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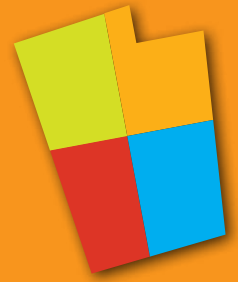
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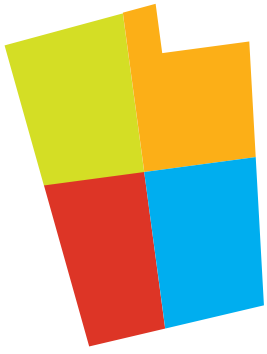
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WELCOME MESSAGE



BY ROYCE VAN TASSELL
EXECUTIVE DIRECTOR



The summer has been HOT!

Our UAPCS Charter School Conference was thankfully air-conditioned and a great place to learn and mingle. If you missed our Circle of Excellence winners, we highlight them in this issue. See if you made our photo gallery of fun pictures.

In addition to watching the thermometers melt (only sort of kidding), we've been watching charter schools move forward. We have a new online school, Career Academy of Utah. Ascent Academy has opened a new campus in Saratoga Springs, Beehive Science & Technology Academy is in its new building in Sandy, and Legacy Preparatory Academy is putting the final touches on its new building.

UAPCS is also growing. In July, we welcomed Shannon Greer as Director of Training and April Thompson as an APPEL Coordinator. These great additions help us provide the excellent service and support you've come to expect from us. Joylin Lincoln and April have worked hard to

provide the heavy lifting of the APPEL program. Be sure to check out the APPEL summary in this issue.

As we move forward with the year and out of COVID restrictions, we look forward to resuming Charter Day on the Hill on Jan. 23, 2023. In preparation for meeting with legislators, please read "Reduce Reporting by Eliminating Funding Restrictions." It discusses the relationship between reporting and funding restrictions. Please take a look at "School Innovation," which speaks to taking advantage of some flexibility through SB 191 Regulatory Sandbox in Education. We also have an article to encourage the use of evidence-based practices from Dr. David Forbush at Utah State University.

Finally, see how all our work pays off in the charter school graduate profile. When we see the forward movement of this incredible student, it encourages us all to keep going strong. 🇺🇸

Go crazy. Be seen.

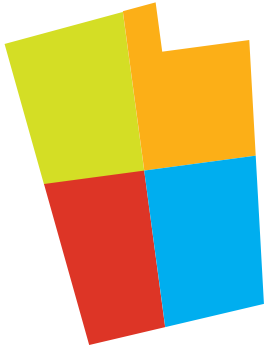
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BOARD MESSAGE



BY ANYA YEAGER
BOARD CHAIR



Dear Friends,

I hope all of you have had a smooth start to your school year and that you are happy, healthy, and well!

On behalf of the UAPCS Board of Directors, I want to thank you for your membership and support of the organization. Whether your emphasis is on students with special needs, the performing arts, or STEM, there is no doubt in my mind that there are young people benefitting from what you provide. We are fortunate to have so many wonderful educational options for our Utah students, and I am constantly amazed by the work I see each of you do.

As an organization, we aim to support charter schools in that work by providing all of you with high-quality

professional development, advocacy for the things you need, and answers to your questions. Our staff works tirelessly to deliver that support, and we are grateful for them. We are also grateful for your support of us as we remain laser-focused on delivering high-quality school choice for families in Utah and helping each child “find his/her place.”

Keep up the great work!

Warmly,
Anya Yeager
Board Chair, UAPCS 🇺🇸



School Innovation Through SB 191

BY SENATOR LINCOLN FILLMORE, DISTRICT 10

Whether you are a parent, teacher, student or administrator, a new school year means embracing change and new opportunities. As each of you begins considering lesson plans and homework assignments, I want to make you aware of a way you can help improve the education system at your school.

