

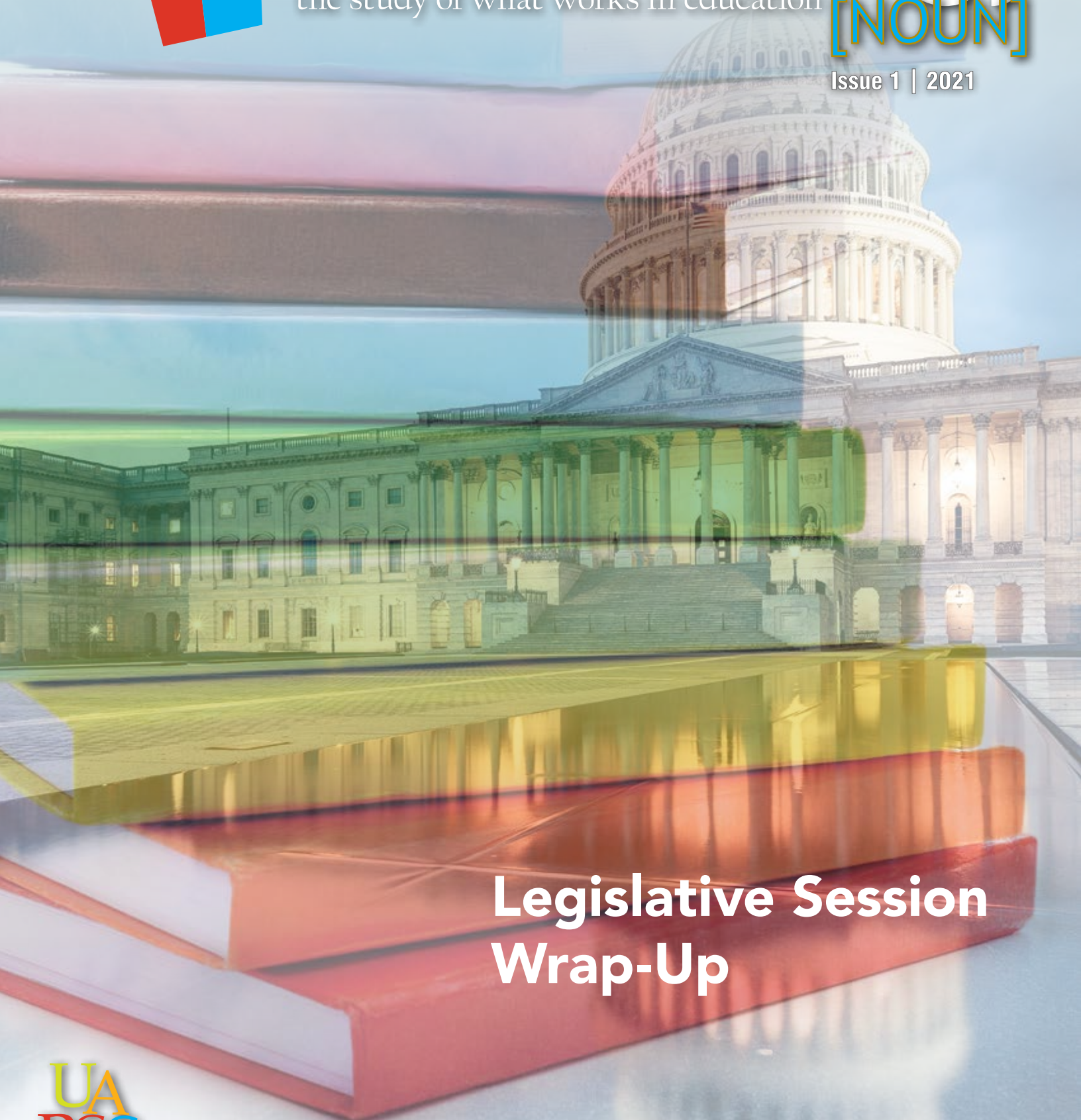


# CHARTERED charterology

the study of what works in education

[NOUN]

Issue 1 | 2021



## Legislative Session Wrap-Up



OFFICIAL PUBLICATION: UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS



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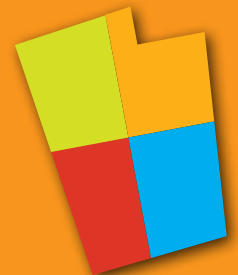
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- How to stay within budget
- Managing the design process
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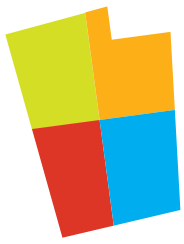


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# WELCOME

# Message



BY ROYCE VAN TASSELL, EXECUTIVE DIRECTOR OF UAPCS



**T**hanks for your hard work educating Utah's children throughout the COVID pandemic. We love your resilience in all the adaptations that have been necessary.

