

UTAH STATE OFFICE OF EDUCATION

Leadership... Service... Accountability

Patti Harrington, Ed.D., State Superintendent of Public Instruction

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September 7, 2005

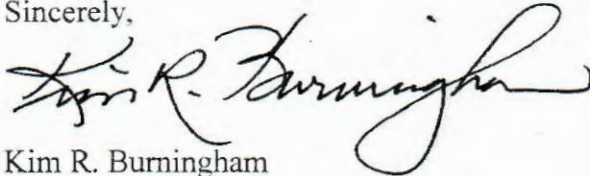
Kay Balmforth
Wood Crapo, LLC
500 Eagle Gate Tower
Salt Lake City, UT 84111

Dear Ms. Balmforth:

This letter is to inform you that the Utah State Board of Education took action in the September 1, 2005 Board meeting approving the rechartering agreement with the 9th grade amendment for John Hancock Charter School with the Utah Charter School Board.

We recognize and appreciate the efforts you have made in providing a quality education for your students. We congratulate you on the renewal of your charter and look forward to your continued success.

Sincerely,



Kim R. Burningham
Board Chairman

cc: Julie Adamic
David Moss
Ray Timothy
John Broberg

UTAH STATE BOARD OF EDUCATION

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Utah State Charter School Board

Charter Conversion Documents

250 East 500 South

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Salt Lake City, UT 84114-4200
(801)538-7817
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jschmitt@usoe.k12.ut.us

In compliance with 53A-1a-501.8, the State Charter School Board shall enter into a charter agreement with each school operating under a charter issued by the State Board of Education. The following information is being requested to prepare to execute this agreement.

If you are seeking amendments to the charter that is currently in place with the State Board of Education, please include those amendments with these documents.

Name of Charter School John Hancock Charter School

Chief Administrative Officer or Chair of Governing Board Kay O. Balmforth

Mailing Address 125 N. 100 East

City Pleasant Grove State UT

Zip 84062

County Utah E-mail Julie@johnhancockcs.org

Daytime Phone 801-796-5646 Fax 801-785-4934

Form of Organization

☒ Nonprofit Organization

☐ Tribal Entity

☐ Other _____

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

Governing Body (Body responsible for the policy decisions of the school) (U.C.A.53A-1a-508)				
Member Type	Number	Name	Name	Name
C.A.O.	1	Kay Balmforth	Joe Spencer	
Vice President	2	Mindy Ashby	Kim Frank	
Secretary	3	Allison Clinger	Paul Waldron	
Treasurer	4	Jeff Jensen		
Parent Advocate	5	Mark Fredrickson		

Target Population

Mission Statement (use only this space):

In partnership with parents and the community, it is the mission of John Hancock Charter School to provide a continuously challenging curriculum in a safe and nurturing learning environment. Our primary goal is to help students learn how to learn, to love learning, and to become responsible citizens and productive members of society.

	Grades Served Please indicate all grades being taught												Total Number Served Enrollment cap at all campuses and in all grades combined		Sites Number Operating	
	Currently	K	1	2	3	4	5	6	7	8	9	10	11	12		
		X	X	X	X	X	X	X	X						190	1
Ultimate Size		K	1	2	3	4	5	6	7	8	9	10	11	12		

School Calendar

☒ Standard ☐ Extended School Year Instructional Days 180
 Start Date Mid to end of August
☐ Alternate (please describe in 5 words or less)

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

Site Name John Hancock Charter School

Site Address 125 N. 100 East

City Pleasant Grove Zip Code UT County Utah

Site/Location Description:

Classes are held in a satellite building purchased from the Alpine School District located on property purchased from the American Heritage Foundation at 125 North 100 East, Pleasant Grove, UT. This building has twelve classrooms that are approximately 27x27, four small offices used by staff, and two restrooms (a male restroom with three urinals, three stalls, and one handicap stall and a female restroom with six stalls and one handicap stall).

Our business office, music rooms, and lunchroom are located in a brick building that was originally built as an L.D.S. chapel.