During the 2022 General Session, I sponsored S.B. 191: Regulatory Sandbox in Education, which went into effect on July 1 of this year. S.B. 191 created a regulatory sandbox for Utah's education system. A regulatory sandbox is a space where innovative programs can be implemented without traditional regulations. These pilot programs are implemented for a short period of time and are watched closely by regulators to determine their effectiveness. The education regulatory sandbox created by S.B. 191 allows individuals to present pilot programs to local school boards to find innovative ways for improving Utah's education system.

As an industry known for its number of regulatory burdens, the education system frequently lacks the necessary flexibility for innovation. Teachers and parents are prevented from improving the education system because regulations encourage maintaining the status quo. S.B. 191 allows Utah schools to experiment with innovative programs that they believe will help their students learn more effectively. Through experimentation, schools will be able to find systems that work better for their students.

With the understanding that innovative ideas can come from anywhere, we want those closest to the education system to look for ways to improve the system. Parents,

teachers, administrators and students often see ways to improve the system but face strict regulations that prevent the implementation of their suggestions. With S.B. 191, if you have an idea of how the education system can be improved, it can be presented to your local school board. If certain regulations prevent the idea from being implemented, the school board can work with the Utah State Board of Education to waive USBE regulations and implement the proposed program.

It is my hope that a regulatory sandbox for education will encourage schools to innovate beyond the status quo. Innovation thrives when there is space for experimentation. With the regulatory sandbox, schools can get creative and adjust their education programs as they see fit to produce better student outcomes.

I also hope the regulatory sandbox will provide policymakers with useful feedback on education regulations in the future. Even if a pilot program is rejected by a local school board, the suggested program will help policymakers understand where schools feel restricted in their development. Through the regulatory sandbox, we can better understand what future education regulations can encourage growth.

As you return to your school routines, watch for ways to improve the education system at your school. Present your ideas to your local school board, and utilize this new opportunity to improve your school's education system. Through your work, we can make Utah's education system even better than it is now. I look forward to seeing what you suggest and am grateful for your work. 🇺🇸

Coaching up EBPs by Cultivating PICS and Avoiding NICS

BY DR. DAVID E. FORBUSH

Evidence-based practices (EBPs) in many fields, including education, are poised to make the world a better place, to add credible value to the lives of people in general, and in particular to the lives of students. The promise embedded in EBPs for students can only be achieved if implemented well and to good effect. That is, implemented with needed levels of fidelity, consistency, and in quantities that leverage intended results (i.e., high-level student learning).

Supporting educators in weaving EBPs into their day-to-day practice is fraught with challenge. One factor that appears to encourage or discourage the use of a newly learned EBP is the consequences a teacher encounters when using the EBP. If the consequences of EBP use are positive, then the EBP is more apt to be used in the future. However, if the EBP produces negative consequences when used, then the EBP is less apt to be used in the future.

Daniels and Lattal (2017) report that three dimensions of consequences strengthen or weaken future behavior, and in this case, EBP use. Applying these dimensions, if educators experience a NIC consequence when using a practice, the likelihood of its use will decline in the future. That is, if EBP use results in negative (N) consequences that occur immediately (I), and when used repeatedly, the negative consequences are certain (C), or consistently produces negative consequences, then the EBP will be used less and less in the future. However, if use of an EBP results in positive (P) consequences that occur immediately (I) and when used repeatedly, the positive consequences are certain (C), or consistently produces positive consequences, then the EBP will be used more and more in the future.

Joyce and Showers (2006) report that if coaching does not follow PD to the classroom, then migration of EBPs to classrooms is limited. They report that only 5% of professional development (PD) participants will transfer EBPs from the PD setting to their classroom settings if coaching is not provided. Instructional coaches are powerful, both because of their skill in working alongside teachers to migrate EBPs to classroom settings, but also because they can engineer for teachers to encounter PIC consequences when first using an EBP and steer them away from NIC consequences.

I offer three situations where instructional coaches (IC) can engineer PICs for EBP use. **Situation 1:** The IC models for the teacher how to use the EBP in his classroom with his students. This allows the teacher to see the EBP under the



load of classroom demands and exposes the types of mistakes common under typical classroom demands. **Situation 2:** The IC increases behavioral supports to students in the classroom during the teacher's first attempts at EBP use. This allows the teacher to focus on execution of the EBP without having to worry about managing students. **Situation 3:** The IC organizes a practice session in the teacher's classroom without students, which decreases the load on the teacher, supporting him in practicing the vital elements of the EBP before executing it under full load, when students are present.