As you've heard, the Legislature rewarded those efforts. Not only did they provide a substantial bonus for public education employees, but they also funded significant increases in public education. Moreover, they are determined to cut through much of the accumulated red tape so that you can do what you do best — educate Utah's children. Sen. Fillmore and Rep. Pulsipher have articles in this issue of "Charterology" that go into more detail.

We are also thrilled to welcome Utah State University's "Center for School of the Future" to the charter school fold. They bring a new perspective and new resources, and I am looking forward to how they will help us improve. We love the State Charter School Board and continue to work closely with them. They will undoubtedly remain Utah's largest charter school authorizer. Having both of these committed charter school authorizers will improve our charter schools. We couldn't be happier.

Finally, we hope you "Find Your Place" at this year's conference June 8-9, 2021, at the Davis Conference Center. Our IN PERSON (Yay!) conference will be two days full of excellent sessions and features Scott Poland, suicide prevention expert, as our keynote speaker. Our awards dinner on June eighth will feature "Show Offs," an improv group. 🎉

We look forward to seeing you!



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H-Wire is the best tech provider I have ever worked with. They are professional, proactive, and provide exceptional service.

— Dr. Joe Heywood, USOE Specialist

H-Wire has allowed our school to better focus on teaching students instead of fixing technology and network errors.

— Rick Veasey, Lakeview Academy Director

As an administrator, I could not be happier with the service that H-Wire provided in getting our school off the ground, and which they continue to provide as our ongoing IT contractor. Highly recommend H-Wire for business or education!

— Kara Salisbury, Wasatch Charter School Administrative Director

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# Being Intentional about the Culture and Climate of a School

BY BLAKE CLARK, EXECUTIVE DIRECTOR, GEORGE WASHINGTON ACADEMY

**T**hree years ago, I worked as an Instructional/Literacy Coach in Iron County School District in Cedar City, Utah. As observations and coaching were a foundational part of this position, I would catch myself picking up on the culture and climate of every classroom or school that I entered. Some of the attributes that I distinctly remember were how comfortable the students were with following the expectations or not following the expectations that were posted. Did students feel safe participating in a whole-class discussion or small group discussion? Did the teacher provide positive feedback for the students? Were students receptive to the style of teaching that was being delivered to them? After my observation, I would later debrief with the teacher I had previously observed and ask them about these

same questions that I used to guide my observations. Many times the teacher response I received to these questions was, “I don’t know, I think so.” I could tell from their response that even though they had inherently created a feeling or culture within their classroom walls, it was not intentionally planned.

Classroom culture and climate set precedence and an expectation for what the overall school feels like. The attitude toward peers and adults is then perpetuated through the classroom and streamed throughout the hallways and into the building. Solely, not one person or event can take ownership for a culture of a school or a classroom, but if it is not talked about, intentionally planned or executed,



Even though one person is not responsible for a school-wide or an organization's culture and climate, a brave leader making courageous decisions will have an impact on putting barriers on where the culture and climate can be led. When speaking of culture and climate, educators use these words interchangeably. It is important that they are not only differentiated but defined in terms of intentional planning and execution.

Culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive climate and school culture promote a students' ability to learn.

Climate refers to the quality and character of school-life. It has been described as the heart and soul of the school. That essence of a school leads a child, a teacher, and an administrator to love their school and look forward to being there each day.

In my observations as an instructional coach, there was a distinct difference with classrooms that had a great climate and culture, and it always came down to support. If students felt supported by their teacher and knew their teacher believed in them, the climate and culture were tangible. The same is true in my current role as an Executive Director. If the faculty and staff not only feel supported, but they are supported, and they have their basic professional needs met, they will succeed.

