Objectives	Measurement Criteria
1 Improve student learning	1.A Students will demonstrate proficient reading or pre-reading skills.	1.A. A foundation of knowledge will be recognized in the first month of each school year. After the first month, monthly evaluations will take place to track progress. After the end of year one, 95% of grade levels 3-6 will score at levels 3 or 4 on the Utah Criterion Test in language arts 2009, meeting and exceeding the Utah Benchmarks for student's achievement.
	1.B. Students will demonstrate proficient spelling/writing skills.	1.B. Through Language Arts students will earn the fundamental of phonics, grammar, penmanship and the rules of literacy. 90% of students will score a 3 or higher on the Direct Writing Assessment in 2009.

	1.C. Students will understand math principles and facts, develop fluency in computation, and demonstrate a variety of problem solving skills.	1.C. At he end of year one 95% of grade levels 3-6 will score at levels 3 or 4 on Utah Criterion Test in math in 2009, therefore meeting and exceeding the Utah Benchmarks for student achievement. We will accomplish this using SRAREAL Math which combines traditional math skills with standards-based math.
	1.D. Students will demonstrate skills in scientific methods and adhere to standards outlined by the Utah State core.	1.D. Grade levels 3-6 will score a median percentile score of 80 on the Science portion of the IBST in 2009.
	1.E. Students will demonstrate respect for themselves, their peers, and the faculty as to create a positive learning environment.	1.E. Dress Codes are mandatory for all students, faculty, and staff.
	1.F. Students will be tested and evaluated throughout the year.	1.F. A variety of measurement tools will be used to assess student learning and growth, in intellectual as well as social skills and ability. Each student will receive summative, formative and personal evaluations. The teachers and the Dean will track all students based on their test scores, grades and overall participation. Examples of theses methods could include combinations of the following: Student Work Portfolios Performance Projects Community Service Logs Utah State Mandated Tests 1.F.1. Create a baseline at the beginning of the first year to understand and plot student's current level of learning and achievement. 1.F.2. Monthly evaluations are administered to track each student's improvement /performance and teacher effectiveness allowing for intervention and remediation to occur immediately if necessary.

		Exceptional student behavior will be reported, tracked, and recognized.
2 Certified teachers	2.A. All teachers will secure and maintain Utah educator licenses appropriate to their assignment. 2.B. All educators will obtain and uphold appropriate IBO certifications.	2.A. 100% of teachers will provide and maintain appropriate types of Utah licenses, or be enrolled and progressing in Alternative Routes to Licensing, and be accurately entered into the CACTUS system by the beginning of the school year. 100% of teachers will continue to show proof of licensure each and every year they plan on teaching. 2.B. 100% of teachers will provide and maintain appropriate qualification to implement the IB program by the beginning of the school year. Training on this program will be scheduled through the school. 100% of teachers will continue to get training and/or be trained when needed to make sure they are properly trained to implement the IB program in their classrooms each year.
3 Adequate training to implement curriculum	3.A. 100% of all teachers are able to implement IB, Reading Street, Spalding, SRA Real Math, Meet the Masters, Science Works for Kids, and Love and Logic and all other educational programs. 3.B. 100% of faculty members understand the Utah State standards for each core subject, and uses curriculum materials to meet and exceed Utah objectives.	3.A. 100% of teachers are properly trained and have the knowledge, texts, and tools to effectively implement by the beginning of the school year through teacher training and programs. 3.A.1. 100% of all faculties are properly trained in the Love Logic program. 3.A.2. 100% of all faculties members will have the knowledge and tools to effectively implement the programs through training in IB as well as further teacher training provided throughout the year. 3.B.1. Each year the Curriculum Coordinator, Dean and the Curriculum Committee will meet quarterly to ensure that all state standards are being taught. 3.B.2. 100% of all teachers with less

		than three years of experience, or any teacher who has the need, will be assigned an experienced teacher as a mentor. 3.B.3. Faculty members will be designated and trained as specialists in each area of the curriculum and will provide academic support for other faculty members.
4. Faculty, parents, and students share educational responsibilities.	4.A. Open channels of communication are established and information flows between groups.	4.A.1. Weekly communication with parents, including specific homework information, is initiated by 100% of teachers. 4.A.2. 100% of all families receive weekly communication from their students' teacher. 4.A.3.The Dean will plan at least one yearly open discussion meeting with parents. 4.A.4. 100% of all families will receive a monthly newsletter from the PTO allowing all parents to be involved and up to date.
	4.B. Parents volunteer their time in assisting Providence Hall in accomplishing their mission. 4.C. 100% of students share in the responsibilities of their education.	4.B. 100% of all parents are encouraged to volunteer and are given many areas and opportunities to participate. 4.C.1. 100% of students set goals for themselves at the beginning of the year. These goals are assessed mid way through the year at parent teacher conferences, where the students adjust their goals to help challenge and finish the year as successful students. At the end of the year the goals are once again assessed.
5 Disciplined attendance	5.A. 100% of students will avoid excessive absences and come to school on time.	5.A.1 100% of students will have less than three tardies per quarter. 100% of teachers are required to take role daily and report any and all tardies to the office. If a student arrives at school after the teacher

		has already reported them as being absent they must check in at the office. 5.A.2. 100% of students will have at least 90% attendance. 100% of teachers are required to take role daily and report any and all absences to the office. 5.A.3. Parental conferences will be had with the Dean in cases that exceed these standards. 5.A.4. Excessive tardiness and absences will be brought to the attention of the school board.
6 Safe school	6.A. 100% of all students know emergency response plans and appropriate exit routes. 6.B. 100% of all students will contribute to a safe environment through strict adherence to our student behavior policy.	6.A.1. In accordance with state law emergency, plans are in place and regularly reviewed by the Administration. 6.A.2. 100% of students will participate in regularly scheduled fire and emergency drills throughout the school year. Emergency response planes and appropriate exit routes will be reviewed in the first week of class, each year, to ensure the safety of every student. 6.A.3. 100% of staff complies with state requirements for emergency drills, as well as creates drills for varying situations (i.e. fire drills during recess, lockdown drills during lunch hour, earthquake drills as school ends). 6.A.4. Create a list of any variables the first year and fix by the end of year 1. 6.B.1. There will be a policy in our handbook that will address student behavior. 6.B.2. 100% of students will sign and adhere to behavior policy.

		6.B. 3. All incidences of negative behavior will be handled according to our policies.

Curricular Plan

Providence Hall plans to hire a Curriculum Coordinator that will oversee the implementation of all educational programs incorporated by Providence Hall. Providence Hall will strive to hire a Curriculum Coordinator that has experience with International Baccalaureate Programs.

(a) Reading/Language Arts

Reading

Through reading children widen their experiences, knowledge, understanding and imaginations. They discover the wonderful worlds found within the pages of books. Our goal is to give students a passion and love for reading that will follow them throughout their lives. Providence Hall is pleased to offer "Reading Street", an innovative K-6 reading program designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. Reading Street prioritizes skill instruction at each grade level, so teachers can focus on the right skill, at the right time, for every student. These priority skills are proven to be indicators of reading success identified by the National Reading Panel - phonemic awareness; phonics; fluency; vocabulary; and text comprehension. Reading Street includes fiction, expository articles, biographies, poems, and online reading, all focused on driving students towards academic excellence." Reading Street provides tools to help educate teachers that may be new to teaching reading along with fun and creative ways to include reading across subjects.

Language Arts

"The Spalding Method" is a total language arts approach because it provides explicit, sequential, multi-sensory instruction in spelling (including phonics and handwriting), writing, and comprehension. Spalding is a diagnostic method. Spalding is not a one-size-fits-all approach. It is highly effective for both general and special education students and those for whom English is a second language. With Spalding the assessments for learning are continuous resulting with instruction that can be tailored to meet each child's individual needs. In the Spalding Method, students write stories, plays, poems and research reports as intensively as they read. The richness of a complete language arts program is found in Spalding because students have skills to participate fully in the literature culture and to pursue what interests them.

Easy Grammar

"Daily Grams" is an innovative method to teaching grammar in a simplistic, easy-to-understand way that makes learning meaningful. It is designed as a 5-10 minute, daily review where students learn correct usage and why that usage is appropriate. Students use concepts learned in capitalization, punctuation, and other areas on a daily basis. This process promotes mastery learning.

b) Math

Providence Hall will employ "SRA Real Math". "Real Math is a research based curriculum that balances skill-driven strategies and real world practice to effectively engage K-6 students. Real Math is taught with a unique instructional philosophy." It requires both calculation and memorization while helping students understand math and internalize math concepts. Real Math meets state requirements while teaching students to think mathematically. Real Math principles have successfully increased test scores for schools across the country through its research-based approaches. "With unique lesson ideas, the latest technology, and engaging games that stimulate critical thinking, students can formulate strategies and solve true-to-life problems." Every comprehensive lesson follows this plan:

Mental Math

Every lesson warms up with an incremental review of key skills to maintain computational fluency. With every five-minute Mental Math exercise, teachers are able to review earlier lessons and refresh students on previous concepts. This helps students prepare to build upon their knowledge in the next new lesson.

Develop

Develops conceptual understanding with thorough instruction for strategy building, guided discussion, and skill practice activities. Through the Guided Discussion and Skill Building divisions of the Develop section, teachers are able to introduce new topics to the class, provide real-world examples and applications of concept, and engage students by making connections between the classroom and daily life.

Assign

Advises teachers when students should practice core concepts in their textbooks. By assigning textbook pages, teachers are able to monitor individual students' ability to take abstract discussion topics and work them out on paper. Useful teacher hints are sometimes provided in this section to help keep students on top of small details.

Reflect

Develops reasoning and critical thinking skills by encouraging students to summarize what they've learned, draw conclusions, and analyze lesson concepts and responses. Encouraging students to explain their thinking personalizes math, helps draw conclusions, and analyzes the lesson concepts and responses.

Assess and Differentiate

Provides specific rubrics for informal evaluation of math proficiencies and provides specific rubrics for informal evaluations of math proficiencies to inform further instruction or practice.

c) Science

Dr. Fred Johnson, president of NSTA said "Elementary school students are extremely curious about the world around them and thus by nature very interested in science." In order to captivate students' curiosity Providence Hall will be offering "Science Works for Kids", by Evan Moor publishing. The Science Works for Kids Program connects Science with real life through hands-on activities. Each level (K-1, 1-3, and 3-6) contains between 6-10 resource books that cover various science concepts. They allow students to learn by doing with ready-to-go activities and experiments.

d) Social Studies

Social Studies is an essential part of a complete education. Understanding our past, where we come from and where we are today is vital to a successful future. In order for children to become

proud of being an American and Utahan they need to learn what there is to be proud of. Why our freedoms are so important. What makes this country and state so wonderful? We plan to accomplish this through engaging textbooks, community service projects, reading activities, videos, historical fiction books, maps, individual projects, and hands-on activities. Students will learn geography and cartography through the use of computers and individual research projects that are grade level appropriate. In grades 5&6, a service project is required as part of the social studies curriculum. Through community service projects they learn about society and how by serving others they can actually find who they are and will begin to create a life of love.

(e) Arts:

Providence Hall believes in order for children to reach their full potential they need to develop both hemispheres of the brain. Research shows that Art Education can improve scores in core subjects up to 20%! Therefore Providence Hall's Fine Arts Programs will be a major part of the students' daily education. Each student will participate in art 40 minutes a day as well as music, dance or theatre once a week. This will provide our students daily and weekly artistic experiences that teach them to become visually literate, perceptive, expressive, creative, and knowledgeable.

(i) Visual Arts;

Visual Art Education will be studied through the "Meet the Masters" program. Meet the Masters is a three-step art education curriculum, teaching Art through interactive assemblies (Inspiration), hands-on technique (Practice), and personal art projects (Application). Through the Step-by-Step Curriculum art is easily taught in 3 Levels of Learning capability making it a perfect fit for any student.

Step 1 - "Introducing the Masters" Assemblies:

The experience begins with a multi-media assembly(slides, artist voices, music etc.) where students learn about the fascinating lives and famous works of the Master Artists. Interactive questions and eye-catching props keep students' attention while walking through a virtual museum filled with interesting stories and facts.

Step 2 - "Learning from the Masters" Technique Packets:

Now that the students have a true connection to the artist, it is time to introduce the techniques which made the art revolutionary. In classrooms students will work on a mostly self-guided follow-up packet which is the pencil-on-paper way for student to "Learn from the Masters".

Step 3 - "Working with the Masters" Art Projects:

After learning the inspiration and techniques of each Master students are ready for the real fun. Classrooms will transform into an art studio as the teacher's leads the protégés on a step-by-step journey through the art project. Here students will discover their creativity while developing confidence in their own unique abilities.

(ii) Music

Providence Hall's music education will be taught through the "Kodály Concept". This method is an exciting way of teaching where learning is based on the developmental readiness of the child. The Kodály concept is a performance-based music education system that stresses learning through authentic multi-cultural folksongs, rhymes, dances, singing games, jazz and classical art music. Cultural, aesthetic and music history is interwoven with singing, movement, musical literacy, and instrument playing. This approach begins by teaching children to sing in tune,

combined with extensive physical movement to develop timing and rhythmic competence. Music is taught in a way that requires each child to learn using a variety of modes—kinesthetic, auditory, and visual. Children learn how to gradually hear and then sight sing standard musical notation through the use of these repetitive patterns, thus developing true musical literacy. Once children have acquired music-literacy skills, they are then able to easily apply this to instrumental study, making such lessons considerably easier and more successful. The Kodály method aligns with and surpasses the National Standards for Music Education as well as State Music Standards. It is a child-centered method of music education that sequentially develops basic musical skills and teaches both the reading and writing of music. Research evidence suggests that Kodály training develops children's intellectual abilities beyond music to those needed for the learning of all subjects, as well as developing socialization skills.

(iii) Dance

"Dance Teaching Methods and Curriculum Design" will be taught by teachers for the dance component of our fine arts curriculum. This book is written by Gayle Kassing and Danielle Jay who were professional dancers as well as teachers of dance technique and pedagogy, dance methods, and curriculum design in dance teacher education preparation programs. This book offers teaching methods and specific applications for teaching ten popular dance forms in grades K-6, how to apply educational theories to dance, and how to incorporate dance education into the national standards for dance. Each lesson plan includes explanations as to what skills students will be learning, methods for teaching these skills and ways in which the teachers can customize the plans. This wonderful book makes it easy for any teacher to teach dance in a fun and effective way.

(iv) Theatre

Theatre taps into student's natural instinct and ability to pretend. With theatre students have the opportunity to explore and experience through imagination. Providence Hall will offer "Reader's Theater" to grades K-3. Reader's Theater uses simple, reading leveled play scripts for the classroom with no need for extra props, costumes, or backdrops. Reader's Theater builds and improves reading comprehension, increases fluency, extends vocabulary, develops oral skills, listening skills, social skills, and confidence. Students in grades K-3 will participate in Theatre one day a week within the wall of their classroom.

Students in grades 4-6 will participate in "SRA's Theatre Arts Connections". Theatre Arts Connections provides lessons that teach drama concepts, skills and creative expression. It also allows students to create, design, and direct their own plays and then evaluate the performances. Students in grades 4-6 will have the opportunity to participate in theatre once a week in the theatre room. We feel these strong Theatre programs will help our students develop into creative and confident individuals.

f &g) Health & Physical Education

Providence Hall recognizes the importance of students being healthy and physically fit and is pleased to offer "SPARK Lifelong Wellness" (LW) a complete health education curriculum. SPARK elementary physical education was quoted in the Surgeon General's Report as a "school-based solution to our nation's health care crisis." SPARK Lifelong Wellness (LW) has been developed for elementary physical education specialists, classroom teachers, and after school program leaders. SPARK LW is designed to teach children and adolescents the skills and

techniques necessary to be active outside of physical education class, on the weekends, during vacations, and ultimately the rest of their lives. In SPARK LW, children learn how to be in charge of their own physical activity and programs. Additionally, SPARK LW teaches children about nutrition and healthy food choices, safety and injury prevention, positive self-talk, goal setting, balance and moderation in diet and exercise, decreasing television viewing and video game playing, and much more. Parents become involved via interactive home assignments and participating in activities with their child.

(h) Educational Technology

With technology becoming a greater part of society everyday technology is a fundamental component to our students' education. Through Educational Technology students will be exposed to word processing, graphs, spreadsheets, and presentations as well as additional computer skills. In order to ensure our students mastery of technology Providence Hall will offer two age appropriate programs

- The K-3 program is "Paws in Typing Town". This program teaches proper technique and typing efficiency through lessons, practice sessions, speed building sessions, reviews and games which teach younger children the fundamentals of keyboarding.
- The 4-6 program is called "All the Right Type". This program continues to teach correct finger position, proper posture, hand position, and keyboard layout within the context of a typing city. By visiting the Learning Lab, Practice Pavilion, Skill Building, Word Processing Center, Practice and Testing Center students will be able to work at their own pace to develop their keyboarding skills.

(i) Library Media

Providence Hall will follow the Utah Library Media Core Curriculum. "The elementary level of the Utah Library Media Core Curriculum is divided into three strands: information literacy, literature, and media literacy." The Utah Library Media Core Curriculum reflects concepts from many sources that teach students in engaging and effective ways.

(Extra) Universal Language

Providence Hall will offer instruction in the Spanish Language which enhances learning in every subject and brings fullness of understanding to a students' learning experience. Students in Kindergarten through the third grade will build fluency through fun, age-appropriate lessons with "***¡Viva el español!***" Its flexible format combines three integrated systems for the primary grades, and three textbooks supported by an array of ancillary materials for upper elementary schools which makes implementation easy in any elementary school setting. The teachers will have a range of support materials to help make each system adaptable to the needs of individual students or classrooms. Puppets, Vocabulary Flashcards, Audio CDs, posters, Big and Little Books, and much more help in developing students' full potential. Providence Hall will also have a full time fluent Spanish teacher on staff to help grades 4-6 implement ***¡Viva el español!***

Lesson 1
1st Grade Mathematics

Patterns

Lesson aligns with State Standard 2 and Objective 1(b)

Objectives
1. To recognize patterns
2. To informally define triangle, rectangle, circle, and square
3. To identify a pentagon as a five sided figure

Geometry
1. Recognizing, naming, and drawing shapes
2. Describing attributes of shapes

Number and Operations
Counting

Data Analysis and Probability
Comparing, sorting, and classifying objects by observable attributes

Materials
None

Technology
Presentation – Lesson 1.2
Math Tool – Shape Tool
Building blocks – Marching Patterns 1

Context of the Lesson: This lesson extends classifying skills learned in Lesson 1.1 Classifying objects according to common attributes leads toward the construction or detection of patterns.

Planning for Learning – Differentiate Instruction

Intervention – If students lack the prerequisite skill of one-to-one correspondence, then teach Intervention lesson 1.a counting one and two
English Learner – If students need language support, then use Lesson 1.2 in English Learner Support Guide to preview lesson concepts and vocabulary.
Enrich – If students are proficient in the lesson concepts, then emphasize exploiting MathTools.
Practice – If students would benefit from additional practice, then extend skill building before assigning the student pages.

Re-teach – If students are having difficulty visually recognizing patterns, then extend skill building before assigning the student pages.

MENTAL MATH

Present a series of examples in which students classify foods and nonfoods. Have students show thumbs-up if you name a food and thumbs-down if you name a nonfood. Examples may include the following:

- apple (up)
- bicycle (down)
- banana (up)
- broccoli (up)
- baseball (down)
- boots (down)

 # 1 DEVELOP

Tell students in today's lesson they will find patterns, and describe simple shapes.

Skill Building

Review classifying with the following activities.

- Name three things, and have students identify how they are alike. Accept all reasonable answers, including the following:
- dog, cat, mouse (animals)
- baseball, basketball, football (sports or balls)
- shirt, pants, coat (clothing)

1. Name three things, and have students identify which one does not belong. Allow students to explain their answers. There will be students who have imaginative answers that are different from those provided here but that are still acceptable. You may use the following examples:

- pen, pencil, basketball (the basketball does not belong because it is not used for writing.)
- red pencil, blue crayon, red shirt (The blue crayon does not belong because it is not red; the red shirt does not belong because it is not used for writing.)
- Horse, donkey, doll (The doll, because it isn't an animal; the horse, because it doesn't begin with the letter D)

Guided Discussion (math tools, whole group)

Provide students with an opportunity to describe attributes of simple geometric figures. Draw several triangles, circles, squares, and rectangles on the board or using e-Math-Tools: Shape Tool. Call on individual students to describe one of the figures. After each description, ask the following:

a. Are there other figures on the board that can be described in the same way? (Yes, all of these figures have three sides – they are called triangles. All triangles have three sides)

Have students give informal definitions by identifying attributes of each of the four shapes. Acceptable informal definitions may include the following:

- All triangles have three sides.
- All circles are completely round.
- All rectangles have four sides and are shaped like a box
- All squares have four sides that are all equal in length.