Instructional coaches are influential in coaching up EBPs by cultivating PICs and shepherding teachers away from NICs. If Utah State Universities' Center for the School of the Future may assist you with coaching EBP use in your school contact david.forbush@usu.edu. 🇺🇸

Daniels A. & Lattal A. (2017). Life's a PIC/NIC when you understand behavior. Hudson, New York, Sloan Publishing.

Joyce B. & Showers B. (2002). Student achievement through staff development. Alexandria, Virginia. Association for Supervision and Curriculum Development.

APPEL by the Numbers

UAPCS decided to be an APPEL (Alternate Pathway to Professional Educator License) provider to serve our charter schools that often lack the economies of scale that a district school can take advantage of. We love being able to support candidates in rounding out their education to receive a professional teaching license or additional endorsements. We appreciate great teachers that “promote excellence in Utah’s public charter schools” (it’s part of our mission)! Candidates not only receive education plans but can take several classes directly from our program for their convenience. Our Director of Teacher Licensing is Joylin Lincoln, with April Thompson as a program coordinator. For program information, email appel@utahcharters.org.

- Schools participating in the UAPCS APPEL program: 63
- Teachers receiving a professional license or endorsement: 64
- People who have worked with the APPEL program: 385
- Current teachers in the APPEL program: 253
- Elementary teachers: 135
- Secondary teachers: 100
- CTE teachers: 20
- Different Endorsements: 45
- Educators Supported taking the Pedagogical Assessment Test: 102
- Classes we have taught: 10



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Reduce Reporting by Eliminating Restrictions on Education Funding

BY ROYCE VAN TASSELL, EXECUTIVE DIRECTOR



All of public education wearies under the burden of never-ending reports. Today a new survey. Tomorrow an assurance. An update to the grants management system. Not to mention the mountain of reports and uploads from section staff and monitors and auditors. Especially at a charter school, these never-ending reports sap the director's energy and creativity. Instead of being the school's instructional and educational leader, they become automatons, pushing paper here and there.

School administrators must fill out these reports to demonstrate to the Legislature and the State Board of Education that they have spent the various streams of money in accordance with the restrictions on those streams of money. Based on extensive analysis of Utah's many funding streams, it's clear that policymakers place several different kinds of restrictions on how schools can use those funding streams. Some restrictions are relatively light, while others layer on top of each other, wringing innovation and energy out of our schools.

Kinds of Restrictions Policy Makers Impose

Use of funds spelled out

The most obvious restriction policymakers use is to tell schools exactly how they may spend the money. This money can ONLY be used to pay for computers or software. That money may only be used to pay paraprofessionals. You can give a bonus to these teachers, but not to those teachers.

The uses of funds spelled out by policymakers may be good ones. They may even reflect the same choices schools

want to make. However, applying the restrictions means the school has to demonstrate that they have spent the money according to policymakers' requirements. This flavor of restrictions often shows up in legislation, but may also be in rules adopted by the State Board of Education.

Matching requirements

Sometimes policymakers restrict how a school may spend money by requiring schools to match their state dollars with other local dollars. In theory, that matching requirement means the state stream of money is controlling other unrestricted funds, which means the director's judgment about what is best for their school takes second place to the policy preferences of elected officials. Certainly, those officials mean well, but there is scant evidence to support the belief that they know better how to run a school than the school's board and director.

Reimbursement requirements

Another way that policymakers restrict how schools can use funds is when the school can only receive the funds on a reimbursement basis. In other words, policymakers prescribe how a school can use the funds. Then to verify that they've done so per the policymakers' expectations, the school must spend its own dollars first, demonstrate that they've already spent that money on approved items, and then the school can receive the flow of funds to pay for it.