Over the past three years, we have developed a support network where all staff members are able to vocalize what we call their "support language." This idea came after many months of making sure the system was in place to have our staff feel supported. What I realized early on in this process was a hand-written letter of gratitude or a catered lunch event work for some to show support and appreciation, but not all.

As a leadership team, we started meeting with employees and teams in the middle of the year and end-of-year interviews. We started asking the question,

"What is your support language, or what does support look like to you?" The answers were astonishing. Some teachers felt more support than they ever had because of a hand-written note showing appreciation for a specific way they handled a student, taught a lesson, or had a positive attitude toward change. Other staff members would say money, that they need gift cards or bonuses to feel supported. We found out, much like "love languages," a person's "support language" varies from person to person and personality to personality.

Throughout these periodic interviews, one thing stood out to us. We have to be more intentional about how we support the employees in our building, and although we might not reach everyone's support language with "moments" we create for our staff, we need to at least try to reach as many as possible. Culture and climate are now on our weekly meeting agendas; we give time to talk about how we can support all of the employees. We ask the teachers in their weekly collaborative meetings to talk about the specific needs of individuals in their grade level and how they can address those needs. We have mirrored those same conversations within the leadership team to ensure that if our teachers feel supported, their students will learn.

The culture and climate of a school or a classroom can be felt as soon as one walks into the environment. We have to do everything we can to ensure that the feeling that is felt is one that is open to creativity, open and honest discussions, honest and hard conversations that help us all improve and grow. The schools around the world and in our country that are succeeding are the ones that understand that education is more than just absorbing information and ideas; it is about feeling pride, ownership, and gratitude for being accepted for who you are as an individual. Just like an engaging lesson in a classroom is intentionally planned, we must do the same offering support and ensuring that the culture and climate within the walls of our building or classroom is one that can be felt by all stakeholders. 🌈

pretty soon you will be working or teaching in an environment that is steering itself and is succumbing to various attitudes and biases that enter the space.

Brene Brown, author and professor, stated "Courage is contagious. A critical mass of brave leaders is the foundation of an intentionally courageous culture. Every time we are brave with our lives, we make the people around us a little braver and our organizations bolder and stronger."

# Legislative Session Wrap-Up

BY LINCOLN FILLMORE, UTAH STATE SENATOR, DISTRICT 10

In the midst of record funding increases for public schools, bonuses for every educator, and great efforts to improve flexibility and ease the administrative burden, there was also a quiet little meeting that saved funding for thousands of teachers.

It happened the last night of the session when UAPCS Executive Director Royce Van Tassell pulled me off the Senate floor. Royce pointed out, though it had escaped the attention of everyone else—advocates, attorneys, legislators, educators, that the language in SB1 that provided bonuses for school faculty and staff actually disqualified thousands of educators and paraprofessionals from receiving it.

Working quickly, the legislature got a new bill drafted and passed to correct the discrepancy. Thousands of educators, including many of you reading this, literally owe your March bonus to RVT's attention to detail, knowledge of the legislative process, and key relationships.

That practically unnoticed event capped off a banner—even a record-breaking—year for public education in Utah's legislature. That is a bigger crow than it should be, since most of this year's "record-breaking" increase is just restoring the last "record-breaking" increase from 2020, which ultimately was a victim of the pandemic's effect on the economy.

The six percent WPU increase was restored (on top of last year's 1.8%), local replacement funding continues to rise as property values rise, and the Legislature made investments in at-risk funding, technology, special education, and funding equalization. Besides funding, the Legislature removed requirements for five reports and put in place new hurdles to consider before burdening schools with cumbersome new reporting requirements.

Voters deserve at least as much credit as anyone for the big increases to funding. By approving Amendment G, voters insisted that the Legislature prioritize not only growth and inflation in education funding, but also growth and stability. So, this year for the first time, the Legislature also deposited more than **\$100 million** into a stabilization fund to protect education funding when the economy's performance is not so rosy.