Tell students you will draw several figures on the board and they are to explain why some of them are not triangles. Repeat for circles, squares, and rectangles. Include some figures that allow for the following explanations:

1. That figure has three sides, but it is not a triangle because it is not closed.
2. That figure has four sides, but it is not a rectangle because it is not shaped like a box
3. That figure is curved, but it is not completely round so it is not a circle.
4. That figure is shaped like a box and has four sides, but the sides are not all equal in length so it is not a square.

Skill Building

Engage students in this activity to demonstrate real-life patterns. Without explaining why, have a girl come to the front of the room. Call upon a boy to stand next to her, then another girl, another boy and finally a girl. Ask the class, who should come stand in front of the room next? (A boy) Have the class add more students to the pattern. Then repeat the activity with a different pattern, such as students standing in the front of the room and alternately facing forward and backward.

 # 2 ASSIGN STUDENT PAGES

The class will then begin pages 5-6 as a group activity. (These are shape and color pattern worksheets)

Monitoring Student Progress

If students have difficulty determining which picture comes next in the pattern, then have students quietly read the patterns aloud to themselves by naming each picture as they point to it; for example, triangle, circle, triangle, circle.

As students finish
Marching Patterns 1
Shape Tool Have students explore geometric shapes.

 # 3 REFLECT

Guided Discussion (whole group)

Call attention to Problem 12 on student page 6, and ask students to identify the pattern and missing figure. If students do not notice, give them a clue, such as the pattern involves three, four, and five.

Some students will note that the missing figure is a triangle but may not be able to see that the number of sides of the figures follows the pattern three sides, four sides, and five sides. Help all students to see the pattern, and then tell them that a figure with five sides is called a pentagon.

Writing + Math Journal

Have students imagine and draw their own patterns. They may then ask other students to figure out what their patterns are.

Cumulative Review: Assign Problem 2 on student's page 17 to review patterns

 # 4 ASSES & DIFFERENTIATE

Gather Evidence

1. Use the Daily Class Assessment Records in Assessment or Assess to record daily observations.

Summarize Findings

2. Analyze and summarize assessment data for each student. Determine which Assessment Follow-up is appropriate for each student. Use the Student Assessment Record in Assessment or Assess to update assessment records.

Assessment Follow-up (Homework)

Have children do the Patterns Worksheet "Draw the missing picture." Practice lesson in Lesson 1.2.

Adding the International Baccalaureate Organization:

The teacher will plan her lesson around the following:

1. What is our Purpose (to learn about patterning "abab")
2. What resources will we use (worksheets in math work book 5-6 and Shape Tool)
3. What do we want to learn (recognize patterns and identify a pentagon)
4. How best will we learn (by hands on patterning using boy, girl or red block, blue block and work sheets and group discussion)
5. How will we know what we have learned (by doing page 17 #2)
6. How will we take action (Having children do their Practice Sheet)

During the lesson the teacher will continue to use the techniques and methods they have learned from Math IB Trainings. At the end of Class the teacher will ask themselves, "To what extent did we achieve our purpose"? This will help the teacher determine what steps to take next.

CHAPTER 1

Math News

Numbers and Patterns

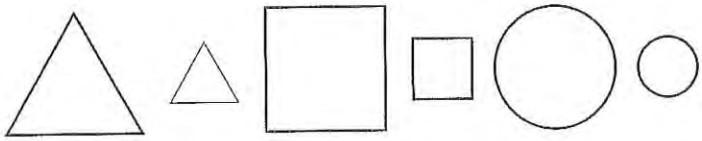
Learning Goals

- To classify objects according to common attributes such as color, size, and shape
- To master counting from 0 to 20
- To practice reading and writing numbers from 0 to 20
- To read the numbers 1 to 12 on a clock
- To read and count numbers on a monthly calendar

In Chapter 1 of ***Real Math*** your child will look at objects that are alike and different in shape, color, and size. He or she will review counting from 0 to 20 and practice reading and writing these numbers on clock faces and calendars. Shapes, sizes, and numbers are some basic building blocks of math. Mastering this chapter will build a strong foundation for your child's math learning throughout the year.

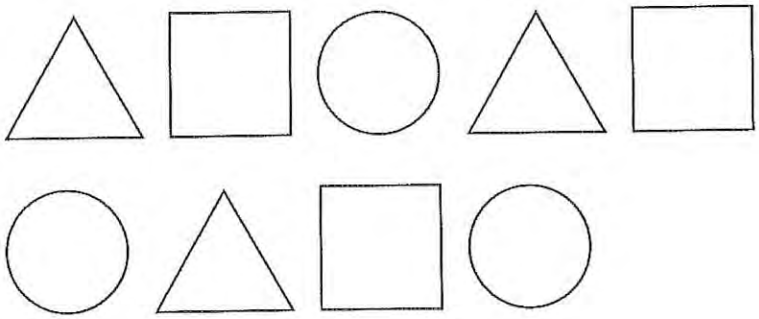
KEY IDEAS

- You can classify groups of objects by **attributes** such as size and shape.



You can make one group of small shapes and one of large shapes.
You can make one group of shapes with straight sides and one group of shapes with curved lines.
You can make one group with triangles, one group with squares, and one group with circles.

- You can use **attributes** to make a **pattern.**



- You can count the numbers on a clock face or a calendar.

KEY WORDS

attribute: a characteristic such as color, shape, and size
classify: to group objects according to attributes
pattern: objects organized in a repeating way according to attributes

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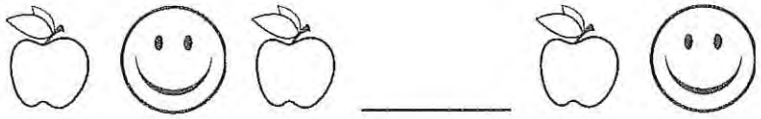
LESSON 1.2

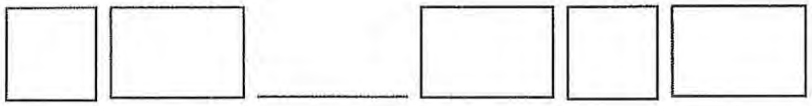
Name _____ Date _____

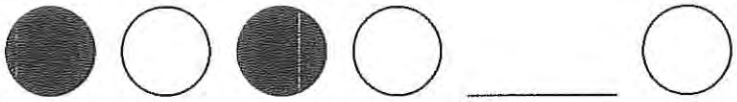
Patterns

Draw the missing picture.

1.

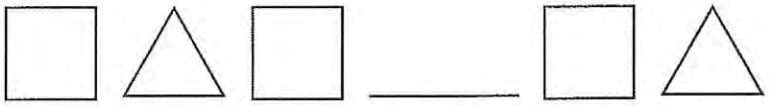
2. 

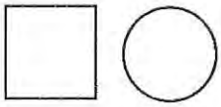
3. 

4. 

5. O X ____ X O X

6.

7. 

8. 

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Lesson 1.1

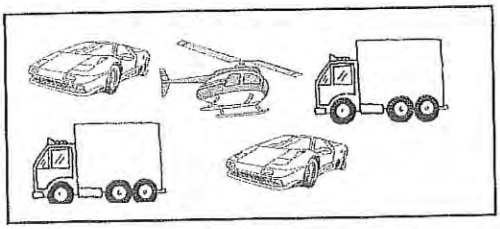
Name _____ Date _____

Daily Quiz

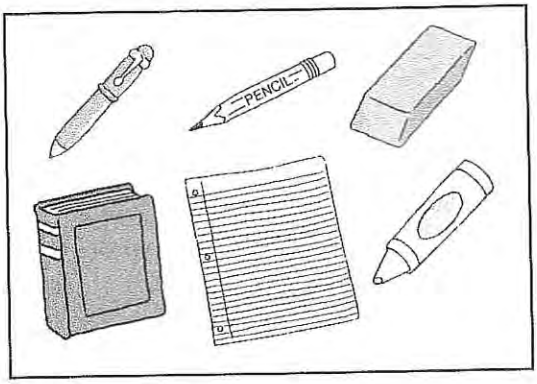
1 **Ring** the numbers.

A	E	2	D	3
C	I	4	5	B

2 **Ring** the cars.



3 **Ring** things that write or draw.



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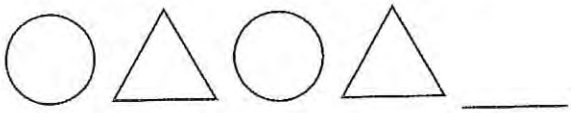
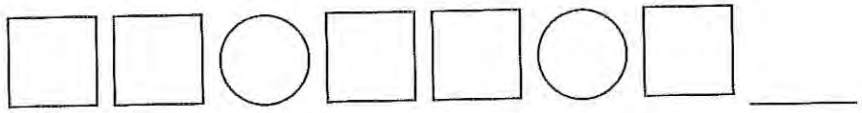
Lesson 1.2

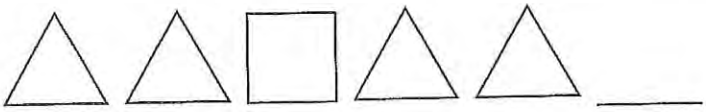
Name _____ Date _____

Daily Quiz

Draw the missing shape.

1 

2 

3 

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Lesson 2
3rd Grade Reading/Language Arts

Lesson aligns with State Standard 8 and Objective 1.

Objective 1: Students will learn about the elements of fiction.

Fiction:	Stories that tell about imaginary people or events
Setting:	Where and when does the story take place?
Main Character:	Who is the person or animal this story is mainly about?
Problem:	What problem does the main character need to solve?
Solution:	How is the problem solved?

Objective 2: Students will read and learn how to write Fiction stories and students will have the opportunity to read their stories out loud to help them practice speaking in public.

Overview:

Teacher will read out loud one short Fairy Tale story to the class, then as a class we will talk about how this story is fiction, and fill out the "I can read Fiction & Parts of a Story" worksheets, then each child will be asked to read a fairytale of their choice and fill out the "Parts of a Story" worksheet, and will be asked latter to use the Reading Street Bulletin Board and draw out a main character and problem and will then create their own fairy tale and will read out loud to the class.

Connection to the Curriculum:

Reading and Writing

Materials Needed:

Fairy Tale Stories (printed of internet)
"Parts of a Story" worksheet
"I can read Fiction" worksheet
"I can write Fiction" work sheet

Step 1: Reading Fiction Together

- Read a fiction story with your class
- Complete the Parts of a Story worksheet together
- Discuss what makes the story fiction
- Ask each child to write (or tell) a summary of the story using the "I can read Fiction" worksheet

Step 2: Independent Reading and Story Analysis

- Students select and read fiction books
- Students complete the "Parts of a Story" worksheet

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- Students use the "Pats of a Story" worksheet to complete the "I can read Fiction" worksheet
- Students cut the "Parts of a story" worksheet into strips and put the strips in the appropriate pockets of the Reading Street Bulletin Board

Step 3: Writing Original Fiction

- Each student selects a Character strip and a Problem strip from the bulletin board
- Students imagine a Setting and a Solution to go with the Character and Problem they selected
- Students complete the "Parts of a Story" worksheet
- Students write their new story using the "I can write Fiction" worksheet

Step 4: Developing Oral Language and Listening Skills

- Students read their stories to the class
- The class identifies the character and problems from the stories they read independently

Assessment:

The teacher will be able to Evaluate how much each child learned by his/hers "I can write Fiction" story, the teacher can also have a pop quiz in the beginning of class that day on, Fiction, Setting, Main Character, Problem, Solution and what do they all mean, to see how much the children already knows.

Adding the International Baccalaureate Organization:

The teacher will plan her lesson around the following:

1. What is our Purpose (to learn about fiction)
2. What resources will we use (copies of simple Fairy Tales printed off the internet)
3. What do we want to learn (what makes a story fiction and how to write fiction)
4. How best will we learn (by reading, writing and discussing Fairy Tales and Fiction)
5. How will we know what we have learned (have the children write and tell about their own stories)
6. How will we take action (have the children do the worksheets, write their own stories, then have then practice speaking in front of others by reading their own stories out loud)

During the class the teacher will continue to use the techniques and methods they have learned form LA/Reading at the IB trainings. The teacher will allow the children to pick the Fairy Tale they want to read to keep their interest in the subject, at the end of the class the teacher will ask themselves (the teacher), "To what extent did we achieve our purpose?" This will help the teacher determine what steps to take next.

Name:_____ Date:_____

I Can Read Fiction!

Summary Sheet

Write a short summary of the story you just read. Be sure to describe the setting and the main character. Tell about the problem and how the problem was solved.

Title:_____ Author:_____

Opinions Count!

What was the best/worst part of the story? Why?

Out of four stars, circle how many stars you would give this story. ☆ ☆ ☆ ☆

Would you read other books by this author? Circle one. Yes No

Why or why not?

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Name:_____ Date:_____

I Can Write Fiction!

1. Create your own story using a character and problem from the stories you read in class.
2. Decide on a setting and a solution to the problem, then record them on your "Parts of a Story" worksheet.
3. Write your story on this page. Share your story with your classmates. Ask them if they remember the character or the problem in your story. (I bet they will!)

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Name:_____ Date:_____

Parts of a Story

Use this page to record the parts of a story you are reading or to write a new story.

Title:_____ Author:_____

Setting (Where and when does your story take place?)

Main Character (Who is this story mostly about?)

Problem (What problem does the main character need to solve?)

Solution (How is the problem solved?)

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Lesson 3
4th Grade Social Studies

Mountain Men, Trappers, and Explorers

I Specific Objective

Students will be able to analyze contributions made from diverse groups to the development of Utah's culture. (taken from Utah State Core Curriculum Standard 2 Objective 1). Students will know the life of Mountain Men, Trappers, and Explorers. They will understand the Influence these men had on Utah's cultural development.

II Materials:

Classroom text book
Final Project Handout and Information

III Pre-requisite Vocabulary:

Mountain Man, Frontier, Rendezvous, Trapper, Explorer, and Expedition

IV Instructional Procedures:

A. Initial Activities: As a class we will go over and discuss vocabulary words and assure that every student understands the meaning of these words and how they apply to what we are studying. We will add these words to our word wall in an order to help increase our understanding as well as our vocabulary.
B. Core Activities: As a class we will read parts of their class textbook on Mountain Men, Trappers, and Explorers. We will have a class discussion on the following areas
    a. Reasons for travel
        i. Claim new land
        ii. Sense of adventure
        iii. Shorter route to obtain spices
    b. Hunting for their food
    c. Traveling by foot or on horseback

At this point students will then brake up into groups (that I have assigned) and reading depth on their assigned Mountain Man, Trapper, or Explorer. They will come up with a way to present the information to the class, for example, it can be in the form of a skit, a song, a game, and the more creative the better. This way every student will get an opportunity to participate and gain the information state in the objective in a fun and creative way.

C. Culminating Activities: Students will "teach" the class all about their man in a fun and exciting way.

V Differentiation for diverse students needs:

Students will get the opportunity to choose their final project based on interest and learning profile, thus allowing every student the opportunity to learn and succeed.

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VI Preparation:

Have all groups ready and assigned to research their person. Make sure you have final project information ready and available at the end of the lesson.

VII Assessment:

Teacher will observe and take note of how well the student participated in class discussion and how well they did telling the class about their mountain man , trapper or explore.

Students will take the knowledge they have gained and apply it into the final project of their choosing. They will choose their final project from a list of six options: they must complete any three of their choice. They will have opportunities to work with others who have their same projects and share and discuss ideas; this will allow further knowledge to occur.

Project Options Include:

- Make a word search about explorers, mountain man, or trapper.
- Do a Venn diagram about two explorers, mountain man, or trapper.
- Write an acrostic poem about an explorer, mountain man, or trapper.
- Design, color, and draw an explorer, mountain man, or trapper. Label their attire.
- Write questions that you might ask an explorer, mountain man, or trapper. Write down possible answers they may give.
- Make an explorer, mountain man, or trapper timeline.

VIII Follow-up or enrichment:

Allow groups of students to share their final projects with other classmates. This will not only allow students to take pride in their work but will also allow students to become the expert and reinforce everything that was learned from this unit.

Adding the International Baccalaureate Organization Frame Work

Before the lesson the teacher needs to plan how to do this lesson by answering the following:

1. What is our purpose? (Learn how certain men helped our culture develop)
2. What resources will we use? (state text book and handout)
3. What do we want to learn? (Utah's cultural development)
4. How best will we learn? (Find out what men the children already know about, and teach them about the ones they don't know)
5. How will we know what we have learned? (Final Project, as well as ask the children tell what new things they personally have learned)
6. How will we take action? (Have the children create a Final project of their choice)

When class starts the next step will be to ask the students, before starting the lesson what they already know about these particular men in Utah who had an impact on our culture. The teacher will give the students a chance to give their answers; this helps the teacher to see what the students already know, and what the next stage of inquiry will be.

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Through out the lesson the teacher will continue to incorporate the skills they have obtained in the IB training to further enhance student learning. At the end of the lesson the teacher will give the students the opportunities to demonstrate what they have learned, and ask themselves (the teacher) to what extent did we achieve our purpose? From that the teacher can determine what should be taught in the next lesson.

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Monitoring Students Progress and Program Instruction

Discussion and examples of how the Program of Instruction will be monitored and how the school and staff will disseminate information regarding student performance to track students' progress toward mastery of State standards over time.

At Providence Hall we feel it is important to consistently and continually monitor student progress. We feel that many avenues should be taken to address this important issue. Without monitoring student progress teachers will not truly know what level of knowledge and understanding the student has obtained. Thus, we need to measure what has been learned and more importantly how well it has been learned. Providence Hall will have an Assessment Committee that works along with the Curriculum Coordinator dedicated to Monitoring Program of Instruction. This committee along with the Curriculum Coordinator will make sure Providence is in compliance with all aspects of Utah Performance Assessment System for Students (U-PASS). They will also establish new and more in-depth assessment with follow up and improvement of programs. Discussed below are the models and methods Providence Hall will utilize in monitoring student and teacher progression.

Standardized Grading

Providence Hall plans to adhere to the standardized grading scale as follows:

Grades K-3 receives a grade of O-outstanding, S-Satisfactory, and N-Needs improvement. The scale is: O=95%, O-=90%, S+=85%, S=75%, S-=65%, N=64% or below. Grades 3-6 receive a standard letter grade scale of A=93%, A-=90%, B+=87%, B=83%, B-=80%, C+=77%, C=73%, C-=70%, D+=67%, D=63%, D-55%, I= not passing or incomplete. In addition to the grade that they earn academically, they will also receive a citizenship grade, which is as follows: O-outstanding, S-satisfactory and N-needs improvement.

Providence Hall will issue mid-term grades as well as end-of-quarter grades. This information will be sent home to the parent/guardian and will be required to be returned with a parent signature. In addition to this information, parent/teacher conferences will be scheduled twice yearly, but at any time parents may feel free to set up an appointment with their students' teacher if problems or questions arise.

Student performance will be available to staff and parents through the Student Information System (SIS). Faculty and staff can print reports and access needed information. Parents will use a password to track their children's academic progress and attendance on a continual basis.

Providence Hall will comply with the state testing schedule for the **ITBS**, CRT, DWA and UAA and UALPA when appropriate. Testing results will be reported to the state as required by law. The results to these and other tests will be monitored and reviewed to ensure that the expectations of Providence Hall and that of the State are being met. The results will be shared with the Board of Trustees and parents.

Monitoring Student Progress

Teachers will organize various assessments over the course of the year by taking into account the specific criteria that corresponds to the objectives for each subject. IB offers a criterion-referenced model of assessment. This means that pupils' results are determined by performance against set standards, not by each pupil's position in the overall rank order. These assessments will consist of valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group.

These tasks include but are not limited to the following:

- Verbal Assessment: Asking questions aloud to the student(s) and having them give a verbal response as a way to check for understanding.
- Written Assessment: Having students show what they have learned in a form of written assessment. This could include among other methods: multiple choice tests, written essays, short answers, fill-in-the-blank exams.
- Projects: Allowing students to create some sort of physical display in an effort to show what has been learned.
- Portfolios: Will be used to track students' progress. The portfolio may include interviews, assignments, projects or other items that demonstrate students' progress and mastery. A mastery-based rubric will be used for teacher supported self evaluation.
- Group Project: Allowing the students a chance to learn from each other, collaborate with other's ideas, and then finally presenting their project to show what knowledge was gained.
- Exams: These include those directed by the teacher, school, and state.

These assessment strategies, both quantitative and qualitative, will provide feedback on the thinking processes as well as the finished piece of work. Providence Hall will also emphasize self-assessment and peer-assessment.

Monitoring Teacher Integration of State Standards

Teachers at Providence Hall will receive instructional in-service prior to the beginning of school where information regarding state standards will be dispersed.