Tied to a specific employee type

Sometimes policymakers tie a specific funding stream to a given type of employee. Sometimes the funding is only

for a counselor, or a science teacher or a paraprofessional. In many cases, schools are going to want those kinds of employees. However, this kind of employee may not be the highest and best use at this school at this time for additional money. It would be better to allow the school's director and board to evaluate what the most pressing staffing needs at the school are.

Monitor and reporting requirements

Another type of stringency restrictions is requiring schools to undergo specific monitoring, auditing or submit specific reports to verify whether the schools spent the funds as intended by policymakers. Inevitably this monitoring and reporting relies on questions of judgment, as each school is a little bit different. Too often, cookie-cutter evaluations of how to understand and use streams of funding fail to meet all the varied circumstances of schools, teachers and students.

Incorporated manuals

The community of policymakers and advocates who consider and comment on and suggest amendments to various rules sometimes joke about which rules are longest. Utah's longest rules right now are all under 30 pages. However, that metric ignores the rules which incorporate additional manuals by reference. Those manuals often run 50, 100 even 300 pages in length. And those pages spell out even further, often in minute detail, exactly how a school can spend a given stream of funding. Those streams of funding are incredibly restricted.

Supplement vs. supplant

When policymakers impose some restrictions on how a school can use its funds, it's not uncommon for at least some schools to already be using their own funds in similar ways. A not unreasonable response from those schools would be to free up unrestricted funding with the new restricted funding. However, in at least some cases, state-level restrictions prohibit that response. The new restricted funds can only add to or supplement what the school was doing; the new restricted funding can't replace or supplant how the school was already spending its unrestricted dollars.

Of course, some schools may welcome the increased spending on that restricted line item. In their hierarchy of values and needs, additional money on that item or service may be ideal. But it's equally plausible that a school has other more pressing needs, which the "supplement/supplant" restriction prevents them from meeting. And so we find ourselves again substituting the judgment of policymakers operating at 30,000 feet for the judgment of boards and directors who are on the ground level.

Recapture

Policymakers sometimes seem to care more about how schools use some restricted funds than others. One sign that they are particularly adamant about schools using funds only in pre-approved ways is a recapture requirement. When

policymakers apply this restriction, schools have to return some funds not spent on the restricted uses, rather than being able to carry them forward to a future year. In some cases, that can mean the school must repay the state out of its own unrestricted funds, which obviously has significant budgetary impacts on the school.

Opt-in vs mandatory

Undoubtedly there are other ways policymakers restrict how schools can use the funds they provide. But for now, the last broad type of restriction to note is whether the restricted stream of funding is mandatory or optional. Sometimes policymakers believe that schools should be doing something, and use a stream of funding as an inducement. If you will do this, we will provide you some funding. In other cases, however, they are so adamant that a school provides this service that they require every school to take the funding and its accompanying restrictions.

Better Ways to Fund Schools

These kinds of restrictions play out in a couple of different ways. First, as schools construct budgets, directors and finance officers must follow those restrictions, and understand the consequences of accepting different streams of funding.

Second, we need to help policymakers understand that the reporting and paperwork burden schools face comes largely from the restrictions they place on how schools can use these funds. And it's not just the restrictions that they have placed recently. Some streams of funding have been restricted for years, even decades. As a policymaker, it can be easy to forget them. But schools and teachers, and administrators have to bear the burden of those restrictions every day.

We want directors and aides and specialists and teachers to apply their expertise and creativity in serving the children in our schools, rather than allowing these restrictions to sap those educators' energy because they have to force the restrictions on funding to match student needs.

Instead of multiplying restrictions on the funds schools receive, policymakers should be closely evaluating whether these restrictions accomplish what we want them to.

- Do these restrictions increase access to needed services or personnel?
- Do they increase student achievement?
- Which streams of funding really need to be restricted?
- Which restrictions should we be eliminating?

These are the questions the charter school community wants our policymakers to wrestle with. 🍌



Congratulations 2022 Circle of Excellence Winners!

Presented at our June 7, 2022 UAPCS Charter School Conference in Layton, UT, these award winners represent excellence in Utah's public charter schools.