We are on approximately an acre and hope to procure additional land located behind our buildings. We plan on building an extension onto our satellite. It will be one large space (approximately 40x60), with a basement. The main floor will be used for P.E. classes, as a lunchroom, and as an assembly hall, and the basement will be used as a library.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it? – means of measuring data, percent mastery, etc.)	Documentation on How Goals Have Been Achieved (Including test scores)
Provide a solid academic foundation for future learning	Student retention of Core Knowledge topics, specifically: Mathematics Language Arts History & Geography Science	We will use the official Core Knowledge Test developed and scored by TASA in grades 1-5. School average in each category will be 70%. Mathematics Language Arts History & Geography Science	According to TASA tests dated May 04 we meet the following percentages: (Appendix A) Mathematics 75% Language Arts 78% History & Geography 71% Science 71%
	Student mastery of the State Core Curriculum	We will use the state's CRT tests to assess student progress toward our goal. Students will achieve mastery or an average school score of 72% in the following categories: Mathematics Language Arts Science	See Appendix B for the 2004 Core CRT scores.
	Student mastery of national standards	We will use the SAT tests and scoring to determine student progress toward our goal. Each	

<p>To become an Official Core Knowledge School</p>	<p>We will be approved by the Core Knowledge Foundation on our implementation of the Core Knowledge Sequence.</p>	<p>class/grade will perform on grade level at the end of each school year.</p>	<p>See Appendix C for the 2004 SAT scores.</p>
<p>Prepare students to become responsible citizens and productive members of the community</p>	<p>The number of disciplinary office referrals will decrease after the implementation of a school-wide virtues program and a school-wide disciplinary plan.</p>	<p>Teach at least 80% of the Core Knowledge Sequence yearly. On-site visit performed by the Core Knowledge Foundation to show school-wide implementation of Core Knowledge. Completion of school-wide year-long plan.</p> <p>Office referrals will be less than 7 per month. Think time reward participation will be at least 90% of our student population.</p>	<p>Core Knowledge Grade Level Checklists. School wide Core Knowledge/State Core year-long plan. Upcoming Core Knowledge site visit.</p> <p>Tracking record of office referrals and Think Time's per month will be evaluated by the Director.</p>

Provide information to the following:

- A. A description of the school's library or access to a library. The description may include location, size, staffing, and estimates of size and types of collection.

We currently have classroom libraries, a leveled reading library, and a student library. The student library is located in our brick building in two small classrooms that are approximately 15 x 9 feet each. We have approximately 14,000 books in our collection, as well as various books on tape, videos, DVDs, reference materials for teachers, and four complete sets of encyclopedias. Our students also have access to online research via the internet, Pioneer (UEN) etc. We also use the public library as deemed necessary by the teachers.

We have a part-time librarian with a master's degree in Library Science. Our librarian uses parent volunteers to staff and maintain our library. We use a database system to track our inventory.

As stated earlier, we are going to build an extension that will better accommodate our library.

- B. The school's plan for providing administrative and supervisory services. These may include, but are not limited to supervision and improvement of instruction, interpretation of student and school progress and performance, community relations, staff professional development, counseling, employment issues, discipline, student placement, responsibilities for operation and maintenance of school plant, management of school equipment and supplies, preparation and completion of federal and state reports, assistance and support to teachers.

The director shall serve as chief administrator for the day-to-day operations of the school as well as the school's personnel administrator, and shall perform such other services and duties as shall be assigned by the governing board. All employment is at will. The director shall have the authority both to offer and to terminate employment, subject to prior board approval of all termination decisions and of annual teacher retention decisions.

Staff professional development is supervised by the director and is provided at the discretion of the board and the director. Staff has no expectations any particular due process or staff development procedure. As she/he sees fit, the director, with the individual teacher, will look over his/her strengths and weaknesses, transcripts, and so on to determine what professional development he/she should attend. The following descriptions are advisory only and are not mandatory.

Core Knowledge training

School-wide discipline policy (think time)

Saxon Math training
Spalding training
DIBELS training
Six Traits Writing

CPR training and certification
First aid training
Lesson plan/unit writing training

Community, or public, relations has been overseen by the Board of Directors.