## To summarize key education actions at the 2021 Legislature:

- WPU increases by six percent, up to \$3,809
- LRF increases by five percent, up to \$2701
- At-Risk funding increases by about \$3 million
- LEAs can tap into a \$4 million grant to upgrade financial systems
- Bonuses provided to every teacher at \$1,500 and other staff at \$1,000 (already paid out as you read this)
- Stabilization funding deposited
- Partial restoration of funding for the SpEd high-cost risk pool (funding was eliminated in 2020)
- Creation of "Base Funding" for charters and districts to replace "Administrative Costs"

Finally, the Legislature passed SB 178, which allows LEAs to respond flexibly to the changes that COVID-19 forced on education. Educators weren't in charge of education this year. Neither was the Legislature, the State Board, or parents and students, for that matter. The virus was in charge. Recognizing the need for schools to make adjustments, schools can transfer up to 35% of funding from any restricted fund into another fund for 2020.

If we can capitalize on the progress made this year, 2021 may generate momentum for continued improvements for funding, flexibility, and local control. 🇺🇸





# UAPCS Legislative Summary

## Education Funding Increase

\$500 Million increase approved in ongoing money.

The passage of Amendment G took the politics out of state funding by putting education funding out in front. The Legislature began with \$400M for public education, and increased that amount to \$500M by the close of the session.

### 👍 **HB 450 Educator Stipends Amendments** (Last/Millner)

Legislators added this amendment to eliminate unintended consequences from confusing language in SB 1 (Public Education Base Budget Amendments). This amendment allows qualified educators and school employees to receive stipends.

### 👍 **SB 178 Education Deadline and Fiscal Flexibility** (Fillmore/Moss)

This bill extends or provides flexibility regarding spending restrictions up to 35% of your restricted state funds.

### 👍 **HB 42/ HB 134/ HB 300 Education Reporting Reforms** (Pulsipher/Owens & Fillmore)

This series of bills reduces the reporting burden on LEAs and requires legislators to evaluate the impact of new laws' reporting requirements. HB 300 requires the State Board of Education to review reports required by statute and board rule, and make recommendations to the Legislature.

### 👎 **HB 425 Education Monitoring and Funds Management Amendments** (Snow/Stevenson)

This bill establishes the Charter School Closure Reserve account only for repayment of funds from a closed charter school. The Legislature seeded the fund with \$1M. For the next 5-6 years, each charter school will pay \$2/student, when the account should reach \$2M. Some version of this bill was going to pass. Under earlier versions of this bill, no authorizer would have been willing and able to authorize any additional schools, including any satellite campuses.



**\$500M Increase**  
Public education funding for K-12.



**WPU Increase**  
WPU up 6% to \$3809.



**LRF Increase**  
LRF up 5% to \$2701 or \$139/student.

# Reducing Education Reporting Requirements

BY SUSAN PULSIPHER, UTAH HOUSE OF REPRESENTATIVES, DISTRICT 50



I became aware of the many reports and action plans that are required by the state while serving on the Jordan Board of Education. It was clear to me that these reports often used time and resources that would be better spent on students in classrooms. When the Education Interim Committee reviewed *A Performance Audit of Public Education Reporting Requirements* last year, I realized that this was an opportunity to address this problem. The audit found that although there is not a comprehensive list of all reports LEAs are required to complete, but if such a list existed it would include well over 300 reports. Reports are needed to provide transparency and accountability, but were these reports effective in getting the right information to the right people and did they effectively provide accountability and transparency in the least burdensome way?

“

Reports are needed to provide transparency and accountability, but were these reports effective in getting the right information to the right people? Did they effectively provide accountability and transparency in the least burdensome way?

”

The audit pointed out that the same information is sometimes collected in multiple reports and often reports grow in length and scope over time. Consolidating and simplifying reports and action plans would not only reduce the overlap among the multiple action plan requirements but would also help LEAs and schools focus on priorities to improve student outcomes. The audit recommends that reporting requirements be regularly reviewed to ensure they are necessary and appropriate to maintain accountability and transparency in the least burdensome way.

This fall a stakeholder group met virtually multiple times to review the problem and suggest procedures to ensure that legislation and State Board rules create report requirements that provide needed accountability and transparency in the least burdensome way. These educators represented large urban districts, small rural districts and charter schools from across the state. The group included Legislators, State Board members, a State Charter Board member, Superintendents, Business Administrators, Executive Directors, Directors, and other Administrators. The group came up with three bills, HB 42, HB 134, and HB 300 to address this problem.