Rookie of the Year, Lavinia Sapoi, Endeavor Hall

Ms. Sapoi stepped up as a former paraprofessional and took over a class mid-year. Within weeks there was a complete culture shift in the classroom. Students who were missing school were suddenly attending, problems that kept cropping up disappeared, and relationships were quickly formed with her students. Her students know they are valued and loved in her classroom. They see her as a role-model. They see in her a teacher who cares and expects her students to do great things.

Employee of the Year, CyMBERli Erni, Network Librarian, Ascent Academies of Utah

Ms. Erni is so much more than a network librarian. She supervises each campus library and its Library Teachers as well as monitors the library collection expansion, reviews materials, and ensures Utah Library Core is accessed by the students. She creates amazing learning opportunities for students in the libraries by creating reading contests, book fairs, breakout rooms, arranging author visits, and many more activities for students schoolwide. Her thoughtfulness and humor makes her a favorite among colleagues.





Administrator of the Year, Angie Rasmussen, Director at Noah Webster Academy

Ms. Rasmussen has her finger on the pulse of student and teacher’s needs at Noah Webster Academy. She greets students every morning as they arrive at school. She collaborates regularly with other administrators and teachers. Noah Webster Academy has a loyal and close community that she has facilitated with excellent communication. She supports students and families in addition to creating a positive work environment for her teachers.

Counselor of the Year, Anjanae Merida, School Counselor at George Washington Academy

Ms. Merida teaches weekly lessons to K-7 students to help them better understand their own emotions and how to navigate life through a social and emotional lens. Ms. Merida was instrumental in building a Wellness Center where students can go to check in with a behavior aide and get their needs met with trained professionals. Because of Ms. Merida, office referrals have decreased tremendously, and students are getting the support that they need. Ms. Merida oversees monthly parent nights where around 30-50 parents watch via zoom to learn how to best support their student in life and at school. There is not a counselor that does as much as Ms. Merida with the energy and passion that she has.



Business Manager of the Year, Tara Merryweather, Utah County Academy of Sciences

Ms. Merryweather works closely with the administration and faculty to make sure the school can provide for its students. She is intuitive when it comes to bookkeeping. Tara is a model for how the business manager can have a positive effect on the educational program and can directly benefit students and teachers. Through excellent fiscal management, UCAS students have the materials and supplies to support their advanced academic focus with excellent results.

Teacher of the Year, Wendy Jensen, Music Teacher at Good Foundations Academy

Ms. Jensen goes above and beyond music class to provide performing arts experience for her students. She uses her budget to put on a fabulous next-level musical and mini musical every year with the 4th-6th graders and 1st-3rd graders respectively. She dedicates part of her daily prep time to working in small groups and one on one with struggling readers in first grade. She helps out wherever needed, including on the spelling bee committee and at morning drop-off. Many families at GFA cite her as a reason to stay and a reason to refer other families there!



Board of the Year, Thomas Edison Charter School

The board members of Thomas Edison Charter School are dedicated to the students and understand their role in oversight. TECS has 2 campuses, and the board and directors work well together to support student learning through fiscal responsibility and supportive governance.

Directors (pictured): Shem Smith and Melani Kirk

Board Members: Olivia Kirkham, Carol Hirschi, Byron Lopez, Tammy King, James Lyman, and Corey Zhao

Charter School of the Year, InTech Collegiate Academy

InTech Collegiate Academy regularly ranks as one of the top performing high schools in Utah, ranking #1 in the USNews Best High Schools in Utah for 2022. InTech students not only excel academically but report feeling a strong sense of acceptance and community at InTech.

Director: Jason Stanger

Board Members: Sam Holdener, Pamela Budge, Dr. Seth Humphries, Dr. Harri Latvakoski, Dr. Mike Liechty, Dan Ostler, and Becky Thoms



The Legislator of the Year, Senator Curt Bramble

Senator Bramble, a veteran legislator, helped craft S.B. 134, legislation to ensure that every child is educated according to federal regulations in special education law.