All state and federal reporting is conducted by the business administrator, with approval by the director, treasurer, or Board of Directors as applicable.

The director shall also monitor school progress, monitor student and school performance, interpret student progress, and determine student placement with the input and assistance of the classroom teachers, special education teachers, parents, and any other resource available. Reports of this data are presented to our parent organization and the Board of Directors at least biannually.

The board has full discretion based upon the school's priorities and assets with respect to any other item listed in question B.

- C. The school's fiscal procedures. These may include policies around the governing board's budget process, limits on appropriations, monthly budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue, policy around undistributed reserves, policies around interfund transfers, and policies around emergency expenditures among others.

The treasurer or his designee, under the supervision and authorization of the board, will be responsible for preparing and submitting the following required annual and monthly financial reports:

Annual Accountability Report
Annual Financial Audit Report
Monthly Financial and Enrollment Report
Annual Financial Report
Annual Programs Report

The treasurer or his designee will submit monthly and annual reports to the board for final approval. The Board of Directors will ultimately be responsible for financial reports. All reports will follow GAAP guidelines. These reports will be made available to the State Board of Education and the State Charter School Board for review. All applicable Utah state and federal laws will be followed to the extent required.

All motions where funds are allocated must identify the source of the allocation. Budget relocations of \$2,500 or more require board approval.

The director can spend, at her/his discretion for the good of the school, up to \$2,000 per purchase with two signatures. The Executive Committee can authorize up to \$5,000 per purchase, to be ratified subsequently by board.

Checks require two signatures. The first signature should always be the director's, and the second signature must be one of the authorized board member's. If the director is not available, then the treasurer will sign.

The board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the school, and such authority may be general or confined to specific instances.

Loans may be contracted on behalf of the school and evidences of indebtedness issued in its name when authorized by a resolution of the governing board. Such authority may be general or confined to specific instances.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the school shall be signed by such officer or officers, agent or agents of the school and in such a manner as shall from time to time be determined by resolution of the governing board.

The board will assure financial accountability by approving the budget and overseeing adherence. Budget reports will be made on a quarterly basis to the governing board. The board will also contract an independent audit of all records. These reports will follow GAGA guidelines. This information will be used in preparing all financial reports and any other report required. The board will also oversee and control investments of any capital funds.

All funds of the school not otherwise employed shall be deposited from time to time to the credit of the school in such bands, trust companies, or other depositories as the governing board may select.

John Hancock Charter School will conduct annual audits of all financial records. These reports will follow GAAP guidelines. The results of the audit will be made available to the Board of Directors, State Board of Education, State Treasurer, and the State Charter School Board.

The board has full discretion based upon the school's priorities and assets with respect to any other item listed in question C.

D. The school's policy and procedures regarding employee evaluation.

At its discretion, John Hancock Charter School, operating through its board of directors and the director, may establish policies, guidelines, and regulations for the operation of the school. When the board, or its designee, determines that progressive

disciplinary steps, warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment or any expectation of any particular process or disciplinary procedure. John Hancock Charter School is an at-will employer, meaning either party, with or without cause, and with or without notice, may terminate employment. The existence of a contract does not create any expectation of continued employment.

- E. The school's policy and procedure regarding employee termination. Policy may include policies on hearings, appeals, dismissal procedures, and necessary staff reduction.

At its discretion, John Hancock Charter School, operating through its board of directors and the director, may establish policies, guidelines, and regulations for the operation of the school. When the board, or its designee, at its discretion, determines that progressive disciplinary steps, warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment or any expectation of any particular process or disciplinary procedure. John Hancock Charter School is an at-will employer, meaning either party, with or without cause, and with or without notice, may terminate employment. The existence of a contract does not create any expectation of continued employment.

If any amendments to the charter that exists with the Utah State Office of Education are being requested, please describe them here.

Amendments:

The board may not act unless ~~two-thirds~~ *a majority* of the board members are present (constitutes a quorum).