- Teachers will be required to meet with co-workers of their grade level prior to the opening of school to create a curriculum map for the year to ensure that state standards will be implemented in their lessons. The curriculum map will clarify the intended outcomes of each grade level, create integrated units, and develop common grade level assessments that are valid measures of student learning.
- Teachers who have less than three years experience will be assigned a mentor, who will lend support, answer questions, and ensure that state standards are being taught.
- Early dismissal Friday will be utilized to further teacher training and allow grade levels to support one another and share strategies and materials as they work together to accomplish goals.

- Teachers will be accountable to share their curriculum maps with the school Dean to insure the Utah State Core is integrated into instructional practices.
- The Dean and staff will meet regularly at the discretion of the Dean.
- Teachers will be provided with instructional in-service by qualified professionals to increase understanding of core curriculum and instructional methods.
- Teachers will be evaluated periodically by the Dean and Curriculum Coordinator.
- Teacher will be required to incorporate State Standards into their lessons.

Providence Hall believes that by continually monitoring the progress of its students and instructors it will be better prepared to fully meet the needs of all its students. The information gained through assessment should be used to create further lesson plans and differentiate instruction in an effort to meet the specific needs of every student in the classroom. By following through with this process, students, parents and faculty can feel confident that at Providence Hall we make our finest effort possible to provide the best individualized instruction.

Special Education

Providence Hall will be dedicated to personal and academic excellence of every student. We understand that students have individual needs and may require additional educational assistance to progress. We will provide a continuum of special education services to serve all students with disabilities, regardless of severity. Providence Hall is devoted to creating and maintaining an excellent Special Education Program. In order to ensure excellence in our SEP Providence will follow the Individuals with Disabilities Education Act to ensure the proper and fair treatment of Special Needs students. To accomplish such needs Providence Hall will hire at least one trained professional that meets or exceeds Utah requirements in Special Education and look into one full-time Special Education Assistant with preferred certification or 2 years relevant experience. We will build upon identification procedures like Child Find to locate all students with mild to moderate to severe learning disabilities. Additional aids may be hired as needed or designated to assist in classrooms or with individuals under the direction of our Special Education Director. Providence Hall's Dean, Teacher's, and our SEP will understand and have awareness of IDEA and Utah Special Education Rule requirements. To ensure that all aspects with Individuals with Disabilities Educational Act are complied with, the Board will review with the Dean in its entirety, IDEA.

Providence Halls' SEP will ensure that adequate qualified school staff and/or contract providers are available to conduct evaluations and provide services as required by IDEA and Utah Special Education Rules. Our goal is to keep to the laws of inclusion/integration as much as possible by recommendation of the trained professional hired. The Special Education Director, working under our school Dean and Curriculum Coordinator while encouraging collaboration with the entire teaching staff, will provide periodic in-service training at Providence Hall. This will occur annually at the beginning of each school year, with a specialized workshop given to teachers in the entry level grades K-2. Teachers will be trained to identify students with special needs and be provided with a clear means of referral to the special education teacher. Other in-service

meetings may be recommended on a smaller scale as the year progresses; new students arrive, or as the Special Education Director recommends to the Dean.

Providence Hall will particularly focus on at-risk children such as those that are ELL's, economically disadvantaged, and psychologically/emotionally/behavior challenged. Our Special Education Teacher's will work with parents of special needs children to develop a personalized Individual Education Plan (IEP). The special education teacher will coordinate any necessary assessments and contact the family of the identified student to inform them of their rights and obtain any necessary information and consent. The IEP team will determine what, how, where, and by whom the services will be provided. We will respond to new referrals and ensure that initial evaluations are documented and completed within required timeline. Special Education Services will provide direct, consultative, and related services, per IEP and additional professionals as required (i.e. contracting, hiring school staff, etc.). In order to ensure special education records are requested, reviewed, maintained, and transferred Providence Hall will follow the Utah Special Education Rule requirements.

Part of the school's outreach will include clear communication with the public that these children are welcome at the school. Once there, these children will find accommodation lead by the SED, who will ensure that they are integrated into the system and enjoy the same benefits and experience of school as the rest of the student body. We anticipate having informational and instructional lectures for parents and students to encourage individuality and accept each student's innate sense of self.

The prospective design of the building and floor plan for Providence Hall includes a layout to ensure access for all people with disabilities as per American with Disabilities Act requirements, including, restroom access, and building access. Our prospective building also includes space available for special education programs, as needed that is equivalent to general education including two large classrooms specific to special education. The design of our building as well as our curricular plan will help us be prepared for students with disabilities growth.

Providence Hall School Calendar 08/09

-Providence Hall will be using the following dates for the year 08/09
-After the end of school on Monday-Thursday the Teachers will be required to stay until 4:00 and Friday until 2:00 for teacher preparation and in-service
-Providence Hall will operate using the Quarter system
We will meet the requirements of a minimum of a 180 school days and 990 hours

Date	Activity
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
14-15 Aug	Quality Teaching Days
12-13 Aug	New Teacher Induction
22 Jan	Board Meeting
4-5 Feb	Elementary ; SEOP or Parent/Teacher Conference
6 Feb	Teacher Break (No School Elementary school)
16 Feb	Presidents Day (No School)
26 Feb	Board Meeting
19 mar	End of 3rd Quarter
20 mar	Quality Teacher Day (No School)
23 mar	Beginning of 4th Quarter
26 Mar	Board Meeting
9-13 Apr	Spring Vacation (No School)
23 Apr	Board Meeting
12 May	National Teachers Day
25 May	Memorial Day (No School)
27 May	End of 4th Quarter
28 May	Board Meeting
3 Jun	Teacher Check-out
	180 School Days 08/09

Monday - Thursday Schedule 1,2,3

	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	3d
8:30	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening
8:35	reading	reading	reading	reading	reading	reading	reading	reading	reading	reading	reading	reading
9:05	math	math	math	math	math	math	math	math	math	math	math	math
9:35	math	math	math	math	math	math	math	math	math	math	math	math
10:05	break	break	break	break	break	break	break	break	break	break	break	break
10:20	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen	LA-liter,pen
10:50	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch
11:25	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess
11:40	LA-spel,writ	LA-spel,writ	LA-spel,writ	LA-spel,writ	social st	social st	social st	social st	LA-spel,writ	LA-spel,writ	LA-spel,writ	LA-spel,wri
12:10	spanish	spanish	spanish	spanish	LA-spel,wri	LA-spel,wri	LA-spel,wri	LA-spel,wri	*	*	*	*
12:40	*	*	*	*	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish
1:10	social st.	social st.	social st.	social st.	*	*	*	*	social st.	social st.	social st.	social st
1:40	science	science	science	science	science	science	science	science	science	science	science	science
2:10	art	art	art	art	art	art	art	art	art	art	art	art
2:50	clean up	clean up	clean up	clean up	clean up	clean up	clean up	clean up	clean up	clean up	clean up	clean up
3:00	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss
4:00	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis

* Class will be rotating between PE, Music & Computers

Friday Schedule 1,2,3

	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	3d
8:30	open	open	open	open	open	open	open	open	open	open	open	open
8:55	math	math	math	math	math	math	math	math	math	math	math	math
9:20	reading	reading	reading	reading	reading	reading	reading	reading	reading	reading	reading	reading
9:45	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA
10:10	break	break	break	break	break	break	break	break	break	break	break	break
10:25	science	science	science	science	science	science	science	science	science	science	science	science
10:50	social st	social st	social st	social st	social st	social st	social st	social st	social st	social st	social st	social st
11:15	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish
11:40	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch
12:05	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess
12:30	art	art	art	art	art	art	art	art	art	art	art	art
12:55	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean
1:00	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss
2:00	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis

Monday - Thursday Schedule 4,5,6

	4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d
8:30	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening
8:35	social st	social st	social st	social st	*	*	*	*	math	math	math	math
9:05	math	math	math	math	math	math	math	math	math	math	math	math
9:35	math	math	math	math	math	math	math	math	social st	social st	social st	social st
10:05	break	break	break	break	break	break	break	break	break	break	break	break
10:20	*	*	*	*	spanish	LA-spel.liter	LA-spel.liter	LA-spel.liter	LA-spel.liter	LA-spel.liter	spanish	LA-spel.liter
10:50	LA-spel.liter	LA-spel.liter	LA-spel.liter	spanish	LA-pen.wri	LA-pen.wri	LA-pen.wri	LA-pen.wri	LA-pen.wri	spanish	LA-pen.wri	LA-pen.wri
11:20	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch
11:45	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess
12:10	LA - pen.wri	LA - pen.wri	LA - pen.wri	LA - pen.wri	reading	reading	reading	reading	science	LA pen.wri	LA spe.wri	spanish
12:40	art	science	spanish	LA spel.lite	social st	social st	social st	social st	spanish	science	science	science
1:10	reading	reading	reading	reading	LA spel.lite	spanish	art	spanish	reading	reading	reading	reading
1:40	science	spanish	science	science	science	science	science	science	*	*	*	*
2:10	spanish	art	art	art	art	art	spanish	art	art	art	art	art
2:50	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean
3:00	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss
4:00	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis

* Class will be rotating between PE, Music & Computers

Friday Schedule 4,5,6

	4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d
8:30	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening	opening
8:55	math	math	math	math	math	math	math	math	math	math	math	math
9:20	reading	reading	reading	reading	reading	reading	reading	reading	LA	LA	theater	LA
9:45	LA	LA	LA	LA	LA	LA	LA	LA	science	science	LA	theater
10:10	break	break	break	break	break	break	break	break	break	break	break	break
10:25	science	science	science	science	science	science	science	science	social st	social st	science	science
10:50	social st	social st	social st	social st	social st	social st	social st	social st	theater	spanish	social st	social st
11:15	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch	lunch
11:40	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess	recess
12:05	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish	spanish	theater	spanish	spanish
12:30	art	art	art	art	art	art	art	art	art	art	art	art
12:55	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean	clean
1:00	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss	dismiss
2:00	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis	teach.dis

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Monday, Tuesday, Wednesday, Thursday -AM- Kindergarten schedule

	Kindergarten - A	Kindergarten - B
8:30	opening	opening
8:35	circle time	circle time
8:55	math	math
9:15	LA- penmenship,writing	LA- penmenship,writing
9:35	reading	reading
9:55	break	break
10:10	LA- literature	LA- literature
10:35	music (with kindergarton b) -in classroom	music (with kindergarton a) -in classroom
10:55	art	art
11:15	spotlight	spotlight
11:25	clean up	clean up
11:30	dismiss	dismiss

Monday, Tuesday, Wednesday, Thursday -PM- Kindergarten schedule

	Kindergarten - C	Kindergarten - D
12:00	opening	opening
12:05	circle time	circle time
12:25	math	math
12:45	LA- penmenship,writing	LA- penmenship,writing
1:05	reading	reading
1:25	break	break
1:40	LA- literature	LA- literature
2:05	music (with kindergarton d) -in classroom	music (with kindergarton c) -in classroom
2:25	art	art
2:45	spotlight	spotlight
2:55	clean up	clean up
3:00	dismiss	dismiss
4:00	teacher dismiss	teacher dismiss

Kindergarten AM Friday

	Kindergarten A	Kindergarten B
8:30	open	open
8:35	circle time	circle time
8:55	math	math
9:15	LA	PE
9:35	break	break
9:50	PE	LA
10:15	story time	story time
10:20	clean up	clean up
10:35	dismiss	dismiss

Kindergarten PM Friday

	Kindergarten C	Kindergarten D
11:05	open	open
11:10	circle time	circle time
11:30	math	math
11:50	LA	PE
12:10	break	break
12:25	PE	LA
12:50	story time	story time
12:55	clean up	clean up
1:10	dismiss	dismiss
2:00	**teacher dismiss**	**teacher dismiss**

Library Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-8:50	1a	2d	4b	5c	
8:50-9:05					
9:05-9:20				5d	
9:20-9:35	1b	3a	4c		
9:35-9:50				6a	
9:50-10:05	1c	3b			
10:05-10:20					
10:20-10:35	1d	3c		6b	
10:35-10:50					
10:50-11:05	k-a(10:55)	k-b(10:55)	4d		
11:05-11:20					
11:20-11:35					
11:35-11:50					
11:50-12:05	2b				
12:05-12:20					
12:20-12:35	2a	3d	5a	6c	
12:35-12:50					
12:50-1:05			5b	6d	
1:05-1:20	2c	4a			
1:20-1:35					
1:35-1:50					
1:50-2:05					
2:05-2:20					
2:20-2:35			k-c(2:25)	k-d(2:25)	
2:35-2:50					

5) Detailed Business Plan

Providence Hall recognizes how important it is to have a well planned and executed budget. We have arranged to use the services of Excel Education Group to manage the business aspects of the school. Excel has recently hired Lincoln Fillmore as its Chief Financial Officer and will be working with Providence Hall with financial matters. Among other things, Excel will provide the following business services:

Purchasing:

- Collecting and entering requisitions for purchase orders. Sending PO's to vendors with all required documentation.
- Reconciling outstanding PO's with those in system
- Closing out cancelled or paid PO's
- Expediting orders from vendors
- Give up to date information on budgets
- Reconcile and manage purchasing cards
- Receiving orders

Accounts payable:

- Matching PO's to invoices and paying
- Process check requisitions

Cash Management:

- Management of student body account
- Record checks in cash ledger
- Reconcile banks accounts

Payroll:

- Collect timecards
- Make payment calculations for new/terminated employees
- Make retirement plan payments
- Enter timecard info into control and payroll systems
- Get authorization for payroll from Dean
- Reconcile and pay health insurance bills

Attendance of monthly board meetings

- Present financial report to the board
- Discuss any issues related to Excel duties

Budget General Ledger:

- Prepare monthly board reports
- Enter journal entries
- Record payroll in general system

Policy and Procedure:

- Develop school policy for board approval
- Review and develop controls for schools

Payroll:

- Reconcile control to system
- Send payroll to payroll processing

Closing:

- Reconcile system to control figures
- Month end closing
- Backup tiles
- Filing of monthly information sheets
- Year end closing
- Move budget items from one year to the next

Audit:

- Management of audits
- Negotiate statement changes by CPA firm
- Ensure CPA firm get all information for audit
- Ensure state reports are sent in a timely manner

Human Resources:

- Employee document folder
- Employee benefits folder
- Contracts
- Background checks and reference checking
- Documentation

Providence Hall plans to manage the start-up phase of the school efficiently. The plan should unfold as follows.

Providence Hall Charter School will advertise for student recruitment and for job applicants by some or all of the following activities; word of mouth, organized activities, local newspapers, through local businesses, direct mailings and on the Internet. Local colleges may also be notified for teacher recruitment efforts.

Open application for enrollment will extend from October to December 2008. Preference will be given to children in the guardianship of Board and Founding Family members and siblings of enrolled students, not to exceed 10% of the schools total enrollment. If needed, because the school is oversubscribed, an enrollment lottery will be held during January 2008. Remaining applicants will be placed on an enrollment waiting list according to the lottery results.

Following the seating of the Board of Trustees, policies and procedures will be adopted and approved as soon as appropriately possible. More details can be found under the Organizational Structure and Governing Body section of this application.

Members of the Board of Trustees will be responsible for the selection process of the Dean, who will then assist with the hiring of teachers. Teachers will be selected preferably before or during June 2008. Teaching staff, where appropriate, will then be required to attend training necessary to help the school achieve its mission and goals.

Before the first day of the academic school year, parents and students will be encouraged to attend orientation activities during or before August 2008 to gain a greater understanding of volunteering opportunities and the school's policies, procedures, dress code and other guidelines.

Providence Hall Start-up Calendar

2007

April	Providence Hall approved by State Charter Board
May	Providence Hall approved by Utah State Board of Education
May	School location and land parcel identified; earnest money agreement
July	Land purchase closing Begin building design
August	Application for federal start-up funds prepared and submitted Market school for open enrollment
October	Building Plans approved by city
October	Providence Hall's Founders attend IB level one training
October	Open enrollment begins
December	Open enrollment ends

2008

January	Search for personnel begins
January	Lottery Completed

March	Dean Hired
June	Order furniture, equipment and supplies
July	Facility Certificate of Occupancy issued
August	Teacher training (including two day Love and Logic training) and orientation

SCHOOL BEGINS AUGUST 19th

CHARTER SCHOOL WORKSHEET

FY 2008-2009

******PROJECTION ONLY******

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	300	0.9	270
Estimated ADM (4-6)	300	0.9	270
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	8		
Special Ed ADM (1-12)	62		
Special Ed (Self-Contained)	4		
Number of Teachers (K-6)	32		
Number of Teachers (7-12)	0		
WPU Value	$2,417		
Prior Year Teacher FTE (CACTU	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	595.0000	$ 1,438,115
Professional Staff	0.02100	12.4950	30,200
Administrative Costs	$1.85 per WPU	0.4554	1,101
Restricted Basic School:			
Special Ed--Add-on	1.0000	70.4000	170,157
Spec. Ed. Self-Contained	1.0000	4.0000	9,668
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$205 per K-8 ADM		143,500
Total WPU Programs		682.3504	$ 1,792,741
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	$ 460.06 per WPU		$ 313,922
Quality Teaching Block Grant	$840 per CACTUS prior year teacher FTE		-
	OR, If new, use current teacher FTE		26,880
	$67 per total prior year WPUs; OR		-
	If new, $67 X C35 or current WPUs		45,717
Local Discretionary Block Grant	$44		26,180
Interventions-Student Success	$23 per K-12 WPU		13,685
	$92 per ELL student		-
Special Populations			

At Risk Regular Program	$9 per total prior year WPUs; OR		-
	If new, $9 X C35 or current WPUs		6,141
Gifted and Talented	$4 per K-12 WPU		2,380
Other			
School Land Trust Program	$30 per student		21,000
Reading Achievement Program	$21 per total prior year WPUs		-
	$4 per K-3 student		1,600
	$37 per low income student		-
Charter Administrative Costs	$5 per student		3,500
Local Replacement Dollars	Average $1,136 per student		799,744
Total Non-WPU			$ 1,260,750
One Time			
Teacher Materials/Supplies	$360 or $285 per teacher (K-6)[1]	32	9,120
	$310 or $235 per teacher (7-12)[2]	0	-
Charter School Parity	$374 per student	704	263,296
Charter School Admin. costs	$10 per student	704	7,040
Library Books and Supplies	$3 per student	704	2,112
Total One Time			$ 281,568
ESTIMATED Total All State Funding			**$ 3,335,059**

[1]Steps one through three get $360; steps four or higher get $285
[2]Steps one through three get $310; steps four or higher get $235

Questions: Call Cathy Dudley @ 538-7667 *Updated 01-4-07*

CHARTER SCHOOL WORKSHEET

FY 2009-2010

******PROJECTION ONLY******

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	300	0.9	270
Estimated ADM (4-6)	300	0.9	270
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	8		
Special Ed ADM (1-12)	62		
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Number of Teachers (7-12)	0		
WPU Value	$2,417		
Prior Year Teacher FTE (CACTU	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	595.0000	$ 1,438,115
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Administrative Costs	$1.85 per WPU	0.4554	1,101
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Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
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Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	$ 460.06 per WPU		$ 313,922
Quality Teaching Block Grant	$840 per CACTUS prior year teacher FTE		-
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	$67 per total prior year WPUs; OR		-
	If new, $67 X C35 or current WPUs		45,717
Local Discretionary Block Grant	$44		26,180
Interventions-Student Success	$23 per K-12 WPU		13,685
	$92 per ELL student		-
Special Populations			

At Risk Regular Program	$9 per total prior year WPUs; OR		-
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Charter School Admin. costs	$10 per student	704	7,040
Library Books and Supplies	$3 per student	704	2,112
Total One Time			$ 281,568
ESTIMATED Total All State Funding			**$ 3,335,059**

[1]Steps one through three get $360; steps four or higher get $285
[2]Steps one through three get $310; steps four or higher get $235

Questions: Call Cathy Dudley @ 538-7667 *Updated 01-4-07*

CHARTER SCHOOL WORKSHEET

FY 2010-2011

******PROJECTION ONLY******

School Name TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	300	0.9	270
Estimated ADM (4-6)	300	0.9	270
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	8		
Special Ed ADM (1-12)	62		
Special Ed (Self-Contained)	4		
Number of Teachers (K-6)	32		
Number of Teachers (7-12)	0		
WPU Value	$2,417		
Prior Year Teacher FTE (CACTU	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	595.0000	$ 1,438,115
Professional Staff	0.02100	12.4950	30,200
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Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$205 per K-8 ADM		143,500
Total WPU Programs		682.3504	$ 1,792,741
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	$ 460.06 per WPU		$ 313,922
Quality Teaching Block Grant	$840 per CACTUS prior year teacher FTE		-
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	$67 per total prior year WPUs; OR		-
	If new, $67 X C35 or current WPUs		45,717
Local Discretionary Block Grant	$44		26,180
Interventions-Student Success	$23 per K-12 WPU		13,685
	$92 per ELL student		-
Special Populations			