Lifetime Achievement Award, Dr. Deborah Swensen, Hawthorn Academy

Dr. Swensen has spent 42 years in education, the last 13 years with Hawthorn Academy. Dr. Swensen has led Hawthorn Academy to academic excellence and solidified its outstanding reputation in public education. Hawthorn Academy has strong teachers, a strong administrative team, and a strong support staff that Dr. Swensen has mentored and led to a culture of learning and academic excellence. Always the teacher, she has built relationships of trust with colleagues and leaves a legacy of service, lifelong learning, and kindness. 🏆



Excellence in Education

UAPCS Charter Schools Conference June 7-8, 2022

UAPCS Charter Schools Conference





Charter School Graduate Profile

Carina Linares is a 2020 graduate of InTech Collegiate Academy and just recently (May 2022) graduated from USU.



At USU, Linares was an undergraduate research fellow majoring in sociology with minors in intersectional gender studies and sexuality studies. Her research projects spanned multiple areas including: the environmental impact of immigration in the United States; the interconnection of food insecurity and disability; and the construction of race, class, and gender in the Mexican American, Chinese American, and Native American school desegregation cases that came before *Brown v. Board of Education*.

For her research and academic success at USU, Linares was named both an undergraduate research scholar and sociology student of the year in 2022, as well as the Valedictorian of the College of Humanities & Social Sciences. She is currently applying for graduate school with plans for a joint JD/PHD in Sociology.

Speaking of her experience at InTech, Linares credited InTech's small class sizes, being known by the teachers, and the school's early college program (from which she earned 45+ college credits) as key components of preparing her for college success:

"The quality of the teachers and the coursework at InTech ... and having teachers that pushed you to excel made all the difference. When I did go to college, it was an easy transition to be able to perform at that level. InTech gives you the skill that you are going to need for college." 🍌

“ The quality of the teachers and the coursework at InTech ... and having teachers that pushed you to excel made all the difference. When I did go to college, it was an easy transition to be able to perform at that level. InTech gives you the skill that you are going to need for college. ”



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UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS

PRE-OP TRAINING



DATE	TIME	TOPIC OF TRAINING AND DISCUSSION
August 30th	6 pm	Procurement and Contract Training
September 27th	7 pm	Creating a Charter School Budget
October 25th	7 pm	Establishing a Governing Board
November 29th	7 pm	Curriculum Selection; Instructional Design
December 13th	7 pm	Building Construction 101
January 24th	7 pm	Creating Measurable Learning Outcomes
February 28th	7 pm	Open and Public Meeting Training
March 28th	7 pm	Board Governance #2
April 25th	7 pm	Recruiting: Finding Your Key Employees
May 23rd	7pm	Special Education: What You Need to Know to Get Started
June 6-7th		UAPCS Conference
July 18th	7pm	Q andA

Training provided by a grant from



JOIN US ON ZOOM:

- <https://us02web.zoom.us/j/82232737324?pwd=OjlvclJSWWRJem4vbERMWHRMQ2d6dz09>
- Meeting ID: 822 3273 7324
- Passcode: 041173



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UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS

ADMINISTRATOR TRAINING SEMINARS



DATE	TIME	TOPIC OF TRAINING AND DISCUSSION
Sept 21, 2022	12 pm	Establishing a Positive School Culture
Oct 19, 2022	12 pm	Effective Teacher Evaluations
Nov 16, 2022	12 pm	Strategic Planning for Inclusion
Nov 30, 2022	12 pm	Special Education: Specially Designed Instruction
Dec 14, 2022	12 pm	Developing Loyalty with Parents and Students
Jan 18, 2023	12 pm	Navigating the Grant Writing Experience
Feb 15, 2023	12 pm	Finance: Matching the Budget to the Charter Goals and Desired Student Outcomes
March 8, 2023	12 pm	Effective Time Management
March 22, 2023	12 pm	Recognizing Implicit Bias
April 19, 2023	12 pm	Using Data to Drive Discussions of Student Outcomes
May 17, 2023	12 pm	Addressing Mental Health Concerns in our Schools
June 6-7, 2023		Conference Class: Procurement and Contract/Expansion

Training provided by a grant from



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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.

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