Vacant or retiring positions that are appointed by the board will be filled using the following method: The Board Development Committee will recruit and submit to the board as many candidates as it sees fit, ~~but it must provide enough candidates for a choice.~~ A board member may not vote for his/her position if he/she is a candidate. In the case of a tie, the matter shall be placed for a vote before the parent organization. The majority of the parent organization will constitute one board vote, thus breaking the tie.

If the position is elected by the parent organization (Vice President and Parent Advocate Liaison), then the potential candidate must submit his/her qualifications and letter of intent to the Board Development Committee. This process must occur at least 6 weeks prior to the annual May meeting in order to insure that these documents are printed in the monthly newsletter and sent home with the students. If these positions should become vacant due to dismissal or resignation, then a special election will be held.

If only one candidate has declared his/her candidacy by April 30 on election years for the two elected positions, then the parent organization can ratify the appointment in May without holding an election. If no one from the parent organization declares his/her candidacy for either the Vice President or Parent Liaison positions by April 30 on election years, then the board may choose to appoint one of the existing board members into the position(s), or they have the liberty to appoint someone to that position.

~~Teachers will teach 180 days or 990 hours of school per year and be available 1,440 hours per school year.~~

~~John Hancock Charter School plans to follow the Alpine School District calendar. School hours and calendar may be adjusted every year at the board's discretion as long as they meet the required 180 day and 990 teaching hours.~~

~~John Hancock will adopt the Alpine School District dress standards (see Appendix F for more details). We reserve the right to enforce a school uniform at a later date if the parents and the board of directors show such an interest. Approval of a uniform must come from the board and two-thirds majority vote of the parent organization. John Hancock Charter School is a uniform school as per parent and board vote in February 2002 and again in May 2004. The issue of whether JHCS is a uniform school shall not be put to parent vote again. We will remain a uniform school. All further changes to the uniform policy will be by board action.~~

~~Minimal qualifications for principal position:~~

~~Have a Bachelor's degree in the field of Education~~

~~Have had at least three years successful teaching experience~~

~~Agree to be trained in the Core Knowledge Sequence and help implement the program throughout the school~~

~~Demonstrate commitment to John Hancock Charter School's mission, belief statements, purpose, philosophy, goals and vision.~~

~~Will be able to fill another position at the school, i.e. special education, kindergarten teacher, art or music teacher, technology teacher, or full time classroom teacher.~~

The Board of Directors shall determine the qualifications and duties of the school's director.

Because Alpine School District begins high school in tenth grade, many of our parents and students have expressed the wish that JHCS offer ninth grade, thus allowing the

students to move directly into high school from JHCS. John Hancock Charter School will offer ninth grade as an option via an accredited electronic high school.

Students will have the option to take their entire ninth grade year via the electronic high school, BYU Independent Study, or another accredited institution here on the JHCS campus. We will use classes already approved by the state and Alpine School District for ninth grade curriculum. Some students may choose to spend the entire school day at JHCS, while others may choose to take only certain classes electronically. JHCS has an agreement with Alpine School District which will allow students to attend the local junior high school for a portion of the day.

We will provide for the students the use of a computer, Internet access, a study/work area, use of the school's resources (including special education), and a facilitator.

The facilitator responsibilities will include, but are not limited to:

Keeping attendance records

Helping the student learn how to use the electronic high school

Helping the student stay on task and complete assignments

Helping the student identify resources he/she can use to complete assignments

Proctoring any needed tests

Helping answer student questions about the curriculum or assignments

Communicating with parents about student progress

Inputting grades on SIS; we will provide the transcript/report card

The school's director will:

Determine the best classes the student should take (with input from the student, prior teachers, the facilitator, and parents)

Provide support for the facilitator

Provide support for the students

In conjunction with our special education teacher, determine how to accommodate and provide services for students with an IEP

Students with an IEP will continue to receive special education services from JHCS according to their IEP. Services may include, but are not limited to:

Small group or one-on-one instruction

Assignment modifications

Testing modifications

Speech services

The hours of operation and calendar will be determined by the board.

The addition of ninth grade will increase JHCS enrollment from approximately 185 to approximately 205.