At Risk Regular Program	$9 per total prior year WPUs; OR		-
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Gifted and Talented	$4 per K-12 WPU		2,380
Other			
School Land Trust Program	$30 per student		21,000
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Charter School Parity	$374 per student	704	263,296
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Total One Time			$ 281,568
ESTIMATED Total All State Funding			**$ 3,335,059**

[1]Steps one through three get $360; steps four or higher get $285
[2]Steps one through three get $310; steps four or higher get $235

Questions: Call Cathy Dudley @ 538-7667 *Updated 01-4-07*

Three Year Operational Budget Sheets

Providence Hall

	First Year			Second Year			Third Year		
Number of Students (ADM):			$ 700			$ 700			$ 700
Revenue			Total			Total			Total
State Funding			$ 3,335,059			$ 3,335,059			$ 3,335,059
Federal & State Projects									
Private Grants & Donations									
Loans									
Other (Specify)_____			$ -						
Total Revenue			$ 3,335,059			$ 3,335,059			$ 3,335,059
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			-			-			-
Director (Principal)	1	65,000	65,000	1	67,600	67,600	1	70,304	70,304
Teacher-Regular Ed	28	30,000	840,000	28	31,200	873,600	28	32,448	908,544
Teacher-Special Ed	2	35,000	70,000	2	36,400	72,800	2	37,856	75,712
Instructional Assts	30	8.5(hr)@990	252,450	30	10(hr)@990	297,000	30	10(hr)@990	297,000
Secretary	1	25,000	25,000	1	26,000	26,000	1	27,040	27,040
Part Time Spanish Teacher	2	17,500	30,000	2	18,200	36,400	2	18,928	37,856
Curriculum Coordinator	1	35,000	35,000	1	35,000	35,000	1	35,000	35,000
Assistant Director	1	57,000	57,000	1	59,280	59,280	1	61,651	61,651
Employee Benefits (200)			317,100			329,784			342,975
Travel (580)			5,000			5,000			5,000
Purchased Professional Services(300)			150,000			100,000			100,000
Purchased Property Services(400)			5,000			5,000			5,000
Instructional Aids/Books/Library(600)			125,000			100,000			100,000
Supplies(600)			75,000			75,000			75,000
Legal (300)			5,000			5,000			5,000
Auditor(300)			6,500			6,500			6,500
Marketing (300)			7,000			3,000			3,000
Other (printing; postage)			5,000			5,000			5,000
Total Instruction, Administration & Support			$ 2,075,050			$ 2,101,964			$ 2,160,583
Operations & Maintenance			Total			Total			Total
Supplies			5,000			5,000			5,000

1326.3828

Three Year Operational Budget Sheets

Phone/Communications	8,400	8,400	8,400
Custodial Services	35,000	35,000	35,000
Advertising	-	-	-
Property/Casualty Insurance	60,000	60,000	60,000
Utilities	45,000	46,800	48,672
Rent	750,000	750,000	750,000
Fees/Permits & dues	6,500	-	-
Transportation	35,000	35,000	35,000
Food Service	-	-	-
Accounting Services	3,000	3,000	3,000
Land & Improvements	-	-	-
Building & Improvements	-	-	
Computer Equipment	85,000	30,000	15,[illegible]
Furniture & Other Equipment	85,000	25,000	10,000
Upgrades (Connectivity)	5,000	5,000	5,000
Leases/Loan Payments	-	-	-
Other (security, copier lease)	5,000	5,000	5,000
Total Operations & Maintenance	1,127,900	1,008,200	980,072
Total Expenditures	$ 3,202,950	$ 3,110,164	$ 3,140,655
Total Revenues	$ 3,335,059	$ 3,335,059	$ 3,335,059
Budget Balance (Revenues-Expenditures)	$ 132,109	$ 224,895	$ 194,404

PHCS 012359
1326.3828

Providence Hall Cash Flow Statement
Estimates Only - FY 2009

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Revenues												
Income-K-12 WPU	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046
Income--Professional Staff	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086
Income--Administrative Costs	278	278	278	278	278	278	278	278	278	278	278	278
Income--Special Ed Add-on	-	-	-	-	-	83,447	11,822	11,822	11,822	11,822	11,822	11,822
Income--Class Size Reduction	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126
Income--Soc Security & Retirem	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425
Income--Quality Teaching Block	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702
Income--Local Discretionary BI	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364
Income--Interventions for Stud	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252
Income--At-Risk Student Progra	250	250	250	250	250	250	250	250	250	250	250	250
Income--Accelerated Learning	216	216	216	216	216	216	216	216	216	216	216	216
Income--Charter Local Replacem	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539
Income--Reading Achievement	-	-	-	-	-	-	-	12,517	1,391	1,391	1,391	1,391
Income--Teachers Mat. & Supp.	-	-	-	-	-	1,669	-	-	-	-	-	-
Income--Charter Administrative	417	417	417	417	417	417	417	417	417	417	417	417
Income--Charter School Admin	139	139	139	139	139	139	139	139	139	139	139	139
Income--U-PASS	-	-	-	-	-	2,782	-	-	-	-	-	-
Income- Cash Donation	-	417	695	-	-	-	-	278	-	-	-	-
Income- Interest Income	1,371	1,194	837	656	710	581	671	1,095	1,048	973	904	904
Income- Parent Organiation	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391
Total Revenues	266,602	266,843	266,764	265,888	265,942	353,710	277,725	290,944	279,492	279,418	279,349	279,349
Expenses												
Curriculum & Materials	-	38,260	18,219	10,932	9,110	7,288	5,466	5,466	5,466	5,466	5,466	-
Curriculum & Mat.-Property	-	1,275	1,275	1,275	638	638	638	638	638	638	-	-
Library Books & Supplies	-	6,377	6,377	1,275	1,275	1,275	-	-	-	-	-	-
Testing & Testing Materials	-	-	4,464	638	-	-	-	-	-	-	-	-
Curriculum--Special Education	-	2,551	1,275	638	638	638	638	638	638	638	-	-
Wages- Teachers CACTUS	-	-	76,521	76,521	76,521	76,521	76,521	76,521	76,521	76,521	76,521	76,521
Wages- Teacher's Aides	-	-	25,507	25,507	25,507	25,507	22,956	25,507	25,507	25,507	25,507	15,304
Wages- Substitute Teacher	-	-	638	638	638	638	638	638	638	638	638	-
Merit Pay- Teacher Expense	-	-	-	-	-	-	-	-	-	-	-	31,884
Merit Pay- Instructor Expense	-	-	-	-	-	-	-	-	-	-	-	6,377
Wages- Admin SSDGA	7,652	15,304	15,304	15,304	15,304	15,304	15,304	15,304	15,304	15,304	15,304	15,304
Wages- Admin SSSA	9,261	9,261	9,261	9,261	9,261	9,261	9,261	9,261	9,261	9,261	9,261	9,261
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	15,304
Advertising & Promotions	-	638	638	-	-	-	638	638	-	-	-	-
Bank Fees	128	128	128	128	128	128	128	128	128	128	128	128
Dues & Subscriptions	-	-	-	3,826	-	-	2,551	-	128	128	-	-
Employee Benefits Expense	638	3,188	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377
Social Secirity (FICA) Tax	497	2,736	9,699	9,699	9,699	9,699	9,533	9,699	9,699	9,699	9,699	21,429
Medicare Tax Expense	126	694	2,462	2,462	2,462	2,462	2,420	2,462	2,462	2,462	2,462	5,440

PHCS 012360
1326.3828

Worker's Compensation Insuranc	38	210	746	746	746	746	733	746	746	746	746	1,648
Federal Unemployment Insurance	77	421	1,492	1,492	1,492	1,492	1,467	1,492	1,492	1,492	1,492	3,297
State Unemployment Insurance	153	842	2,984	2,984	2,984	2,984	2,933	2,984	2,984	2,984	2,984	3,956
Human Resource Expense	191	1,052	3,730	3,730	3,730	3,730	3,667	3,730	3,730	3,730	3,730	8,242
Retirement & Mgt. Expense	536	2,946	10,445	10,445	10,445	10,445	10,267	10,445	10,445	10,445	10,445	23,077
Employee Motivation Expense	-	-	128	128	128	128	2,551	128	128	128	128	2,551
Student Motivation Expense	-	-	64	64	64	64	64	64	64	64	64	191
Prof. Dev.- Teachers & Instr.	-	12,753	638	128	128	128	128	128	128	128	128	6,377
Prof. Dev.- Other	2,551	-	-	-	-	-	1,275	-	-	-	-	3,826
Insurance Expense	-	19,130	-	-	-	-	-	-	-	-	-	-
Legal & Accounting	-	-	2,551	-	-	-	1,275	-	-	-	-	6,377
License & Tax Expense	-	128	-	-	-	-	-	-	-	-	-	-
Meals Expense	-	64	64	64	64	64	64	64	64	64	64	64
Supplies- Classroom	-	10,203	6,377	2,551	638	638	638	638	638	638	-	-
Supplies--Teacher Class Funds	-	-	5,101	-	-	-	-	-	-	-	-	-
Supplies-Physical Education	-	3,826	1,275	255	255	255	255	255	255	255	255	-
Supplies- Computer & Software	-	63,767	6,377	-	-	-	-	-	-	-	-	-
Supplies- Administration	638	5,101	2,551	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Supplies- Custodial Equipment	-	6,377	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Maintenance Equipment	-	3,188	638	128	128	128	128	128	128	128	128	128
Supplies- Copier & Printer	-	638	638	638	638	638	638	638	638	638	638	638
Copier Maintenance Expense	-	-	638	638	638	638	638	638	638	638	638	638
Property- Equipment Expense	-	6,377	-	-	-	-	2,551	-	-	-	-	-
Lease- Rent Expense	63,767	63,767	63,767	63,767	63,767	63,767	63,767	63,767	63,767	63,767	63,767	63,767
Lease- Triple Net Expense	-	-	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377
Lease-Equipment Rental	-	1,275	-	-	-	-	-	-	-	-	-	-
Furniture and Equipment	63,767	14,575	12,753	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Property Repairs & Maint.	-	-	638	638	638	638	638	638	638	638	638	638
Equipment Repairs	-	-	128	128	128	128	128	128	128	128	128	128
Postage & Mailing Expense	-	-	128	128	128	128	128	128	128	128	128	128
Outside Services- Prof. & Tech	-	1,275	255	255	255	255	255	255	255	255	255	-
Property Services	-	-	638	638	638	638	638	638	638	638	638	638
Security Expense	-	-	64	64	64	64	64	64	64	64	64	64
Telephone- Voice	638	957	638	319	319	319	319	319	319	319	319	319
Telephone- Data & Technology	128	128	64	64	64	64	64	64	64	64	64	64
Travel- Field Trips Expense	-	-	-	255	255	255	255	255	255	255	255	-
Travel & Lodging Expense	-	1,275	128	128	128	128	128	128	128	638	128	638
Garbage Expense	-	-	128	128	128	128	128	128	128	128	128	128
Utilities Expense	-	-	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826
Supplies-Medical/First Aid	-	383	32	32	32	32	32	32	32	32	32	32
Other Expense	-	128	128	128	128	128	128	128	128	128	128	128
Parent Organization Expense	-	638	638	638	638	638	638	638	638	638	638	638
Total Expenses	150,786	301,837	316,182	269,805	260,968	259,146	263,672	256,687	256,687	256,177	254,136	345,672
Net Surplus	115,817	(34,994)	(49,418)	(3,917)	4,973	94,564	14,053	34,257	22,805	23,241	25,213	(66,324)
Cash Balance	115,817	80,823	31,405	27,489	32,462	127,026	141,079	175,336	198,142	221,383	246,595	180,272

PHCS 012361
1326.3828

Providence Hall Cash Flow Statement

Estimates Only - FY 2010

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Revenues												
Income-K-12 WPU	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046
Income--Professional Staff	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086
Income--Administrative Costs	278	278	278	278	278	278	278	278	278	278	278	278
Income--Special Ed Add-on	-	-	-	-	-	83,447	11,822	11,822	11,822	11,822	11,822	11,822
Income--Class Size Reduction	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126
Income--Soc Security & Retirem	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425
Income--Quality Teaching Block	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702
Income--Local Discretionary BI	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364
Income--Interventions for Stud	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252
Income--At-Risk Student Progra	250	250	250	250	250	250	250	250	250	250	250	250
Income--Accelerated Learning	216	216	216	216	216	216	216	216	216	216	216	216
Income--Charter Local Replacem	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539
Income--Reading Achievement	-	-	-	-	-	-	-	12,517	1,391	1,391	1,391	1,391
Income--Teachers Mat. & Supp.	-	-	-	-	-	1,669	-	-	-	-	-	-
Income--Charter Administrative	417	417	417	417	417	417	417	417	417	417	417	417
Income--Charter School Admin	139	139	139	139	139	139	139	139	139	139	139	139
Income--U-PASS	-	-	-	-	-	2,782	-	-	-	-	-	-
Income- Cash Donation	-	417	695	-	-	-	-	278	-	-	-	-
Income- Interest Income	1,371	1,194	837	656	710	581	671	1,095	1,048	973	904	904
Income- Parent Organiation	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391
Total Revenues	266,602	266,843	266,764	265,888	265,942	353,710	277,725	290,944	279,492	279,418	279,349	279,349
Expenses												
Curriculum & Materials	-	37,011	17,624	10,575	8,812	7,050	5,287	5,287	5,287	5,287	5,287	-
Curriculum & Mat.-Property	-	1,234	1,234	1,234	617	617	617	617	617	617	-	-
Library Books & Supplies	-	6,169	6,169	1,234	1,234	1,234	-	-	-	-	-	-
Testing & Testing Materials	-	-	4,318	617	-	-	-	-	-	-	-	-
Curriculum--Special Education	-	2,467	1,234	617	617	617	617	617	617	617	-	-
Wages- Teachers CACTUS	-	-	74,023	74,023	74,023	74,023	74,023	74,023	74,023	74,023	74,023	74,023
Wages- Teacher's Aides	-	-	24,674	24,674	24,674	24,674	22,207	24,674	24,674	24,674	24,674	14,805
Wages- Substitute Teacher	-	-	617	617	617	617	617	617	617	617	617	-
Merit Pay- Teacher Expense	-	-	-	-	-	-	-	-	-	-	-	30,843
Merit Pay- Instructor Expense	-	-	-	-	-	-	-	-	-	-	-	6,169
Wages- Admin SSDGA	7,402	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805
Wages- Admin SSSA	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	14,805
Advertising & Promotions	-	617	617	-	-	-	617	617	-	-	-	-
Bank Fees	123	123	123	123	123	123	123	123	123	123	123	123
Dues & Subscriptions	-	-	-	3,701	-	-	2,467	-	123	123	-	-
Employee Benefits Expense	617	3,084	6,169	6,169	6,169	6,169	6,169	6,169	6,169	6,169	6,169	6,169
Social Secirity (FICA) Tax	481	2,646	9,382	9,382	9,382	9,382	9,222	9,382	9,382	9,382	9,382	20,729
Medicare Tax Expense	122	672	2,382	2,382	2,382	2,382	2,341	2,382	2,382	2,382	2,382	5,262

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Worker's Compensation Insuranc	37	204	722	722	722	722	709	722	722	722	722	1,595
Federal Unemployment Insurance	74	407	1,443	1,443	1,443	1,443	1,419	1,443	1,443	1,443	1,443	3,189
State Unemployment Insurance	148	814	2,887	2,887	2,887	2,887	2,838	2,887	2,887	2,887	2,887	3,827
Human Resource Expense	185	1,018	3,609	3,609	3,609	3,609	3,547	3,609	3,609	3,609	3,609	7,973
Retirement & Mgt. Expense	518	2,850	10,104	10,104	10,104	10,104	9,931	10,104	10,104	10,104	10,104	22,324
Employee Motivation Expense	-	-	123	123	123	123	2,467	123	123	123	123	2,467
Student Motivation Expense	-	-	62	62	62	62	62	62	62	62	62	185
Prof. Dev.- Teachers & Instr.	-	12,337	617	123	123	123	123	123	123	123	123	6,169
Prof. Dev.- Other	2,467	-	-	-	-	-	1,234	-	-	-	-	3,701
Insurance Expense	-	18,506	-	-	-	-	-	-	-	-	-	-
Legal & Accounting	-	-	2,467	-	-	-	1,234	-	-	-	-	6,169
License & Tax Expense	-	123	-	-	-	-	-	-	-	-	-	-
Meals Expense	-	62	62	62	62	62	62	62	62	62	62	62
Supplies- Classroom	-	9,870	6,169	2,467	617	617	617	617	617	617	-	-
Supplies--Teacher Class Funds	-	-	4,935	-	-	-	-	-	-	-	-	-
Supplies-Physical Education	-	3,701	1,234	247	247	247	247	247	247	247	247	-
Supplies- Computer & Software	-	61,686	6,169	-	-	-	-	-	-	-	-	-
Supplies- Administration	617	4,935	2,467	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234
Supplies- Custodial Equipment	-	6,169	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234
Maintenance Equipment	-	3,084	617	123	123	123	123	123	123	123	123	123
Supplies- Copier & Printer	-	617	617	617	617	617	617	617	617	617	617	617
Copier Maintenance Expense	-	-	617	617	617	617	617	617	617	617	617	617
Property- Equipment Expense	-	6,169	-	-	-	-	2,467	-	-	-	-	-
Lease- Rent Expense	61,686	61,686	61,686	61,686	61,686	61,686	61,686	61,686	61,686	61,686	61,686	61,686
Lease- Triple Net Expense	-	-	6,169	6,169	6,169	6,169	6,169	6,169	6,169	6,169	6,169	6,169
Lease-Equipment Rental	-	1,234	-	-	-	-	-	-	-	-	-	-
Furniture and Equipment	61,686	14,100	12,337	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234	1,234
Property Repairs & Maint.	-	-	617	617	617	617	617	617	617	617	617	617
Equipment Repairs	-	-	123	123	123	123	123	123	123	123	123	123
Postage & Mailing Expense	-	-	123	123	123	123	123	123	123	123	123	123
Outside Services- Prof. & Tech	-	1,234	247	247	247	247	247	247	247	247	247	-
Property Services	-	-	617	617	617	617	617	617	617	617	617	617
Security Expense	-	-	62	62	62	62	62	62	62	62	62	62
Telephone- Voice	617	925	617	308	308	308	308	308	308	308	308	308
Telephone- Data & Technology	123	123	62	62	62	62	62	62	62	62	62	62
Travel- Field Trips Expense	-	-	-	247	247	247	247	247	247	247	247	-
Travel & Lodging Expense	-	1,234	123	123	123	123	123	123	617	123	123	617
Garbage Expense	-	-	123	123	123	123	123	123	123	123	123	123
Utilities Expense	-	-	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701
Supplies-Medical/First Aid	-	370	31	31	31	31	31	31	31	31	31	31
Other Expense	-	123	123	123	123	123	123	123	123	123	123	123
Parent Organization Expense	-	617	617	617	617	617	617	617	617	617	617	617
Total Expenses	145,863	291,983	305,860	260,997	252,449	250,687	255,064	248,307	248,307	247,814	245,840	334,388
Net Surplus	120,739	(25,140)	(39,096)	4,891	13,493	103,024	22,661	42,637	31,185	31,604	33,509	(55,039)
Cash Balance	120,739	95,599	56,503	61,394	74,887	177,911	200,572	243,208	274,393	305,997	339,506	284,467