There are two parts to HB 42, “Education Agency Report Process Amendments.” The first part focuses on the creation of reports by the Utah State Board. It requires the State Board of Education to establish a policy or procedures to evaluate the impact a report might have on the reporting requirements for a LEA. The second part modifies or eliminates 7 existing reports. These reports were modified or eliminated because either the reports gathered information that is collected in other ways or because the program associated with the report was eliminated.

HB 134, “Notice of Public Education Reporting Requirement,” helps legislators consider the impact a report might have on LEAs when they create legislation. It provides that the bill sponsor be given information that reflects the impact the reporting requirements will have on the LEA, and if the information will be available to taxpayers, parents, or legislators. Considering these issues when a report is created will insure the reports are appropriate, and effective in maintaining accountability and transparency in the least burdensome way.

HB 300, “Reporting Requirement for Local Education Agencies,” sets a

framework to review existing reports. It asks the State Board of Education to work with LEAs to develop a process to review reports required in statute and State Board rule. The following questions will be used in reviewing required reports:

- a) The report’s purpose and its effectiveness in accomplishing the report’s purpose?
- b) Who requires, creates and reviews the report?
- c) Whether the information is included in another report?
- d) Whether the report is the least burdensome way to collect the information?
- e) Whether accountability or transparency could be achieved in another way?
- f) How USIMS might affect this report?
- g) What is the estimated time and cost required to complete the report and how much funding is available after the cost of the report is subtracted?

Upon review of the report the State Board could leave the report intact or recommend changes be made. Any recommended changes would be made by the entity (Legislature or State Board) that mandated the report. 🇺🇸



# USU Charter School Authorizing – We’re Bullish about Student Learning

Utah State Universities’ (USU) Aggie bull is a symbol of strength in Utah, and especially on its 25 campuses that stretch across Utah. USU’s land grant mission to serve Utah was extended even further in July 2021 when the Utah State Board of Education (USBE) approved the USU Board of Trustees’ proposal to authorize new charter schools in Utah.

With this approval in place, USU’s Center for the School of the Future (CSF) was designated by the USU Board of Trustees to assist in processing applications to authorize charter schools. CSF’s legislatively authorized mission is to foster 100% student learning proficiency in CSF client schools so all students are liberated from the constraints of limited opportunity. Consequently, CSF is truly, in Aggie-like fashion, bullish on student learning!

CSF’s organizational vision is to collaborate with education, business and government professionals who are passionate about 100% student proficiency. The nexus of our collaboration is in redesigning learning-outcome

oriented systems in support of the professionals in public district and charter schools. These results are achieved with measurable outcome-oriented partnerships with universities, policy makers, private foundations, business professionals and other stakeholders. Our collaboration is animated by our shared passion to cultivate effective and sustainable deployment of research-based learning systems that are known to produce increased learning proficiency in K-12 students.

CSF’s core value proposition is to increase student learning as measured by metrics of sustained levels of proficiency. Linked values include: a) systems level interventions and solutions; b) practices anchored to learning sciences; c) decisions and actions grounded in ethics, equity of student learning outcomes, and relevant systems of knowledge; and d) setting the context for learning proficiency within the broader interests of society.

CSF was established in 1999 by the Utah Legislature, and was charged with promoting best practices in the



With strong tier I supports roughly 80% of charter schools will be successful in attaining learning and compliance targets. Even though all USU authorized charter schools receive strong tier I supports, some of these schools—roughly 20% will require more intensive professional supports to attain targeted compliance and student learning levels.



state's public education system and to encourage research development and cooperative relationships between public and higher education. Best practices were defined as the best process or system that effectively achieves, according to education science, an educational objective. CSF is charged to support the implementation of best practices in the public education system through professional development programs and dissemination of information, and with the purpose of contributing to the creation and maintenance of a public education system that continually and systematically improves itself by building upon the most effective education policies, programs, and practices and rejecting those that are less effective. It was the scope and the focus of these legislative charges that compelled USU's Board of Trustees and leadership at The Center for the School of the Future to seek approval to authorize charter schools in Utah. Importantly, CSF's mission has evolved from an identification of best practices focus, to a student learning outcome focus.