Providence Hall Cash Flow Statement

Estimates Only - FY 2011

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Revenues												
Income-K-12 WPU	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046	144,046
Income--Professional Staff	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086
Income--Administrative Costs	278	278	278	278	278	278	278	278	278	278	278	278
Income--Special Ed Add-on	-	-	-	-	-	83,447	11,822	11,822	11,822	11,822	11,822	11,822
Income--Class Size Reduction	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126	11,126
Income--Soc Security & Retirem	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425	26,425
Income--Quality Teaching Block	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702	5,702
Income--Local Discretionary BI	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364
Income--Interventions for Stud	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252	1,252
Income--At-Risk Student Progra	250	250	250	250	250	250	250	250	250	250	250	250
Income--Accelerated Learning	216	216	216	216	216	216	216	216	216	216	216	216
Income--Charter Local Replacem	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539	69,539
Income--Reading Achievement	-	-	-	-	-	-	-	12,517	1,391	1,391	1,391	1,391
Income--Teachers Mat. & Supp.	-	-	-	-	-	1,669	-	-	-	-	-	-
Income--Charter Administrative	417	417	417	417	417	417	417	417	417	417	417	417
Income--Charter School Admin	139	139	139	139	139	139	139	139	139	139	139	139
Income--U-PASS	-	-	-	-	-	2,782	-	-	-	-	-	-
Income- Cash Donation	-	417	695	-	-	-	-	278	-	-	-	-
Income- Interest Income	1,371	1,194	837	656	710	581	671	1,095	1,048	973	904	904
Income- Parent Organiation	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391
Total Revenues	266,602	266,843	266,764	265,888	265,942	353,710	277,725	290,944	279,492	279,418	279,349	279,349
Expenses												
Curriculum & Materials	-	37,399	17,809	10,685	8,905	7,124	5,343	5,343	5,343	5,343	5,343	-
Curriculum & Mat.-Property	-	1,247	1,247	1,247	623	623	623	623	623	623	-	-
Library Books & Supplies	-	6,233	6,233	1,247	1,247	1,247	-	-	-	-	-	-
Testing & Testing Materials	-	-	4,363	623	-	-	-	-	-	-	-	-
Curriculum--Special Education	-	2,493	1,247	623	623	623	623	623	623	623	-	-
Wages- Teachers CACTUS	-	-	74,798	74,798	74,798	74,798	74,798	74,798	74,798	74,798	74,798	74,798
Wages- Teacher's Aides	-	-	24,933	24,933	24,933	24,933	22,439	24,933	24,933	24,933	24,933	14,960
Wages- Substitute Teacher	-	-	623	623	623	623	623	623	623	623	623	-
Merit Pay- Teacher Expense	-	-	-	-	-	-	-	-	-	-	-	31,166
Merit Pay- Instructor Expense	-	-	-	-	-	-	-	-	-	-	-	6,233
Wages- Admin SSDGA	7,480	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960
Wages- Admin SSSA	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053
Merit Pay- Admin Expense	-	-	-	-	-	-	-	-	-	-	-	14,960
Advertising & Promotions	-	623	623	-	-	-	623	623	-	-	-	-
Bank Fees	125	125	125	125	125	125	125	125	125	125	125	125
Dues & Subscriptions	-	-	-	3,740	-	-	2,493	-	125	125	-	-
Employee Benefits Expense	623	3,117	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233
Social Secirity (FICA) Tax	486	2,674	9,481	9,481	9,481	9,481	9,319	9,481	9,481	9,481	9,481	20,947
Medicare Tax Expense	123	679	2,407	2,407	2,407	2,407	2,365	2,407	2,407	2,407	2,407	5,317

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Worker's Compensation Insuranc	37	206	729	729	729	729	717	729	729	729	729	1,611
Federal Unemployment Insurance	75	411	1,459	1,459	1,459	1,459	1,434	1,459	1,459	1,459	1,459	3,223
State Unemployment Insurance	150	823	2,917	2,917	2,917	2,917	2,867	2,917	2,917	2,917	2,917	3,867
Human Resource Expense	187	1,028	3,646	3,646	3,646	3,646	3,584	3,646	3,646	3,646	3,646	8,056
Retirement & Mgt. Expense	524	2,880	10,210	10,210	10,210	10,210	10,035	10,210	10,210	10,210	10,210	22,558
Employee Motivation Expense	-	-	125	125	125	125	2,493	125	125	125	125	2,493
Student Motivation Expense	-	-	62	62	62	62	62	62	62	62	62	187
Prof. Dev.- Teachers & Instr.	-	12,466	623	125	125	125	125	125	125	125	125	6,233
Prof. Dev.- Other	2,493	-	-	-	-	-	1,247	-	-	-	-	3,740
Insurance Expense	-	18,699	-	-	-	-	-	-	-	-	-	-
Legal & Accounting	-	-	2,493	-	-	-	1,247	-	-	-	-	6,233
License & Tax Expense	-	125	-	-	-	-	-	-	-	-	-	-
Meals Expense	-	62	62	62	62	62	62	62	62	62	62	62
Supplies- Classroom	-	9,973	6,233	2,493	623	623	623	623	623	623	-	-
Supplies--Teacher Class Funds	-	-	4,987	-	-	-	-	-	-	-	-	-
Supplies-Physical Education	-	3,740	1,247	249	249	249	249	249	249	249	249	-
Supplies- Computer & Software	-	62,332	6,233	-	-	-	-	-	-	-	-	-
Supplies- Administration	623	4,987	2,493	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247
Supplies- Custodial Equipment	-	6,233	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247
Maintenance Equipment	-	3,117	623	125	125	125	125	125	125	125	125	125
Supplies- Copier & Printer	-	623	623	623	623	623	623	623	623	623	623	623
Copier Maintenance Expense	-	-	623	623	623	623	623	623	623	623	623	623
Property- Equipment Expense	-	6,233	-	-	-	-	2,493	-	-	-	-	-
Lease- Rent Expense	62,332	62,332	62,332	62,332	62,332	62,332	62,332	62,332	62,332	62,332	62,332	62,332
Lease- Triple Net Expense	-	-	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233
Lease-Equipment Rental	-	1,247	-	-	-	-	-	-	-	-	-	-
Furniture and Equipment	62,332	14,247	12,466	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247
Property Repairs & Maint.	-	-	623	623	623	623	623	623	623	623	623	623
Equipment Repairs	-	-	125	125	125	125	125	125	125	125	125	125
Postage & Mailing Expense	-	-	125	125	125	125	125	125	125	125	125	125
Outside Services- Prof. & Tech	-	1,247	249	249	249	249	249	249	249	249	249	-
Property Services	-	-	623	623	623	623	623	623	623	623	623	623
Security Expense	-	-	62	62	62	62	62	62	62	62	62	62
Telephone- Voice	623	935	623	312	312	312	312	312	312	312	312	312
Telephone- Data & Technology	125	125	62	62	62	62	62	62	62	62	62	62
Travel- Field Trips Expense	-	-	-	249	249	249	249	249	249	249	249	-
Travel & Lodging Expense	-	1,247	125	125	125	125	125	125	623	125	125	623
Garbage Expense	-	-	125	125	125	125	125	125	125	125	125	125
Utilities Expense	-	-	3,740	3,740	3,740	3,740	3,740	3,740	3,740	3,740	3,740	3,740
Supplies-Medical/First Aid	-	374	31	31	31	31	31	31	31	31	31	31
Other Expense	-	125	125	125	125	125	125	125	125	125	125	125
Parent Organization Expense	-	623	623	623	623	623	623	623	623	623	623	623
Total Expenses	85,059	232,709	309,063	263,730	255,092	253,311	257,735	250,907	250,907	250,409	248,414	337,889
Net Surplus	181,544	34,134	(42,298)	2,159	10,849	100,399	19,990	40,037	28,585	29,009	30,935	(58,540)
Cash Balance	181,544	215,678	173,380	175,538	186,387	286,786	306,777	346,813	375,399	404,408	435,343	376,802

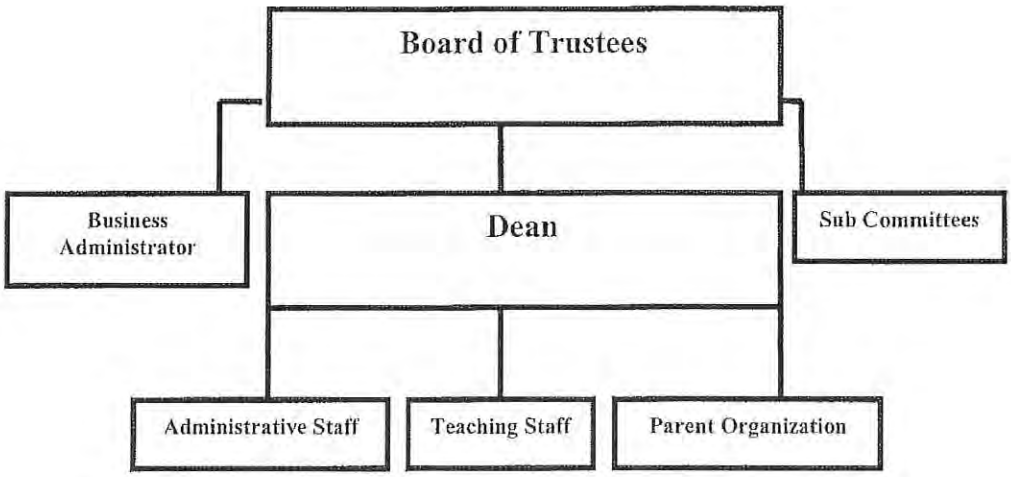
Providence Hall

Planning Year Budget

Item	Amount
Expenditures	
Administrator - Contracted Service	23,000
Conf & Workshop	2,000
Instructional Equipment	2,500
Instructional Supplies	5,700
Marketing	4,500
Mileage Reimbursement	2,500
Prof Employee Training	15,000
Software	800
Supplies	1,500
Textbooks	45,000
Total Expenditures	102,500

6) Organizational Structure and Governing Body

Providence Hall



Founding Board

The Founding Board is made up of individuals who have had and will continue to have a significant role in the development of Providence Hall charter school.

Responsibilities of the Founding Board may include but are not limited to:

- Writing the charter
- Amending the charter
- Creating Providence Hall Board of Trustees
- Defining school core values and principles
- Approving key administrative positions, including the Dean
- Authoring and approving internal policies (e.g. bylaws' and handbook)
- Signing assurances documents and honoring other legal commitments as required by the state
- Oversee all tasks and development required in order to open Providence Hall

Children of a Founding Member are eligible for preferential enrollment under both State and Federal Charter School law and will not exceed 10% enrollment.

Board of Trustees

The five (5)-member Board of Trustees governs Providence Hall. Three of the Board of Trustee members are founding members of Providence Hall, two are Parent elected members. The Board of Trustees will always retain five members. Board of Trustee members bear the responsibility of upholding school standards and values at all times.

(3) Three Founder Representatives
The Founding Families have appointed the three (3) Founder Representatives to continuously reside on the Board of Trustees. The three Founder Representative members of Providence Hall will work together giving stability to the direction of the school. They will act for the Founding Families and School as the 'keeper of the vision" and assists in implementing the vision. The main purpose of these members is to make sure Providence Hall is meeting and exceeding all expectations and is upholding its mission and philosophy. The three selected Founder Representatives are:

Founder Representative 1 – Paige Anderson
Founder Representative 2 – Laurie Compton
Founder Representative 3 – Emily Vasica

The Founder Representatives will serve on the Board of Trustees until either resignation or in necessary cases dismissal from the Board. Reasons for Founder Representatives' dismissal from the Board of Trustees: Illegal or unethical actions having a negative effect on Providence Hall. Additional reasons may be approved by 3 out of 5 Board of Trustees votes. If a founding member is dismissed from the Board of Trustees the replacement will be selected from parents/guardians of students of Providence Hall and elected by the Board of Trustees and will serve a term no longer than five years.

The following steps must be taken in order to dismiss a Founder Representatives from the Board of Trustees.

- The Board of Trustees will place on the agenda of their next Board meeting that his/her dismissal from the Board will be discussed.
- A certified letter will be sent to the Board Member notifying him/her of the agenda item two weeks prior to the Board meeting unless immediate action is necessary.
- Three out of five of the Board of Trustees must vote in favor of a Board member's dismissal.

(2) Two Parent Representatives
The remaining two members on the Board of Trustees will be elected by the parents and guardians of Providence Hall and will act as a Parent Representative on the Board of Trustees. The main purpose of these members is to make sure Providence Hall parents are having a voice in the decision making process and assisting in the operation of the school. The two Parent Representatives will serve on the Board of Trustees for two years with alternating terms.

Reasons for Parent Representatives' dismissal from the Board of Trustees: Illegal or unethical actions having a negative effect on Providence Hall, and if the Board of Trustees finds their dismissal to be in the best interest for the Board and School. Additional reasons may be approved by the Board of Trustees. The following steps must be taken in order to vote on the dismissal:

- The Board of Trustees will place on the agenda of their next Board meeting that his/her dismissal from the Board will be discussed.
- A certified letter will typically be sent to the Board Member notifying him/her of the agenda item two weeks prior to the Board meeting unless immediate action is necessary.
- A three, out of five of the Board of Trustees must vote in favor of a Board member's dismissal.

Responsibilities of the Board of Trustees may include but are not limited to:

- Ensure that the School follows the mission and philosophy as intended by the founders.
- Authorize and/or approve any and all amendment(s) before being submitted to the State Charter Board.
- Promote the school's mission.
- Organize and maintain additional programs.
- Coordinate the efforts of volunteers for classroom help, class actives, field trips, assemblies, and other volunteer based activities.
- Assist in raising funds for supplementary materials and activates.
- Create sub-committees.

Responsibilities of Chief Administrative Officer

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice CAO

- Performs duties of CAO if the CAO is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer

- Responsible for money received / disbursed
- Countersign disbursements w/ CAO
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

Meeting frequency

The Board of Trustees meets once a month, or as needed and will give at least 24 hour public notice. Meetings will be guided by an agenda, to a) discuss the School's operations and hear reports and updates from each board member, b) consider and adopt policies, and c) consider requests and concerns from parents, students, and teachers. A majority vote of the total board membership (3) constitutes action by the Board of Trustees. The Board of Trustees may not act unless a quorum of three board members is present.

Sub Committees and the Delegation of Action

The Board of Trustees may, at their discretion, appoint and delegate special parent task forces or committees, or the School Dean to investigate and research specific items related to school policy, procedure, programs, and curriculum. Where possible the board will effectively give clear instructions and or suggestions so that the Board of Trustees as a whole can continue to maintain a focus of their responsibility.

Parent Organization

The Parent Organization is comprised of parents/guardians whose students are registered to attend Providence Hall. The Parent Organization offers parents a means to participate in defining school policy and coordinates volunteer efforts.

The responsibilities of this organization include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the board.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, car pooling and transportation of students, public relations, traffic control and other volunteer based activities.
- Organizing and maintaining additional programs as directed by the Board.
- Raising funds for supplementary materials and activities.
- Assist the board in other areas such as serving on sub-committees, etc.

The two Parent members of the board will be nominated and approved by the first Thursday evening in September, 2008.

7) Resumes and Background Information

Board of Trustees Non Profit Experience & Educator Experience

Trisha Paddock - Secretary

For over two years I had the pleasure of being involved with the Jewish Big Brothers Big Sisters & Camp Max Straus. As an Administrative Associate some of my responsibilities were recruiting adult mentors for children who came from single-parent homes living in inner cities and organizing weekend activities involving children with sports which we called Sports Buddies. I also oversaw support staff (camp counselors) in their respective duties which were held during the summer and winter break as well as planned events/banquets for alumni's who would be receiving scholarships and rewards. My responsibilities also included memos and keeping minutes of board meetings.

Laurie Compton - Treasurer

As a member for the Riverton City Parks and Recreation Board I have gained meaningful experience and education about a Non Profit Organization. I have learned ...Some of my responsibilities as a board member include but are not limited to: visit and inspect current parks, give suggestions for improvements and recommendations. As a board member I vote on how to disperse money among park improvements and future parks for our city. It is a rewarding and educating experience which I have learned a tremendous deal from.

Being an educator truly gives me an inside perspective to education. Our children need good ethical educators to help them succeed not only in the classroom but help create a good character that will allow them to succeed at life as well. As an educator I aided in the creating and performing of two musical programs and one freedom festival dance program. I incorporated the state standards into meaningful, engaging social studies lessons that helped to meet the needs of every student in my class. As an educator I saw how diverse the learning styles could be in just one classroom and truly feel it is important that lessons are created to help every student have success. I truly feel that my educational experience will help me in running this charter as I saw first hand what really matters, the students. I will do all I can to make sure that every student at Providence Hall is given the necessary tools to succeed.

Paige Anderson - CAO/President

The past eight years I have been involved with and volunteering for Non Profit organizations that have causes dear to my heart and make a difference in our community. As a passionate teenager I started volunteering with my first organization. As a student at Skyline High I saw first hand how many girls were affected by rape. I became very passionate about the cause and got involved with The Rape Recovery Center. After volunteering for three years with RRC I moved to Logan and became involved with CAPSA (Community Abuse Prevention Services Agency). With CAPSA I was able to use my experience from RRC to help the many college students we counseled. As a volunteer I learned about the importance of training and education from both RRC and CAPSA and will implement training programs for our volunteers.

After moving home to Salt Lake I became involved with my two younger brothers football league. I was able to volunteer for two years as the Skyline District Presidents Assistant. Here I learned the operation of board meeting, organization skills, financial matters and countless other things that go into such an organization. Since 2005 I have been a volunteer for Big Brother Big Sister of Utah. Here I have simply made a great friend and am able to help raise money for their Bowl for Kids Sake each year.

As the Public Relations Vice President for Max.com I was able to work with many nonprofit and Profit organizations as well as Federal and Sate law enforcements. Through this experience I learned news things about our legal system as well as gained connections.

Most recently I have had the opportunity and privilege of working with Gary Matsuura the Ute Football Conference President as well as the Conference Board. While setting up and running the Ute Cheer I have learned a great deal about the Ute Football conference and even more about nonprofit organizations. This has been a very educational experience that will assist me with some of the tasks of Providence Hall.

Providence Hall's Support System

In Creating Effective Governing Board it says "The ability of a charter school to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possesses substantial leadership skills and expertise." We know that Providence Hall's board has all the qualities needed to succeed.

We realize the enormity and significance of opening a Charter and the various the learning curves that new Charters go through. How better to prepare ourselves and the school than to organize a team of support. Along with our dedicated and talented Board of Trustees we have improved our Charter with the help and advice from the Charter community. We have met with Jayne Bowen and received very helpful and informing advice and suggestions from her as well as her support. We will continue to work with Jayne as wells as Jordan School District throughout the operation of Providence Hall.

The Charter community as a whole has played a large role in our Charter and will throughout its operation. We have worked with Marlies Burns and Gary Belliston from the Charter office for almost 18 months. There help has been irreplaceable in the creation of our Charter and we look forward to working with them for years to come. Current Charter schools such as Lakeview Academy, City Academy, and George Washington Academy have all been helpful with advice through emails, calls, meeting and school observations where we have received many suggestions, recommendations, helpful advice and friendships. We will also use the wonder Charter resources such as the Utah Charter school resources, TAP (Technical Assistance Project), Charter Friends National Network and the many other helpful Charter recourses will all play a part in the success of Providence Hall.

Knowing that new Charter schools struggle most with the financial aspects of the school as well as the running of the school we have contracted with Excel Education Group. Excel has experience in the building, finances, set up, and management of Charter schools as well as experience with some of our curricular programs. The schools we talked to that have and are working with them highly recommended them and have said their service are excellent.

March 28, 2006

Dear Sir or Madam:

I have had the privilege of knowing and working with Paige Anderson for over 3 years, she was the V.P. of Public Relations for my company and a major contributor to the company's success.

I have been involved in starting companies for the last 20 years, most noteworthy, Franklin Covey. I have had the opportunity to work with many self motivated and talented people in my currier, and I must say that Paige is without question one of the best. Her ability to see what needs to happen and take care of it is unparalleled in my opinion. She is also exceptional with people, taking care of their needs and making sure that they have all the tools to be successful. Kindness and the ability to inspire others to be more are also qualities that Page possesses. In my opinion, one of her strengths is her attention to detail; it is something that Paige does instinctively. She has demonstrated the ability to share her knowledge with others as well as learn from what others have to teach. I have found her to be honest with out exception, And trustworthy with the most sensitive information and tasks. Of all the people I have had the opportunity to work with Paige would be the first one I would have on my team in any endeavor.

There is no question in my mind that Paige Anderson will be successful in any thing she wishes to accomplish. Not only successful but will impact in a positive way the lives of those that have the privilege of working with her. I would without hesitation recommend Paige.

Sincerely,

Gregory L. Fullerton

Founder, Max.com

801.558.6264

PHCS 012373
1326.3828

March 20, 2007

Dear Madam or Sir:

It is an honor to recommend Laurie Peck Compton to your organization. I have had the pleasure of knowing Laurie her entire life. She is an outstanding person! Laurie has always been committed to serving and helping others. She is a person of great integrity. Laurie is also a certified educator.

As a member of the Riverton City Council, I have been able to serve with Laurie on our Parks and Recreation Board. Laurie has been a willing participant and has used her skills and talents as an educator to the benefit of our city.

Laurie is one of the finest people I have ever had the opportunity to rub shoulders with. It is without hesitation that I recommend Laurie Peck Compton to you. Should you have any questions about Laurie please feel free to contact me.

Sincerely,

Brad Markus

Brad L. Markus
Riverton City Council

3229 Brunley Court
Riverton, UT 84065
801-254-4623
bmarkus@rivertoncity.com

PHCS 012374
1326.3828

Phone 801-910-2939 Email paige@max.com

Paige Anderson

Education

University of Utah 2001-2002
General Academics.

Utah State University 2002-2003
Emphasis on Business Management

University of Utah 2003-2005
Emphasis on Business Management.

Love and Logic 2006
Parent and Teacher Training

Work Experience

2005- Current
Full Time Mom
Being a Mom qualifies me most for this opportunity. As a Mother I want the best for my daughter in every area of her life. Because I am creating a school that my children will attend, I believe that better qualifies me than any other previous job I had or could have had. Who better to create a school and help direct a school than a Mother whose children attend that school. I care more than anyone how my daughter's education is.

2006- Current
President & Founder of Ute Cheer
Set up and run Ute Cheer.
Oversee all finances and operations.
Manage coaches, District Presidents and Governing Committee
Attend occasional Ute Football Board Meetings

This opportunity has allowed me to work very closely with the Ute Conference Little League Football organization which has been a successful nonprofit organization for many years. I have worked very closely with Gary Matsuura the Conference President of Ute Football as well as the Executive Board. I have had the opportunity to attend and participate in both conference and district board meetings.

MAX.COM 2003-2005
Vice President Public Relations

PHCS 012375
1326.3828

Work with State and Federal Law Enforcements

Organize awareness and fundraising events for non profit organizations

Manage customer care and direct marketing departments.

Hire, train and manage employees.

Work with key clients and improve relationship with the company.

Prepare and manage annual budgets for departments.

Help create inventive marketing.

Volunteer Experience

Assistant to the District President

Skyline Little League Football 2003 -2005

Act as the Liaison to the District President

Help organize and set up board meetings

Keep all coaches, secretary and Treasurer informed

Assist with weigh-ins, field changes and other functions

Volunteer

Big Brother Big Sister 2005 - Current

Mentor and be friend a young girl.

Pretty much hangout with a cool kid.

Help raise funds for Bowl for Kids Sake

Volunteer

CAPSA (Community Abuse Prevention Services Agency) 2002- 2003

Certified Volunteer

Raise awareness and community support.

Hospital and Home Response Agent

Crisis Line Volunteer

Court Advocacy

Volunteer

The Rape Recovery Center 1999-2002

Certified Volunteer

24 Hour Crisis Hotline

24 Hour Hospital Response Agent

Preventative Community Education

PHCS 012376
1326.3828

Statement of Intent

As the Chief Administrative Officer, I am genuinely committed to the quality education Providence Hall will provide for our students and families. I envision Providence Hall being a school where parents are proud to send their kids, teachers are proud to teach, and students are proud to go. I believe that being a Charter School is a privilege and I will do everything in my power to assist Providence Hall in upholding the standards and class of Charter Schools. I believe the approval of Providence Hall would tremendously benefit the communities in our area as well as help lighten Jordan School District and local public schools burdens of being extremely over crowded.

I would be honored to assisting in giving the community and parents additional and superior choices of education for their children. I have personally researched and written a majority of this application and feel that my drive and experience have and will assist me in this opportunity. I believe Providence Hall has put together a phenomenal Board that will be able to not only meet but exceed this wonderful challenge of creating and maintaining an exceptional Charter school. As a board we are surrounded by support from the community, businesses and individuals that will assists us in the creation and operation of Providence Hall. That support is our foundation and is essential to our success. I hope our passion and drive for this school is reflected in our Charter.

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name - **Paige Anderson**

Role in School (list positions with school) **Chief Administrative Officer**

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

- **Full Time Mom**

As a Mother of children that will attend Providence Hall I have a vested interest in the success and quality of Providence Hall. My reason for starting Providence Hall is to ensure the achievement of my children's education. The success of Providence Hall affects my own children therefore; I will do everything in my power that is ethical and legal to ensure the success of Providence Hall.

- **CEO and Founder of Ute Cheer**

As the Founder and CEO of Ute Cheer I have experienced first hand how challenging and eventful starting an organization can be. I have also learned a lot about my management, finical and multitasking skills. When starting a new company you must wear many hats and become a problem solver. Through this experience I realized the importance of hiring a company such as excel that has experience with running and managing charter schools.

- **Vice President of Public Relations**

As the Public Relations Vice President for Max I was able to work for individuals that have achieved enormous success in business. There I learned time management skills from one and the attitude of never giving up on your dreams. I was mentored by CEO's and Presidents of very successful companies that know what it takes to succeed.

Education History:
Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

University of Utah 2001-2002
General Academics.

Utah State University 2002-2003

Emphasis on Business Management

Utah State University 2003-2004
Emphasis on Business Management
Took classes through the internet.

Love and Logic 2005-2006
Parent and Teacher Training

Statement of Intent:
Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

As the Chief Administrative Officer, I am genuinely committed to the quality education Providence Hall will provide for our students and families. I envision Providence Hall being a school where parents are proud to send their kids, teachers are proud to teach, and students are proud to go. I believe that being a Charter School is a privilege and I will do everything in my power to assist Providence Hall in upholding the standards and class of Charter Schools. I believe the approval of Providence Hall would tremendously help lighten Jordan School District and local public schools burdens of being extremely over crowded.

I would be honored to assisting in giving the community and parents additional and superior choices of education for their children. I have personally researched and written a majority of this application and feel that my drive and experience have and will assist me in this opportunity. I believe Providence Hall has put together a phenomenal Board that will be able to not only meet but exceed this wonderful challenge of creating and maintaining an exceptional Charter school. As a board we are surrounded by support from the community, businesses and individuals that will assists us in the creation and operation of Providence Hall. That support is our foundation and is essential to our success. I hope our passion and drive for this school is reflected in our Charter.

*The information and resume provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name: Paige Anderson **Social Sec. No.** 529-47-7356
Address: 13609 S. Bluewing Way
City: Riverton **State:** UT **Zip:** 84065
Phone: 801-910-2939 **Date of Birth:** 07-27-1983 **Place of Birth:** Salt Lake

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[ ]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check: Administrative cost $15.00 Cost of fingerprint analysis by BCI and FBI $60.00 Total Cost $75.00	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[ ]
4. Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[ ]

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

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

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

Ray Anderson

Applicant's Signature

NOTARY PUBLIC
ALISON ENGLISH
5560 W 13400 S
Herriman, Utah 84096
My Commission Expires
April 10, 2010
STATE OF UTAH

Subscribed and sworn before me this 31 day of January Year 07.
County of SALT LAKE State of UTAH.
Notary Public _____ My Commission Expires April 10, 2010

Emily Vasica

Phone # 562-0736 E-mail: Rmemories4ever@msn.com

Objective:

As a Mother of two and a nanny for seven years I have learned how each individual child gains self-esteem and self-confidence. I know how beneficial one on one attention is and the advantage it gives them to succeed. In order for children to meet their full potential they must have a positive and encouraging environment. Through my experience with children I have learned first hand which teaching methods are most beneficial.

I plan to incorporate all of my experience into making a successful and pleasant school. I imagine a school that welcomes all children and builds on their own strengths. A school where the teachers really care about the welfare of their students and want to see them succeed. A school that allows children to participate in other activates including family time. My commitment to this school is life long.

Skills:

- Detail Oriented
- Efficient
- Successful
- Organized

Experience:

Full Time Mom

- Mom of two awesome kids
- Manage House Finances
- Keep the house and family in order

Small Business Owner of Travel Company

- Marketing
- Accounting
- Raising Funds
- Sales
- Management

Data Analyst for RX

- Researching
- Data Entering
- Data Managing

Nanny

PHCS 012382
1326.3828

- Nurturing and caring for children
- Assisting children in learning
- Multi Tasking

Education:

- Completed Love and Logic Courses

I started my family right after high school and have had a life full of education by working as a Nanny and being a Mom. I am very involved with my children's education and am currently home schooling my daughter.

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Emily Vasica

Role in School (list positions with school) Vice CAO

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Mom – mom to awesome kids
Nanny – Nurturing and caring for children, assisting children in learning, multi tasking
Small Business owner of Travel Company – Marketing, accounting, raising funds
Data Analyst for Rx – Researching, data entering, data managing
Office Assistant for Old Farm OBGYN – Filling charts, answering phones,

Education History:
Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Graduated from Brighton High School
Completed Love and Logic Courses
Completed many Travel Agent Courses

Statement of Intent:
Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I plan to incorporate all of my experience into making a successful and pleasant school. I imagine a school where the teachers really care about the welfare of their students and want to see then succeed. A school that allows children to participate in other activates, including family time. My commitment to this school is life long. I have put much time into helping find the best programs for Providence Hall and I helped make the master schedules, school calendar, and many other areas of the charter.
*The information and resume provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Emily Vasica **Social Sec. No.** 529-75-3537

Address 13616 s bluewing way Riverton UT
Street **City** **State** **Zip**

Phone 8012534575 **Date of Birth** 11/15/80 **Place of Birth** slc

1. **Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.**	**YES [ ] NO [X]**
2. **All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.** **In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:** **Administrative cost $15.00** **Cost of fingerprint analysis by BCI and FBI $60.00** **Total Cost $75.00**	
3. **Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?**	**YES [ ] NO [X]**
4. **Do you have outstanding or unresolved civil judgments against you?**	**YES [ ] NO [X]**

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

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

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

Emily Pauna

Applicant's Signature

Subscribed and sworn before me this 31st day of Jan Year 2007.
County of Salt Lake State of Utah.
Notary Public Carrie Crawford My Commission Expires 7-15-2008

CARRIE CRAWFORD
Notary Public
State of Utah
My Comm. Expires Jul 15, 2008
7181 S Campus View Dr. W. Jordan UT 84084

13603 S. BLuewing Way
Riverton, UT 84096

Phone (801)541-5530
E-mail dc_compton@msn.com

Laurie P. Compton

Objective

Create a school where students are given the necessary tools, through engaging lessons and activities, to become well rounded, confident, successful students. Create a school were the needs of every individual can be met. Where every student has a chance to shine. A school where parents and teachers both have a voice and through working together can expose each child's greatest potential.

Education

2003 Utah Valley State College Orem, UT

B.A., Elementary Education

- Deans list and Summa Cum Laude

2001 Salt Lake Community College Taylorsville, UT

A.S., Associate of Science

Employment

2003-2005 Highland Elementary Highland, UT

5/6 Social Studies Specialist

- As an educator I aided in the creating and performing of two musical programs and one freedom festival dance program. I incorporated the state standards into meaningful, engaging social studies lessons that helped to meet the needs of every student in my class. As an educator I saw how diverse the learning styles could be in just one classroom and truly feel it is important that lessons are created to help every student have success.

Related Experience

2003-Present Home Riverton, UT

Full Time Mom

- Being a mom, in addition to my other experiences really helps sum up why I am qualified to help start up and run a charter school. As a parent I want nothing more than the best education for my children. A place where they can learn, feel safe and become better individuals.

2006-Present Mountain Land Exteriors Riverton, UT

Co-owner/founder

- As a founder and co-owner of Mountain Land Exteriors I have had hands on experience in setting up a company. I have played part in discussing the way the business should be set up and run in an effort to create the most successful, organized, and efficient

business as possible.

Non-Profit Experience

2006-Present Riverton City Riverton, UT

Riverton City Parks and Recreation Board Member

- As a member for the Riverton City Parks and Recreation Board I have gained meaningful experience in NPO. Some of our responsibilities as a board include but are not limited to: visit and inspect current parks and give suggestions for improvements and recommendations. As a board we would have to decide how to disperse money among park improvements and future parks for our city.

References

Mr. Brad Markus

Riverton City Counsel

(801)254-4623

Mr. Reed Hodson

Principal, Highland Elementary

(801) 756-8537

Mr. Randy Peck

Co-owner/founder, Mountain Land Exteriors

(801) 419-9472

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name: Laurie Compton

Role in School (list positions with school) Treasurer

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I had the opportunity to be the 5th and 6th grade social studies specialist at Highland Elementary for two years. During that time I created and designed engaging lesson plans that were aligned with the state core curriculum. I was also privileged to aid in the creating and performing of two musical programs and one freedom festival dance program. As a teacher I participated in all the usual capacities including, but not limited to, Parent Teacher Conferences and Professional Development Days. Being a Teacher has helped me realize the importance of meeting the needs of every student. All of my students had diverse personalities and equally diverse learning styles. Creating lessons to meet multiple learning styles truly allowed for optimal success.

I am currently serving on the Riverton City Parks and Recreation Board. I have found the experience of giving back to my community by taking part in this Non-profit Organization to be priceless. My opinions about service have only grown stronger as I have been able to observe and work along side of people who willingly volunteer their time for a positive cause. The experience has taught me that when individuals are driven by motives other than monetary compensation an increased sincerity for the cause is often the result. It is this true sincerity that can have great positive impacts on our communities.

Education History:
Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

2001-2003 Utah Valley State College — Orem, UT
- B.A., Elementary Education
- Graduated Summa Cum Laude (3.9)

2000-2001 Salt Lake Community College — Taylorsville, UT
- A.S., Associate of Science
- Graduated on Dean's list with a 3.6

Statement of Intent:
Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

As the Treasurer of the Board of Directors I aided in the development of the budget. I also assisted in the completion of this application by helping outline such things as teacher requirements and expectations and assisted in the merging of state core curriculum and IBO lesson objectives. I am highly committed to the start up of this school and will make sure that our divine mission will be fulfilled to create a school of excellence.

*The information and resume provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Laurie Compton **Social Sec. No.** 528-71-9855

Address	13603 S Bluewing Way	Riverton	UT	84065
	Street	**City**	**State**	**Zip**

Phone (801)253-4848 **Date of Birth** 12/22/1980 **Place of Birth** SLC, UT

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check: Administrative cost $15.00 Cost of fingerprint analysis by BCI and FBI $60.00 Total Cost $75.00	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X]

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

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

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

Laurie P. Compton

Applicant's Signature

Subscribed and sworn before me this 31st day of Jan Year 2007.
County of Salt Lake State of Utah.
Notary Public Carrie Crawford My Commission Expires 7-15-2008

CARRIE CRAWFORD
Notary Public
State of Utah
My Comm. Expires Jul 15, 2008
7181 S Campus View Dr. W. Jordan UT 84084

Trisha O. Paddock

Phone (801) 446-4632 (h) (310)469-3773 (c)
E-Mail paddockfamily@msn.com

SUMMARY OF QUALIFICATIONS

Organized programs for underprivileged children who come from single parent homes living in inner cities. Involved in recruiting staff for camp counselors and camp specialists. Excellent organizational and communication skills. Detail oriented. Ability to work well under pressure and exercise independent judgment. Reliable and prompt. Extensive bookkeeping experience. Team player with a proactive attitude.

EXPERIENCE

May 1999-2001 **JEWISH BIG BROTHER BIG SISTER & CAMP MAX STRAUSS**
(Los Angeles, CA)

Administrative Associate

- Oversaw support staff (camp counselors) in their respective duties which were held during the summer and winter break.
- Responsible for memos and minutes for board meetings.
- Recruited adult mentors for children who came from single-parent homes living in inner cities.
- Organized weekend activities involving children with sports which we called Sports Buddies.
- Planned events/banquets for alumni's whom which would be receiving scholarships and rewards.

Oct 2004-Present **RT SERVICES**
(Redondo Beach, CA and Riverton, Utah)

Co-owner & Accountant

Investigation Business

- Oversee all accounts payable
- Collections
- Oversee subpoenas have been served for law firms
- Scheduling and reporting
- Bookkeeping
- Managing

Oct 1997-1999 **THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS**

Fulltime Proselyting Missionary

- Community service such as volunteering to help in old-age homes, children with disability, daycares and elementary schools.
- Proselyting full time and doing missionary work.

AWARDS AND ACHIEVEMENTS

- Miss Samoa USA (1992-1993)
- Miss Asia USA (1993-1994)
- National Junior Olympic Volleyball Team, Gold Medalist (1992-1994)

EDUCATION

- El Camino College, Torrance, CA
- American University, Washington, D.C.
- Johnson & Wales University, Providence, Rhode Island

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name TRISHA PADDOCK

Role in School (list positions with school) EXECUTIVE TRUSTEE

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.
My husband and I currently run an investigative business that also performs work for law firms in the Salt Lake and Utah Valley along with areas in Southern California since December 2003. I have experience in designing programs for underprivileged children who come from single parent homes and foster cares....programs such as mentoring and camp programs. I also have experience with recruiting staff and matching mentors with children.

Education History:
Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.
I graduated from High School and have accomplished 2 years of general studies in college. I had a volleyball scholarship for American University. After 2 years of college I then went to South Africa for 18 months to volunteer as a full-time missionary. I also have a process server license and private investigator license for the state of Utah and much of my education has come from the jobs that I have held, the service that I have done and the places that I have lived and been to.

Statement of Intent:
Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.
As a mother, I only want what is best for my children and the children in our neighborhood. I have done some research on Charter Schools and have developed a great interest in them. I am 100% committed in doing whatever it takes to help develop and open our Charter School that we are applying for.

*The information and resume provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name TRISHA PADDOCK **Social Sec. No.** 546-41-9815

Address 5183 W CRIMSON PATCH WAY, RIVERTON, UTAH 84096

Street **City** **State** **Zip**

Phone 801-446-4632 **Date of Birth** 12/28/1975 **Place of Birth** TORRANCE, CA

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check: Administrative cost $15.00 Cost of fingerprint analysis by BCI and FBI $60.00 Total Cost $75.00	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[X]
4. Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X]

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

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR _____

_____
CHARTER SCHOOL.

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

Trisha O. Paddock

Applicant's Signature

Subscribed and sworn before me this 31st day of Jan Year 2007
County of Salt Lake State of Utah.
Notary Public Carrie Crawford My Commission Expires 7-15-2008

CARRIE CRAWFORD
Notary Public
State of Utah
My Comm. Expires Jul 15, 2008
7181 S Campus View Dr. W. Jordan UT 84084

8) Articles of Incorporation/Bylaws

Providence Hall has submitted the Articles of Incorporation to the State of Utah. Providence Hall bylaws will be completed and formally adopted at our first public meeting according to the law.

Bylaws of the
Providence Hall,
a not for profit corporation

ARTICLE I ORGANIZATION

1. The name of the organization shall be Providence Hall, incorporated.

2. The organization shall not have a seal but may design a logo.

3. The organization may at its pleasure by a vote of the Board of Trustees change its name with a 2/3rds vote.

ARTICLE II PURPOSES

The Providence Hall, Incorporated, a Charter School, has been formed, and established to provide public education pursuant to Utah Charter School laws.

ARTICLE III MEMBERSHIP

The Providence Hall shall have one class of members only, and each member shall have equal voting and other rights. No family shall hold more than one membership in the Providence Hall.

Each family having one or more students enrolled in the Providence Hall, having met the admission criteria as established by state law and the policies of this non-profit corporation, is a member and shall be entitled to one vote on each matter submitted to a vote of the members. Each family will have one vote, regardless of whether separate households are maintained.

At membership meetings, all votes shall be cast in person or by proxy registered with the secretary of the Board of Trustees.

The membership and all rights of membership shall automatically terminate if the family has no current student enrolled. All rights of a family in the Providence Hall shall cease on the termination of such family membership. Termination shall not relieve the member from any obligation for charges incurred, services or benefits actually rendered, dues or fees, arising

from contract or otherwise. The Board of Trustees shall retain the right to enforce any such obligation or obtain damages for its breach.

ARTICLE IV MEMBERSHIP MEETINGS

The annual membership meeting of the Board of Trustees for Providence Hall shall be held on the tenth day of September of each and every year except if such day is a legal holiday, then and in that event, the Board of Trustees shall fix the day but it shall not be more than two weeks from the date fixed by these Bylaws.

The Secretary shall cause to be mailed to every member in good standing at his address as it appears in the membership roll book of the Providence Hall a notice telling the time and place of such annual meeting. Regular meetings of the Providence Hall shall be held within the school facility, unless otherwise noticed.

The annual meeting shall be conducted by the CAO of the Board of Trustees. The business conducted during the annual membership meeting shall be done by a vote of not less than fifty (50%) of those in attendance, after proper notice is given.

The business to be conducted at the annual membership meeting shall include, but not be limited to, whether notice of said business was given or not, the ratification of the newly appointed members of the Board of Trustees, election of the President of the Parents Organization.

The CAO of the Board of Trustees may call special meetings for Providence Hall when it is deemed in the best interest of the organization. Notices of such meeting shall be mailed to all members at their addresses as they appear in the membership roll book at least ten (10) days before the scheduled date set for such special meeting. Such notice shall state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of sixty-seven (67%) percent of the members of the Board of Trustees or fifty (50%) percent of the members of the organization, the CAO shall cause a special meeting to be called but such request must be made in writing at least ten (10) days before the requested scheduled date.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

ARTICLE V VOTING

At all membership meetings, except for the election of officers, all votes shall be by voice. For election of officers, ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special meeting, if proper notice was given and a majority of the total membership so requires, any question may be voted upon in the following manner. When

votes by ballots are taken, the CAO of Board of Trustees shall, prior to the commencement of balloting, appoint a committee of three who shall act as "Inspectors of Election" and who shall, at the conclusion of such balloting, certify in writing to the CAO the results and the certified copy shall be physically affixed in the minute book to the minutes of that meeting. No Inspector of Election shall be a candidate for office or shall be personally interested in the question voted upon.