USU's vision for authorizing focuses intensively on high-levels of student learning. This focus is conspicuously woven throughout USU's six stage authorization process. The complete set of authorization stage documents are available at <https://csf.usu.edu/projects-services/charter-school-authorizing> After stage 1, a proposing group's application is evaluated for merit, and either advanced in the process, or discontinued. The USU process is incrementally and increasingly collaborative from stage two to stage six.

USU's accountability system, employs a MTSS system to help charter schools to attain the high-levels of student learning expressed in their charter agreement. With strong tier I supports roughly 80% of charter schools will be successful in attaining learning and compliance targets. Even though all USU authorized charter schools receive strong tier I supports, some of these schools—roughly 20% will require more intensive professional supports to attain targeted compliance and student learning levels. These schools will require both tier I and the more intensive tier II supports simultaneously, until they meet learning and

compliance targets and can move back to receiving just tier I supports. Even with strong tier I and II supports, a few schools, roughly 5% of charter schools will require even more intensive supports to attain targeted compliance and student learning levels. These schools will receive tier I, II and III supports. These supports will continue until they attain targeted compliance and student learning levels, at which point they will drop back to receive tier I and II supports. If the school is able to sustain their performance with these supports, a determination will be made as to whether this performance can be sustained by returning to tier I services and rejoin the approximately 80% of schools in the CSF-USU charter school portfolio. You can review the entirety of USU's accountability document at <https://csf.usu.edu/projects-services/charter-school-authorizing>

W. Edward Deming stated "Every system is perfectly designed to get the results it gets." To get different results, systems must organize and execute differently. Often, very differently. USU's charter school authorizing vision is bullish about student learning, and to achieve a high-level learning outcome, the design of learning systems is proactively addressed in the authorization process. Then, if a school is authorized, through a collaborative relationship with USU, the system design intentionally and coherently evolves to produce increasingly high levels of student learning.

USU is excited about this new emphasis placed upon high student learning outcomes in Utah's authorized charter schools. For inquiries about USU's charter school authorizing processes and services, contact Dr. David Forbush, Associate Director of The Center for the Future—[david.forbush@usu.edu](mailto:david.forbush@usu.edu). 🇺🇸



CENTER  
FOR THE  
SCHOOL  
OF THE  
FUTURE

EMMA ECCLES JONES  
COLLEGE of EDUCATION  
and HUMAN SERVICES  
UtahStateUniversity.

# What's on Your School's Website?

Charter schools represent a wide variety of educational benefits and their popularity is growing in Utah. Your school offers parents and students improved student learning, innovative teaching methods, increased learning opportunities and greater parental involvement in management decisions at the school level.

When it comes to competing with other schools, the importance of a website should not be taken lightly. These days before a parent physically sets foot on a school campus, parents take a virtual visit.

Your school's website is often the first point of contact parents make with a school. Your school's website needs to work for you not against you.

If parents don't like what they see, it creates a bad impression and can affect the overall reputation and popularity of the school. Your school's website needs to be functional and informative. Each school should have a designated person to maintain the website and update it regularly.

Here are some of the top features a charter school website must have.

## 1. Online Academic Calendar

An organized academic calendar schedules information such as registration dates, class start/end dates, parent teacher conferences, special events, etc. The regular weekly, monthly, daily updates from the calendar serve as an information source for parents, students and staff.

### User Friendly Calendars:

- Have attractive layouts with engaging images
- Are located on the main page — the best way to showcase events to website visitors
- Provide printer friendly calendar versions

## 2. Contact Information

According to Samurai Experts, 64% of website visitors look for a company's (charter school's) contact information on the homepage. Charter school websites should include the postal address, main phone number, and email. Parents will also look for a link to find contact details of every department and teacher so that parents can contact them directly.

Best way to optimize contact information on the website:

- Place the contact details for the school in the header and footer of the homepage
- Provide easy links to find teacher and staff contact information

- Include features such as google maps, so that first time visitors can get directions to the school

## 3. Online Curriculum Guide

Having an online curriculum guide promote the vision and mission of the school and will help parents to get involved in their children's studies.

### Showcasing a school's curriculum:

- Create stunning imagery and video footage to reveal the vision and mission of the school to parents and new visitors
- Add a spotlight to showcase the talents of students like student of the month, teacher of the year, athlete of the week, notable alumni, etc.
- Add links to teacher lesson plans and updated student grade reports

## 4. Responsive Website

According to a study by IDG Global Solutions, 77% of people are reporting they use their smartphones to research a product or service for their business (charter school). When building your school's website, be vigilant in designing a mobile responsive site.