ARTICLE VI GOVERNANCE

Providence Hall shall be governed by the Board of Trustees. All procedures; rights and duties for the proper operation of the Board of Trustees is outlined by the Board of Trustees. The duties, rights, responsibilities and authority of the Board of Trustees are as found in the charter and as outlined below.

ARTICLE VII BOARD OF TRUSTEES

The Board of Trustees is comprised of five members three of whom are appointed by the Founding Families. The Parent Members shall elect two Parent Representatives to serve on the Board of Trustees for two years. The total number of members shall be five and shall remain constant. The composition of the Board, at that point, shall be as follows:

The Board of Trustees shall manage the business of Providence Hall. The member shall hold office until such time as the member resigns or is replaced by the remaining member or election as outlined below. The Founding members on the Board of Trustees shall retain their membership until they resign. The Parent Representatives shall serve a term for two years.

The Board of Trustees shall have the control and management of the affairs and business of Providence Hall. Such Board of Trustees shall only act in the name of the organization when it shall be regularly convened by its CAO after due notice to all the members and the public of such meeting.

Three fifths (3/5) of the members of the Board of Trustees shall constitute a quorum and the meetings of the Board of Trustees shall be held regularly on the Third Thursday of each month. Each member shall have one vote and proxy may not do such voting. The Board of Trustees may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

A member may be removed when sufficient cause exists for such removal and by two-thirds (2/3) vote of the remaining members. The Board of Trustees may entertain charges against any member. At any hearing for removal, the accused member may be represented by Board of Trustees. The Board of Trustees shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the Providence Hall.

The CAO of the Board of Trustees shall preside at all membership meetings. The CAO will be chosen by the unanimous vote of the Founding Representatives. She/he shall present at each annual membership meeting of the organization an annual report of the work of the organization. She/he shall appoint all committees, temporary or permanent. She/he shall see all books, reports and certificates required by law are properly kept or filed. She/he shall be one of the officers who may sign the checks or drafts of the organization. She/he shall have such powers as may be reasonably construed as belonging to the chief executive of any organization.

The Vice CAO shall, in the event of the absence or inability of the CAO, become acting CAO of the Providence Hall with all the rights, privileges and powers associated with that office.

The Board of Trustees shall select from one of their members a secretary. The Secretary shall keep the minutes and records of the organization in appropriate books. It shall be his duty to file any certificate required by any statute, federal or state. She/he shall give and serve all notices to members of the Providence Hall. She/he shall be the official custodian of the records and seal of the Providence Hall. She/he may be one of the officers required to sign the checks and drafts of the organization. She/he shall present to the membership at any meetings any communication addressed to her as Secretary of the organization. She/he shall submit to the Board of Trustees any communications, which shall be addressed to her as Secretary of the organization. She/he shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

The Founding Representatives shall select from one of their members a Treasurer. The Treasurer shall assist in the care and custody of monies belonging to the organization. She/he shall cause to be deposited in a regular business bank or trust company a sum not exceeding $250,000 and the balance of the funds of the organization shall be deposited in a savings bank except that the Board of Trustees may cause such funds to be invested in such investments as shall be legal for a non-profit corporation in this state. She/he must be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it. She/he shall render at stated periods as the Board of Trustees shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Trustees of such meeting. She/he shall exercise all duties incident to the office of Treasurer.

The Board of Trustees shall authorize the hiring and fix the compensation of any and all employees, which they in their discretion may determine to be necessary for the conduct of the business of the organization. Such authority may be delegated at the discretion of the Board of Trustees. No member shall for reason of her office be entitled to receive any salary or compensation.

ARTICLE VIII PARENT ORGANIZATION

The membership of the Parent Organization shall consist of all members of the Providence Hall. Each member shall have one vote of equal value to all other members. The Parent Organization shall elect, from its members, a President to serve for a term of one year.

The Parent Organization will take direction from, and work under, the Dean and all procedures, rights and duties for the proper operation of the Parent Organization may be outlined by the Board of Trustees or the Parents Organization, in that order of priority.

ARTICLE IX COMMITTEES

The Board of Trustees may appoint all committees of the Providence Hall and their term of office shall be for a period of one year or less if sooner terminated by the action of the Board of Trustees.

ARTICLE X INDEMNIFICATION

The Providence Hall shall indemnify any and all persons who may serve or who have served at any time as members or officers, and their respective heirs, administrators, successors, and assigns, against any and all expenses, including amounts paid upon judgments, Board of Trustees fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been members or officers, except in relation to matters as to which any such member or officer or former member or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by Providence Hall in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Board of Trustees to repay such amount unless it shall ultimately be determined that he or he/she is entitled to be indemnified by Providence Hall. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

ARTICLE XII AMENDMENTS

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than sixty-seven (67%) percent of the members after school commences or by sixty-seven (67%) of the Board of Trustees prior to school commencing and approved by the Board of Trustees.

ARTICLES OF INCORPORATION
OF
PROVIDENCE HALL
A UTAH NONPROFIT CORPORATION

MAR 2 4 2006
Utah Dept. of Corp. & Comm. Code
CJ

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators under the Utah Nonprofit Corporation and Cooperative Association Act, Utah Code Ann. 16-6-18 et seq., adopt the following Articles of Incorporation:

ARTICLE ONE
Name

The name of this Corporation is Providence Hall.

ARTICLE TWO
Duration

The period of duration of this Corporation shall be perpetual.

ARTICLE THREE
Purpose

This Corporation is organized as a nonprofit corporation This Corporation is organized exclusively for charitable and educational purposes. The Corporation may receive and administer funds for educational and charitable purposed, within the meaning of Section 501(c)3 of the Internal Revenue Code and to that end, the Corporation is empowered to hold any property, or any undivided interest therein, without limitation as to amount or value; to dispose of any such property and to invest, reinvest, or deal with the director or the income in such manner as, in the judgment of the directors, will best promote the purposes of the Corporation, without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these Articles of Incorporation, the By-laws of the Corporation, or any applicable laws, to do any other act or thing thereof, but not for pecuniary profit. All funds, whether income or director, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes of the Corporation.

No part of the net earnings of the Corporation shall inure to the benefit of the Trustees, office of the Corporation, or any private persons, except that the corporation shall be authorized to make reasonable compensation for the services rendered to or for the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

03-24-06P03:33 RCVD

Date: 03/24/2006
Receipt Number: 1738632
Amount Paid: $22.00

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence the publication or distribution of statements, any political campaign on behalf of any candidate of public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried out by a corporation exempt form the Federal Income Tax under Section 501(c)3 of the Internal Revenue Code.

The Corporation shall not lend any of its assets to any officer or director of this corporation, unless such loan program is regularly conducted as part of the activities of the organization and the qualification of the individual to participate in same is determined by a panel comprised solely of non-Board members.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)3 of the Internal Revenue Code, as now enacted or hereafter amended.

ARTICLE FOUR
Capital Stock

The Corporation shall not issue stock.

ARTICLE FIVE
Distribution upon Dissolution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed exclusively to one or more charitable and educational organizations which shall qualify under the provisions of Section 510(c)3 of the Internal Revenue Code and its Regulations, or to the Federal Government, or to the state or local government including the Utah State Board of Education, for a public purpose.

ARTICLE SIX
Trustees

The number of Trustees constituting the Board of Trustees of the Corporation shall be as from time to time provided in the By-laws. Unless otherwise provided in the By-laws. The Board shall consist of five Trustees. The names of the initial members of the Board of Trustees are as follows:

Paige Anderson, CAO
Emily Vasica, Vice Chairman
Laurie Compton, Treasurer
Trisha Paddock, Executive Trustee

Alecia Brown, Secretary

ARTICLE SEVEN
Incorporators

The address of the initial registered office of the Corporation is:

13609 S. Bluewing Way
Riverton, UT 64065

The Board of Trustees without amendment of these Articles of Incorporation may change such office at any time.

The name of the initial registered agent at the listed address is:

Paige Anderson
13609 S. Bluewing Way
Riverton, UT 840665

I, Paige Anderson, hereby agree to act as Registered Agent for Providence Hall Charter School Incorporated.

Paige Anderson, CAO

3-22-06
Date

ARTICLE EIGHT
By-laws

The Trustee shall adopt By-laws which are not inconsistent with the law or these Articles of Incorporation for the regulations and management of the affairs of the Corporation. These By-laws may be amended from time to time, or repealed, pursuant to law.

ARTICLE Nine

By-laws

The Trustees may designate and appoint a Chairman of the Board and may designate and appoint officers to officiate and conduct the business of the Corporation.

Dated this 22 day of March 2006

Paige Anderson, CAO

Emily Vasica, Vice CAO

Laurie Compton, Treasurer

Alecia Brown, Secretary

Trisha Paddock, Executive Trustee

9) Admission and Dismissal Procedures

Admission Procedures
All complete applications will be added to an applicant pool. No more than 10% of children of Founding members will be given preference to attend Providence Hall. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, and/or special needs. The first priority for enrollment will be given to children of Founding members. After which, the open enrollment will start. In the event that there are more applicants than openings applicants will participate in a random draw, conducted in an open meeting. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for re-enrollment during each year thereafter. Sibling of enrolled students will also be given preference relative to other applicants. Children accepted in the draw will receive an Email or phone call within 72 hours of the completion of the draw. The children not accepted in the draw will receive a letter or email stating so, within 3 weeks after the draw.

Lottery Procedures
In the event that there are more applicants than openings applicants will participate in a random draw, conducted in an open meeting.
Each year preference will be given as follows:

- First, children of Founding Members
- Second, returning students
- Third, siblings of current or returning students
- Fourth, original applicant pool
- Fifth, new applicants received after initial lottery

Registration

- To register parents will need the following:
- Health Form
- Registration Form
- Immunization Form
- A copy of the child(ren)'s birth certificate

Utah State Law requires that each child be registered at only one school at a time. If a parent registers with Providence Hall they must notify the school at which they were registered of their new registration at Providence Hall.

Immunizations
As determined by Utah State Law, Providence Hall is required to have immunization records or a waiver form the Health Department for each enrolled child. Exemptions are available to parents for medical, religious, or personal convictions. If a child has not been immunized according to the Utah schedule, they must obtain an exemption form from the County Health Department and then bring the signed white copy, with the pink form documenting which immunizations their child has received, to Providence Hall at the time of registration.

Dismissal/Suspension

Providence Hall will have a handbook that will have clear behavioral expectations and consequences for acceptable and unacceptable behavior. Parents and students will be provided with this handbook and will be expected to sign a behavioral contract agreeing to abide by these guidelines. Behavioral policy will be guided by the following ideals:

- Mutual respect between all parties
- Issues should be addressed with related person
- Zero Tolerance for drugs, alcohol, having a weapon, abuse of any kind and any kind of bullying

Ultimately student discipline will be conducted at the discretion of the Dean and he/she may utilize any means he/she feels is necessary to ensure a safe learning environment is maintained, as long as it is lawful and does not violate the rights of the student.

The Dean along with the Special Education Director 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 and/or special considerations have been made relative to a student's IEP. Ultimately ensuring the safety of all students and school personnel will be priority.

Teachers will review the Providence Hall discipline policy, found in the handbook, with their students and will discuss plans to deal with students disruptive and unacceptable behaviors. If infractions cannot be resolved within the classroom, or by independent efforts of the personnel involved, the situation will be referred to the Dean for handling.

Providence Hall believes all students have the right to learn in a safe and caring environment. Providence Hall expects Students, Staff and Board Members to respect property and each other. We believe that self esteem is improved and encouraged when students learn to accept responsibility for their own actions and decisions therefore, creating a safe and positive school.

10) Procedures to Review Complaints of Parents

Parents/Guardians of the students attending Providence Hall are an important part in the success and operation of the school. We appreciate their input and will be asking them to provide feedback and suggestions through surveys that will be held throughout the year. If a parent/guardian has a complaint that needs to be addressed personally the following should take place.

- Parties directly involved should normally resolve complaints. Example, if a parent has a complaint against a teacher, the parent should go to the teacher.
- If difficulties arise and the issue can't be resolved they should try and resolve the issue with the Dean.
- If the Dean is unable to resolve the issue the individual with the complaint should go to the Board of Trustees.

All complaints should be resolved in a timely order while complying with all due process protections.

Parents of students served under Section 504 or IDEA

To ensure that all aspects of the Individuals with Disabilities Educational Act are complied with in full, the following guidelines have been established:

1. The Board of Trustees will review IDEA in its entirety with the Dean. Special emphasis of Section 504, relative to this requirement, will be addressed, though all issues related to IDEA will be focused on.
2. The Providence Hall School Dean and the Curriculum Coordinator will provide in-service training to all members of the faculty regarding the provisions of this law.
3. Specific policies will be drafted and included in our Policy Handbook to ensure compliance and implementation of necessary provisions of these laws.
4. The Dean and Board of Trustees will establish a strong working relationship with the Utah State Office of Education's coordinator in Special Education. This will ensure complete familiarity with these requirements and a clear path of communication to solve any possible problems.

11) Opportunities for Parental Involvement.

Parental involvement is crucial to a student's and school's success. Parents are the founding force behind Providence Hall and recommend Parents to be actively involved. Parents are encouraged to contribute volunteer services throughout the school year. It is anticipated that many parents will choose Providence Hall largely because of the increased opportunity for significant involvement in defining school policies, manners of instruction, and simply to have a greater hand in their child's education. Given these considerations, many exciting and fulfilling opportunities exist for parents to contribute.

How parents can be involved in decision-making practices at Providence Hall:

- Providence Hall Board of Trustees
- Providence Hall Parent Organization

Examples of how parents can be involved:

- Assist in child's classroom with learning projects, 1x1 instruction and practice, room parent, class parties, etc.
- Lead or participate in an enhancement subject –art, physical movement, computers, music, library, etc.
- Extend learning by helping to arrange experiences in the community- field trips, community service projects, etc.
- Serve on an advisory and/or decision making committee
- Lead or participate in after school programs - dance, music, theatre, etc.
- Increase financial resources available to the school - lead or participate in fundraising opportunities, book fairs, carnivals, etc.
- Participate in information sharing strategies – calling parents, newsletters, etc.
- Lead or assist with courses for parents – parenting skills, Spanish, etc.
- Coordinate local businesses cooperation and donations
- Assist in school activities – assemblies, fairs, filed day, etc.

Providence Hall will have a volunteer coordinator who organizes and oversees the volunteers. His or her job will consist of organizing and planning volunteer schedules, keeping track of volunteer hours, contacting parents with their schedules, and keeping copies of volunteer contracts. We believe that by creating this partnership with parents, we will insure the success of our students and create individuals who will reach for academic success. Parents who are employed may, because of time restrictions, spend time doing things that can be done at home, in the evening, on weekends, or over vacations.

In order to help parents fulfill their important role, Providence Hall requests parents to:

- Read the Providence Hall Handbook and agree to abide by its terms.
- Inform the school of professional experience they may have.
- Sign up for school volunteer time.
- Work with children at home.

Providence Hall will require all parents who have close and consistent contact with students to submit to a background check.

How Providence Hall will communicate with parents:

- Notifications sent home with students
- Information translated in Spanish and other languages as needed
- Providence Hall newsletter
- Providence Hall Parent Dialogue sessions – involving parents, teachers, students, administration and community in ongoing facilitated discussions on relevant topics under decision making consideration
- Website postings and discussion forums

12) Securing Required Insurance

Providence Hall will secure the required Insurance through The Smith Insurance Group, Inc. This is reflected in our Operational Budget.

THE SMITH
INSURANCE GROUP, INC.

January 30, 2007

Re: Providence Hall Charter School

To Whom It May Concern:

This letter is to certify that we, The Smith Insurance Group, Inc., have completed preliminary research and estimates for the Providence Hall Charter School. We have commitments from several insurance carriers to provide quotes and issue coverage for the school when needed.

We will provide coverage for all lines and types of coverage needed, including: Comprehensive General Liability, Automobile Liability, Personal Injury / Civil Rights Coverage, Directors and Officers Errors & Omissions Coverage, all with minimum limits of $2 Million per occurrence. We will also provide all types of Crime, Employee Dishonesty Coverage and Bonding needed, all Property Coverage including Business Interruption, Extra Expense, Tuition Fee and Workers' Compensation Coverage with all limits and amounts required by law. We can also provide employee benefits such as Group Life & Health Insurance, Retirement/401k Plans, etc.

Sincerely,

Thad D. Smith, CIC
CEO

710 East New England Dr. • Sandy, Utah 84094-3590 • 801-433-0161 • Fax 801-433-0164

Registered Representative of and Securities offered through QA3 Financial Corp., Member NASD/SIPC
The Smith Insurance Group, Inc. and QA3 Financial Corp are not affiliated companies.

13) Extracurricular Activities within School Districts

Currently we have not entered into an agreement with Jordan School District for participation in extra curricular activities.

Providence Hall believes that some of the greatest education gifts are experiences in which they discover how education applies to their lives therefore Providence Hall may provide field trips and other educational experiences throughout the year for each class. These experiences must support the curricular emphasis being studied; nurture a love of learning, and building bonds of friendship. Parents will be notified in advance and may be asked to volunteer for staffing and or transportation.

Providence Hall may also provide after-school activities based on parent and student interest. Such activates may include but are not limited to:

- Athletics
- Orchestra
- Band
- Choir
- Clubs
- Visual Arts
- World Language
- Tutoring

Providence Hall's Board of Trustees will set a policy on field trips and extra-curricular activities. All activities will be kept at minimal cost allowing all students the ability to participate. The Board will also set a policy that will include "fee waivers" for eligible families that meet specific income requirements. Pursuant to state law Providence Hall will require any volunteer who will have consistent contact with students to be subject to a background check.

14) Qualifications Required of Teachers

Providence Hall seeks professional, talented, influential faculty members to educate its students.

Hiring Qualifications
Providence Hall will hire teachers in accordance with the Utah State requirements for public school teachers. This includes certification and/or alternative certification as required by Rule R277. Ongoing employment at Providence Hall is contingent upon meeting and maintaining these requirements.

Providence Hall will seek applicants for teaching positions who possess some or all of the following skills and/or experience:

- A plan in classroom management and how it will be implemented in their classroom
- A demonstrated commitment to differentiation and how their curriculum will meet the needs of all their diverse learners.
- A commitment to our philosophy of creating life long learners by being committed to learn new curriculum
- A demonstrated ability to treat colleagues, parents and students with respect and honest communication
- Confidence and demonstrated use of technology, both as a learning tool and to manage classroom activities.
- A demonstrated willingness to be a team player, collaborate with others, and share ideas and methods of instruction with their colleagues.
- Prior teaching experience

Instructors at Providence Hall will be responsible for, but not limited to, the following:

- Set 3-5 personal goals each school year that directly affect their instructional methods and/or student learning. These goals should be specific and state steps to attain each goal. These goals should be discussed with the school Curriculum Director at the beginning of the year and at the end of the year the teacher will provide information to the Curriculum Director of how these goals were achieved. The Curriculum Director will then report to the Dean.
- Create a safe, nurturing environment not only in their classroom but school wide.
- Create a feeling of unity within the school.
- Communicate regularly with Special Education teachers, speech therapists, and any other specialist that may have valuable information about the progress and potential success of particular students in their class.
- Create lessons that are not only engaging but also adhere to the standards in the state core and IB program.

- Maintain current level of certification
- Keep in close contact with students' parent/guardian in an effort to best meet the needs of all students.
- Fluent in Spanish or willingness to learn the language.

Providence Hall's Curriculum Coordinator's primary responsibility is to ensure effective curriculum implementation of the International Baccalaureate Program as well as all additional educational programs. The Curriculum Coordinator is over all teacher training as well as all IB teacher and school training. Working with our Curriculum Committee and teachers he/she will evaluate and recommend curriculum adjustments and/or improvements. The Curriculum Coordinator is also responsible for training teachers in a manner consistent with Providence Hall's mission statement, philosophy and structure He/she will be responsible for monitoring and evaluating teacher instruction and, when appropriate or requested, reporting to the School Dean or Board of Trustees. He/she will also work with the Assessment Committee to ensure proper and effective assessments are taking place. He/she will report directly to the School Dean and/or Assistant Dean. He or she will preferably have experience with the International Baccalaureate Program.

Providence Halls Dean manages the school's daily operation. The Dean is subject to policy and procedures as determined by the Board of Trustees. The Dean is a key personnel representative of the school and as such bears the responsibility of upholding school standards and values at all time.

Providence Hall will seek applicants for the position of Dean who possess some or all of the following skills and/or experience

- Masters degree or equivalent work experience in the field of education.
- Administrative license or will operate within state rule.
- A demonstrated ability to treat faculty, parents, and students with respect and honest communication.
- A demonstrated ability to incorporate our stakeholders (parents, students, board, community, etc.) in the problem solving and decision making process.
- Experience managing and monitoring business goals and outcomes.

The Dean at Providence Hall will be responsible for, but not limited to, the following:

- Apply school policies and procedures
- Fulfill all state reporting responsibilities
- Ensure that required assessments take place and reports are submitted
- Promote and oversee school curriculum
- Representing and promoting the school in public relation events
- Providing arbitration services in parents/students and teacher relationships
- Overseeing school finances and records

- Demonstrates commitment to Providence Hall's vision and mission and communicates that vision and mission to the school personnel, the students and families, and the community.
- Participates in the hiring and evaluation of staff.
- Designs schedules
- Develops cooperation and teamwork within staff.
- Provides perspective on educational issues with the school's Board on a regular basis
- Provides information to community and media about the school and its programs
- Approves and authorizes building usage, budget items, permanent record maintenance, all school-based activities and schedules, purchase and utilization of material resources, equipment, textbooks, and supplies.
- Plans and implements the staff development program

All full time Aids at Providence Hall will be responsible for, but not limited to, the following:

- Necessary license and certification
- Prior experience working in a classroom
- Ability to accomplish a task independently
- Ability to work with a small group of students who may require additional instruction and/or supervision accomplishing a task and/or assignment
- Ability to work well with classroom teacher

All Substitute Teachers at Providence Hall will be responsible for, but not limited to, the following:

- Necessary license and certification
- Checking in at the office upon arrival.
- Following and adhering to classroom lessons plans left by the teacher
- Representing themselves in a respectful and responsible way
- Leaving information necessary to teacher as to events that transpired while he/she was away
- Checking out at the office upon leaving

Pursuant to state law Providence Hall will require all aids, substitutes, teachers and faculty to submit to a background check.

15) Intention to Create a Library

Understanding that reading opens views and enlightens minds, Providence Hall will encourage student literacy skills and academic achievement by providing the school with a contemporary library environment. Providence Hall will have a dedicated space for the purpose of our library, serving the needs of our student body.

Along with fundraisers, we will rely heavily on donations to expand on materials available to our students, as well as funds from any Startup Grants received. It is anticipated that Providence Hall will spend approximately $25,000 towards its library during the first year of operation. Yearly Book fairs and Birthday Book Club will assist in the constant growth of the school Library. All profits received from Book Fairs and Birthday Club will go directly back into the School Library thus continually expanding the growth. We expect high reading achievement and a love of learning to be encouraged through the library and School.

Our Library will be approximately 5,000square feet. We will have an extensive collection of age-appropriate books with emphasize on leveled reading. We will include a solid collection of materials that support our curriculum and maybe used to explore subjects on a higher level. Our library will also supply publications in current affairs. Our building plans also include a computer lab area with internet access, the Providence Hall Library and Media Centers will be staffed by the Parents Organization. Their voluntary assistance will include helping at the circulation desk, shelving and filing materials, assisting with library displays and helping students. Providence Hall is very aware and concerned of the dangers on the internet. Every computer in the computer lab and throughout the school will have the most up to date and effective internet protection and reporting software.

16) Administrative and Supervisory Services

Administrative and supervisory services shall be at the direction of the Dean. To insure that the school meets all federal and state laws, the Dean together with the Board of Trustees will select from the faculty those who will best help fulfill administrative and supervisory services. This shall include curriculum, instruction, school progress and performance, relations with the community, staff development, Counseling, employment, discipline, student progress and any and all operations related to management and maintenance.

These services will be addressed in detail within the Providence Hall Policy Handbook and will be updated as needed. Further, the list provided does not encompass all services provided as other functional issues may arise that requires services by our Administration. In all cases the Dean shall work with the Board of Trustees to ensure that all possible issues are addressed properly.

Business Administrator

Primary Roles and Purpose:

- Oversee and maintain the operation of all financial and business affairs of Providence Hall including accounting, payroll, purchasing, and risk management. Act as the chief financial advisor to the charter board
- Seek additional funding through direct fundraising, government and private grants and constituency donations
- Oversee facilities, furnishings, equipment and facilities systems including building and grounds, maintenance, improvements, and building projects
- Oversee the school's computer network, website, and email services
- Coordinate the school's human resource functions with Ascend
- Coordinate the school's compliance with state law, and administrative rules governing K-6 charter schools
- Model the virtues of respect, self-discipline, honesty, responsibility, and productivity

Qualifications:

- Schooling in finance preferred
- Prefer a Masters Degree in Business

Skills:

- Have knowledge of general finance, budgeting, accounting systems, and economics
- Have knowledge of personal computers and software to compile spreadsheets, word processing, and perform data analysis
- Communicate with exceptional public relations and interpersonal skills
- Understand and use planning and organizational skills
- Possess an entrepreneurial spirit that embraces creativity and dedication to the start-up phase of the charter school
- Demonstrate commitment to the school's mission, vision, and philosophy

Experience:

- Adequate experience as a business manager
- Experience in school finance, preferred

Responsibilities and Duties:

- **Fiscal Management**
  - Maintain accounting systems that comply with laws and regulations
  - Establish, maintain, and analyze and evaluate accounting practices, systems, and controls in all charter departments

- Coordinate required state audits and reports with appropriate accounting firm and state agencies
- Assess, authorize, and process all purchase orders and check requests and manage budget by certifying available funds
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for school improvement
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively
- Prepare various reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- Negotiate favorable purchasing agreements for materials and supplies
- Report monthly to the Board of Trustees regarding all financial matters of the school
- Confirm that business practices support the charter mission
- Perform other duties which may develop or as requested by the Governing Board

- **Documentation and Law**
  - Ensure policies established by federal and state law that apply to charter schools and local board policy in business operations are followed
  - Manage all hardcopy and computerized reports, records, and other required documents
  - Compile and review monthly financial statements and budget reports
  - Draft comprehensive annual financial report
  - Draft quarterly and final reports for all federal funds
  - Complete state audits and reports
  - Report monthly to Board of Trustees

- **Inventory**
  - Ensure accurate computerized inventory records of all of the charter's assets
  - Assist the procurement committee with purchases
  - Maintain and direct sales of surplus salvage equipment for disposal
  - Oversee maintenance of replacement cost-asset inventory for insurance purposes
  - Receive and register bids, calculate results and draft written recommendations
  - Oversee the drafting of bids and bid specifications

- **Personnel Management**
  - Devise training options and/or improvement plans to maintain superior business operations

- Assess job performance of office employees to maintain effectiveness
- Oversee business management personnel and make accurate recommendations in regards to assignments, retention, discipline and dismissal
- Coordinate human resource functions with Ascend

- **Communication**
  - Establish rapport with parents, students, school staff, and board of Trustees members
  - Create and maintain a professional relationship with colleagues, students, parents, and community
  - Build appropriate alliances with individuals in banking, education and business entities
  - Attend appropriate legislative meetings, charter school board meetings, and charter school association meetings to strengthen positive, working relationships

- **Professional Growth and Development**
  - Enrich job skills through professional development activities
  - Research current and proposed instructional programs, materials, and methods
  - Stay abreast of and abide by state and charter regulations and policies for charter schools
  - Model professional, ethical and responsible behavior
  - Maintain at least 98% school and staff meeting attendance

- **Charter and Community Relations**
  - Convey the charter's mission to the public and encourage support in accomplishing the mission
  - Illustrate understanding of charter and community needs and begin activities to meet those needs, including fund-raising needs
  - Demonstrate use of productive and efficient skills to raise community and parent involvement

- **Supervisory Responsibilities**
  - Supervise and assess the performance of the bookkeeper/accounts payable clerk
  - Act as liaison to Ascend

- **Job-Related Conditions**
  - Maintain control in stressful situations
  - Extended and irregular hours may be required

- Some travel may be required
- Some lifting may be required

All primary roles and major responsibilities are listed. Additional duties and skills may be required for the job.

17) Fiscal Procedures

Providence Hall will incorporate the following fiscal procedures to ensure that the School's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures and internal control policies.

Financial Reporting Procedures – Providence Hall's Board of Trustees will approve the annual budget submitted by the Treasurer. The financial Reports will be reviewed by a certified public accountant prior to being distributed. The budget will be approved in April for the following year. The budget will serve as the basis for expected revenue and expenditures as well as personnel head count and capital expenditures. Providence Hall will prepare a summary financial report (statement of operations, balance sheet, statement of cash flows, personnel head count and capital expenditures) quarterly to present to the Board for review and discussion. Additionally, the financial report will include a budget to actual comparison report for the Board of Trustee's review.

On an annual basis, the Board of Trustees will review the surplus or deficit generated from operations. In the event of a surplus, discretionary expenditures will be approved by the Board of Trustees and incorporated in the subsequent year's annual budget. In the event of a deficit, the subsequent year's annual budget will reflect the appropriate reduction in spending required to maintain an adequate cash flow.

Internal Control Policies – Providence Hall will adopt internal controls designed to ensure that the School's assets are used for approved purposes. The primary internal control is the segregation of duties for the following: authorizing transactions, record keeping and maintaining custody of assets.

Authorizing Transactions – The CAO, Vice CAO and/or Treasurer are required to approve all expenditures in excess of $1,500.00 (including contracts that require disbursements in excess of $1,500.00). The Dean and/or Assistant Dean must approve all transactions less than $1,500.00. Checks will require two authorized signatures from the board.

Record Keeping - An accountant will be employed and will be responsible for the accounting (using Generally Accepted Accounting Principles,) preparing reconciliation's, disbursements and financial and other reports. Procedures will be adopted to ensure cash receipts are processed by two people with a check and balance system.

Custody of Assets – Providence Hall will maintain an account at a financial institution. Only the CAO, Vice CAO, Treasurer and Board of Trustees will be signers on the account. The accountant will receive the bank statement and prepare the bank reconciliation, which will be reviewed and initialed by the Treasurer. The Dean is

18) Policy and Procedure Regarding Employee Termination

Termination

- Termination that is initiated by the employee is considered voluntary termination. If the employee does not call in or report to work for two consecutive days, he/she will be considered to have voluntarily terminated employment.
- Termination that is initiated by Providence Hall is considered an involuntary termination.
- A layoff is a termination of employment that results from a changing business condition, which necessitates a reduction in staff.
- Employment with Providence Hall is by mutual consent between Providence Hall and the employee. Consequently, both the employee and Providence Hall have the right to terminate the employment relationship at any time, for any reason, or no reason at all.
- All decisions on terminations will be preceded by due process on behalf of the employee.

Corrective Action

Providence Hall will make every effort to ensure that employees are treated fairly. When Providence Hall policies and/or regulations are violated and/or work performance and/or behavior is in need of improvement, our interest is not to punish, but rather correct the situation. Providence Hall will usually use the three-part procedure designed to offer the employee a reasonable opportunity to improve the situation based on individual situations. The actions are as follows:

- A verbal warning.
- A written warning. This may include a probationary period.
- Suspension or termination.

Failure to Meet Performance Standards

- Employees may be disciplined, up to and including possible termination, for poor job performance and misconduct, as determined by Providence Hall.
- Below average work quality or quantity.
- Poor attitude, including rudeness, or lack of cooperation.
- Excessive absenteeism or tardiness.
- Failure to follow instructions or school policies and procedures.
- Insubordination.
- Abuse, misuse, theft, or the unauthorized possession or removal of Providence Hall property or the personal property of others.
- Falsifying Providence Hall records, reports or other documents.
- Divulging confidential school information to unauthorized persons.

- Disorderly conduct of Providence Hall property, including fighting or attempted bodily injury, or the use of profane, abusive or threatening language toward others or, possession of a weapon.
- Violation of the school's alcohol, drugs and controlled substances policy.

19) Procedures Regarding Employee Evaluation

One of our primary responsibilities at Providence Hall is to hire and maintain well educated, talented, and influential educators. As they will truly be the ones that directly impact our students' educational experience we have created the following evaluation process. The Curriculum Coordinator will typically do most observations and the Dean will observe occasionally and/or recommended by the Curriculum Coordinator.

The process will go as follows:

- **Informal Observations**: The Curriculum Coordinator and/or Dean may "stop in" and observe the class informally at any given time. At least one informal observation will occur during the school year. The Dean can do more if he deems necessary.
- **Formal Observations**: The Curriculum Coordinator and/or the Dean will either inform the teacher of the formal observation at least 10 working days prior to the observation or the Curriculum Coordinator and the teacher, together, can set up a time for the formal observation. The teacher will be evaluated on, but not limited to, the following criteria:
    1. Classroom Management Skills
    2. Ability to differentiate instruction
    3. Knowledge and adherence of curriculum taught
    4. Instructional effectiveness
    5. Grading and Assessment procedures
    6. Overall Organization

- **Evaluation Instrument**: The school will adopt and provide the Dean a specific rubric for teacher evaluations

The Dean will meet with the teacher within five working days of the formal observation to discuss observations, progress, and provide positive feedback as well as constructive criticism with specific suggestions and/or tools for improvement. At the discretions of the Dean a teacher who does not meet performance expectations may be placed on probation. During the probationary period, the Dean will set up clear expectations and goals that need to be met and a clear plan for improvement. The Dean will also set up a clear time for a re-evaluation. If the specific goals were not met termination may occur or the teacher annual contract may not be renewed.

A teacher may request a review of his/her evaluation by the Providence Hall Governing Board within 30 days of receiving the written results of the evaluation. The teacher's request and specific objections must be made in writing. As the Board of Trustees deems necessary, any amendments and/or additions to the evaluation will be attached to the original evaluation and placed in the employees file.

Curriculum Coordinator Evaluation
The Curriculum Coordinator evaluation will be based upon, but not limited to, the expectations and requirements that were outlined in the employment contract upon hiring. The Dean and/or assistant Dean will evaluate the Curriculum Coordinator at least once a year and all evaluations will be added to his/her file and will remain confidential.

Dean Evaluation
The Dean evaluation will be based upon, but not limited to, the expectations and requirements that were outlined in the employment contract upon hiring. Once a year the Board of Trustees will provide the Dean with a written evaluation in regards to the criteria listed in his/her employment contract and progress made towards achievement. Evaluations will focus on criteria such as, but not limited to:

1. Supervision of teachers
2. Knowledge and involvement with the Curriculum Coordinator
3. Ability to manage students, staff, and programs
4. Accessibility to teachers, students, parents and community
5. Overall Professionalism

These evaluations will be based on annual parent, teacher, and staff surveys, and formal/informal observations as needed.

General Staff Evaluation
Staff (such as secretarial and custodial) will be evaluated on at least a yearly basis as best determined by their immediate supervisor. All evaluations will be added to the employees file and will remain confidential.

20) Policy and Procedures Regarding Employment of Relatives

Providence Hall will be consistent in all of our policies regarding employees, to include state and federal law. We also recognize nepotism is a concern. A close (example, spouse, mother, mother-in-law, brother, etc.) family relative should not be hired into a department where they directly supervise or are supervised by another family member. In addition, relatives will not be placed in positions where there is an actual or apparent conflict of interest. The best interest of the school must always come first. Relatives will be considered along with other candidates in keeping with the school's policies and practices.

21) Conversion Charter Schools

N/A

22) Assurances

Utah State Board of Education

UTAH CHARTER SCHOOLS

Assurances

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

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.

B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.

C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.

D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Paige Anderson

Title (type): CAO

Signature:

Date: 1-5-07

Admission Procedures

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

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

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

Proof of Insurance

Providence Hall 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

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

Nonsectarian Statement

Providence Hall Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for **Providence Hall** 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.

Paige Anderson		1-5-07
CAO (please print)	**CAO's Signature**	**Date**

23) Waivers for State Board of Education Rules

Providence Hall is not currently seeking any additional waivers beyond those previously extended to Charter Schools. If at any time Providence Hall determines that a wavier is required we will provide appropriate notice of intent.

24) Letters of Support and Additional Information

Continuing Education

Providence Hall will be a central resource for continuing education within the community. The school will offer night classes and activities for adults in areas such as, computers, literacy, Spanish, and Love and Logic (parenting class), etc. thus creating a life-long education example for their children. (These classes will be kept at low cost allowing parents of all incomes to participate.)

Letters

We received an over whelming response and support from parents and businesses in our community. We have included a letter from a local business voicing their support of Providence Hall as well as two parent support letters. We appreciate and honor all support we have received including over 400 local signatures of support.

March 27, 2006

To Whom It May Concern:

ISP Services would like to extend its support and recommendation for Providence Hall a proposed Charter School in Riverton Utah and Paige Anderson as the President of Providence Hall.

Over the past seven years ISP Services (dba Max.com) has been dedicated to helping parents to protect their children. We encourage any worthy effort to enhance the lives of children. As a company we have had the opportunity to work with many school districts and PTA leaders. We believe that parents in our community deserve a choice when it comes to educating their children. Many of the schools in Utah are overcrowded. Riverton certainly is an area experiencing explosive growth and the schools there are feeling the pressures of that growth.

We have reviewed the Charter School application that will be submitted by Providence Hall and believe it to be a sound proposal and an outstanding opportunity for the parents and children in Riverton to have an excellent Charter School.

We have had the pleasure of employing Page Anderson for the past 3 years as our Vice President of Public Relations. She has demonstrated incredible skills in leadership, creativity, work ethic and the ability to have people endear her. Her leadership for our company has created a wonderful environment for the employees she manages and the customers they service. Her skills will provide an exhalent foundation of leadership as the founders execute the plans they have developed for a charter school in their area and as a long term leader for the organization. We highly recommend her as President of Providence Hall.

We complement the leaders in Utah that have developed the Charter School program and would like to highly encourage them to accept Providence Hall as excellent Charter School candidate.

If you have any questions please feel free to call me. 801-913-4938

Sincerely,

Fred Ninow
Managing Partner

3760 S. Highland Dr. Suite 500, Salt Lake City, UT 84106

March 29, 2006

To Whom It May Concern:

I'm extremely excited to hear that someone is willing to sacrifice their time and effort to organize a charter school in this area. Providence Hall would be a huge benefit not only to my own family, but to this community and surrounding towns. This is a great venture that all will profit from and could make a huge difference in future education. Coming from a former educator from the public school districts, this would be a refreshing change in educating students. As a parent, I would be devastated if this charter wasn't accepted. It would also be disappointing if the state didn't consider this extremely important to this area considering the failing over crowd public schools.

Sincerely,

Lisa Roberts

Lisa Roberts

801-302-8245

To whom it may concern:

I am a Mother to four wonderful children two of them have graduated from Utah Public Schools. I have had the opportunity to be PTA president for many years for different elementary and junior high schools and have been very involved in my children's schools and education. In general I have been pleased with their educations and am a supporter of public schools. However, because of my involvement in the public school system I believe there are some areas for improvement that Providence would fix.

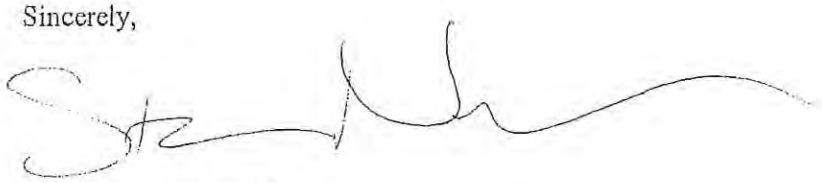
I think in Riverton the area is growing too fast that there is a great need for additional choices. Districts aren't able to keep up with the need and growth of building more schools. Providence Hall would be a good answer and would make public class rooms smaller. I have seen the effect crowded class rooms have and watched first hand students fall behind.

I love their strong encouragement for parent involvement. When there is more help from parents the teachers, principals and students have a better experience and have higher test scores. I love how involved parents can be at Providence and the difference they can make. The say parents will have in Providence is my reason for always helping in my children's schools.

The other main benefit of Providence to me is the ability to get rid of teachers. Public schools have a hard time getting rid of teachers they are forced to jump through hoops. I experienced this first hand when a incompetent teacher was put on probation for over four years and the parents and principal felt helpless. We were unable to make a change that would benefit the students and school. This upsets me. I believe their expectations and support for their teachers makes them stand apart. If you require more from your teachers and have the ability to enforce expectations you will have a better school. This is a huge benefit.

They have put together a wonderful school. One I wish for my grandkids to attend. There Spanish focus is needed, the IB is impressive and using love and logic completes it. I believe this school should be approved and will be a great addition to the other public schools. I have been very impressed with the schools structure and would be extremely disappointed if this wonderful school was not built.

Sincerely,



913-5637

25) Participation in the Utah State Retirement System

Providence Hall will participate in the Utah State Retirement System.

Providence Hall Founding Members

Paige Anderson
Alicia Brown
Laurie Compton
Patsy Despain
Robb Enger
Laurie Freeman
Alicia Hansen
Heather Jewkes
Amy Johnson
Katie Klemm
Chris Ninow
Ryan Ninow
Trisha Paddock
Alexis Peck
Courtney & Remington Peck
Krista Perry
Erin Preston
Julie Richards
Benjamin Smith
Jeremy Smith
Tiffany Szczesny
Cindy Tenney
Mark & Floressa Thurston
Heidi Totten
Emily Vasica
Natalie Winder