### Benefits to having a mobile responsive website:

- Development cost is comparatively low
- Engaging parents and students is easy
- Easy to reach audience in any of their preferred device, Android, IOS, Windows, etc.

## 5. Visually Appealing User Interface

It goes without saying that all web pages must be attractive and easy to scan.

### Content on the site must be simple to read and straight to the point:

- Use color combinations that highlight the school and avoid eye strain
- Have an attractive and professional website
- Remember your website is a reflection of your school
- It is best practice for your website to be ADA compliant, or working toward full compliance, for accessibility to all users

The world is digital and charter schools that do not have a strong online presence will be left behind. School websites can increase enrollment and improve retention. They become an easy to use communication school, engaging families even when they can't be there in person. Make sure your website is working for your school. 🇺🇸



# Website Requirements in the State of Utah

This list is intended as a resource only. There may be additional requirements not included. Information listed may change without notice. School leaders are encouraged to familiarize themselves with the associated regulations.

## Governance Structure R277-551-5

- ❑ The school's charter
- ❑ Information about the governance structure at the school
- ❑ Charter school governing board policies
- ❑ Name, qualification and contact information of all charter school governing board members
- ❑ The location of governing board minutes and meeting recordings and a statement of how to access the minutes and recordings no longer accessible electronically 52-4-1
- ❑ The rules of order and procedures to govern a public meeting of the charter school governing board 53G-5-413(2)(a)(ii)

## Administration Procedures R277-472-6 & R277-551-5

- ❑ Lottery dates and procedures
- ❑ Timelines for acceptance of new students consist with 53G-6-503
- ❑ Admissions forms
- ❑ The number of new students that will be admitted into the school by grade
- ❑ Procedures for transferring to or from a charter or district school
- ❑ Non-discrimination assurances
- ❑ Student transfer form
- ❑ Assurance and parent signature that the student has been admitted to only one public school

## Public Financial Information

- ❑ Financial policies (cash handling policy, expenditure policy, fundraising policy, an LEA donation and gift policy, financial reporting policy, travel, payroll) R277-113-4

- ❑ School fee policy, fee schedule, and fee waiver policy R277-407
- ❑ Copy of the budget report each month 53G-7-309

## Civic Information

- ❑ Information about the flag, respect for the flag, and civility toward all during patriotic activities R277-475-7

## Other Charter School Policies

- ❑ Electronic Devices R277-495-3
- ❑ Educational Employee Required Reports of Arrests and Required Background checks policies for non-licensed employees R277-516-5
- ❑ Employee Code of Conduct R277-322-3
- ❑ Bullying and Hazing Policy R277-613-4
- ❑ Head Injury Policy R277-614-4

## School Calendar R277-551-5

- ❑ The first and last days of school
- ❑ Scheduled holidays
- ❑ Scheduled professional and development days
- ❑ Scheduled non-school days

## Additional Programs Available to Students

- ❑ A link to the Carson Smith Scholarship webpage
- ❑ Provide information about Statewide Online Education Program R277-726-5

## Additional Items

- ❑ Other items required by the charter school's authorizer, statute, and Board rule R277-482-4

Utah Association of  
Public Charter Schools  
2021 Conference



FIND  
YOUR  
PLACE

June 8-9

Davis Conference Center

Layton, UT

# Join us at Conference!

- ⇒ **June 8-9, 2021**
- ⇒ In Person!\*
- ⇒ Keynote Address by Scott Poland
- ⇒ 6 Charter School University Sessions
- ⇒ Networking
- ⇒ Circle of Excellence Awards Banquet
- ⇒ Exhibitor Hall

*Let's celebrate how you "find your place"  
at the right charter school—and help  
students do the same!*



Scan for more information  
or to register now!

**June 8**  
**UAPCS Circle of Excellence  
Awards Banquet**

with Show Offs Improv Group



**June 9**  
**General Session Keynote Address: Dr. Scott Poland**

Dr. Poland is an internationally recognized expert on school crisis, bullying prevention, youth violence, suicide intervention, self-injury, school safety and threat assessment.

\*we will follow local health department  
safety precautions as required





# Utah Association of Public Charter Schools

## Business Listings

We express our appreciation to our members and encourage you to buy within the industry and do business with your fellow members. We are stronger when we work together!

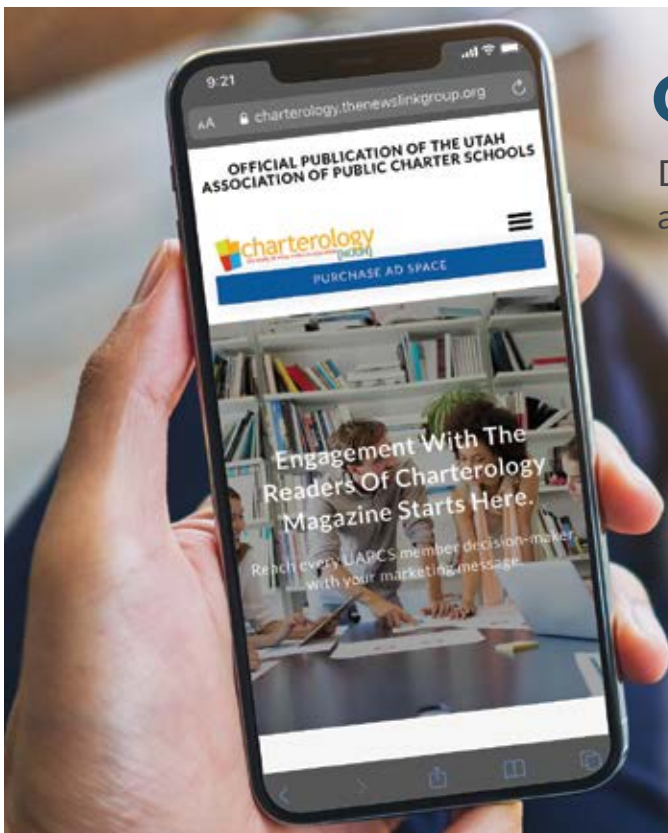
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# USU Center for Schools of the Future –

## Interested in Professional Learning Supports?

**I**nstructional leaders, American Rescue Plan Act (ARPA) funds are nearly on your doorstep. If the question you are asking is, “How can we intelligently deploy these one-time monies to develop an increased capacity to drive student learning and beyond the life of ARPA?” Then, please think of the USU Center for Schools of the Future as a potential professional learning support partner.

USU’s Center for the School of the Future and the Utah Association of Public Charter Schools are seeking a limited number of charter schools interested in receiving support to significantly enhance elementary students’ literacy and mathematical skills through systemic professional learning experiences. These systemic professional learning experiences will be implemented over the next two years and will begin summer 2021. If your charter school is selected to participate, these professional learning interventions may be secured using ARPA funds. If you are interested in learning more, and in being considered a partner school, contact Parker Fawson at [parker.fawson@usu.edu](mailto:parker.fawson@usu.edu) and cc Royce Van Tassell at [royce@utahcharters.org](mailto:royce@utahcharters.org). 🇺🇸



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# Did You Know?

Utah is home to the longest skidmark of all time.

## Bonneville Salt Flats

The Bonneville Salt Flats comprises 30,000 acres of desolate, densely packed salt pan. The spot's incredibly flat and smooth terrain makes it a popular destination for speed-seeking land racers since 1914. Racing takes place at part of the Bonneville Salt Flats known as the Bonneville Speedway. There are five major land speed events that take place at the Bonneville Salt Flats. Bonneville "Speed Week" takes place mid-August followed by "World of Speed" in September and the "World Finals" take place early October.



In 1964, a man named Norman Craig Breedlove broke the record for longest continuous tire skid when he lost control of his jet-powered Spirit of America on the flats. The resulting skid marks stretched six miles long.

## Creating a protected environment for educational opportunities.

American Insurance has worked hard over the years to cultivate relationships with insurance carriers that provide the best coverage and service to charter schools. Our goal is to provide schools with the protection they need so they can focus on education and growth.

Program Advantages Include:

- Competitive pricing from strong, private insurers
- Broad coverage options and strong protection
- Flexibility to meet the school's needs, including out-of-state travel and non-profit board liability coverage
- Loss control & risk management resources

**We are the UAPCS endorsed property & casualty insurance program.**



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