



**UTAH STATE OFFICE  
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November 27, 2001

To whom it may concern:

On September 6, 2001 the John Hancock Charter School was officially granted a charter by the Utah State Board of Education in accordance with the Utah Charter Schools Act (53A-1a-501), "Charter Schools are considered to be part of the states public education system." Funding for charter schools is provided by the State through the State Office of Education.

If you have further questions, please contact Dave Steele (538-7824) or Barbara Gardner (538-7837), Program Development and Support Services, Utah State Office of Education.

Sincerely,

Barbara Gardner  
Education Specialist  
Program Development and Support Services

## **John Hancock Charter School**

Alpine School District

Applied to Alpine School District on April 9, 2001

Applied to State Board of Education on July 10, 2001

Approved by the State Board of Education on September 7, 2001

## **Utah Charter School Application**

### **Applicant**

Name: John Hancock Charter School  
Contact Person: Julie Adamic  
Address: 4314 W. Mountain View Circle  
City: Cedar Hills  
State: UT  
Zip: 84062  
Daytime Phone: 801-785-5525  
Fax: 801-763-9547  
Email: julie@johnhancockcs.org

### **Description of Group or Organization:**

As a group of parents, educators, students and community members we have come together with the common goal of opening a Charter School in Utah County. We want to provide a positive learning experience in an inviting, and stimulating atmosphere. To do this we will provide a challenging curriculum with innovative teaching methods, opportunities for strong parental involvement and a small school setting with small classroom sizes.

### **School**

Name: John Hancock Charter School  
Address: N/A  
City: N/A  
State: N/A  
Zip: N/A  
Phone: N/A  
Fax: N/A  
Website Address: [www.johnhancockcs.org](http://www.johnhancockcs.org)  
School District: Alpine  
Date School Will Begin: August 28, 2002

### **Grade Level or Student Ages to Be Served:**

JHCS may offer grades kindergarten through eighth (K-8).



Number of Students to Be Served:

JHCS may have one class per grade (K-8) of approximately 20 students per class. The Board of Directors of John Hancock Charter School may slightly adjust the class size as required to balance the level of interest and financial stability.

John Hancock Charter School may request, at its discretion, to amend this application in accordance with the provision in the Utah Charter Act, 53A-1a-508-4, to add one upper grade per year through twelfth grade. Such a request will only be made after careful consideration and study.

## **SCHOOL GOVERNANCE**

### **1. Administrative Structure.**

There will be a minimum of seven and a maximum of twelve positions on the Board of Directors that will govern John Hancock Charter School (JHCS). Two-thirds of the board members must be parents, grandparents, or guardians of children enrolled at John Hancock Charter School. The remaining one-third of the positions may also be filled with parents, grandparents, or guardians or may be selected from the community at large, preferably having backgrounds in education, business, accounting, or law. In addition, the executive officer will serve as an ex officio board member without voting privileges.

The Board will have full authority for running the school with the following primary responsibilities:

- Hire/dismiss and supervise the school's executive officer.
- Hire/dismiss and supervise teachers and staff, based upon recommendations from the executive officer.
- Evaluate performance of the executive officer yearly.
- Evaluate performance of teachers yearly, with input and involvement from the executive officer.
- Promote the mission and define the vision of the school.
- Oversee the raising of school funds.
- Oversee and evaluate programs and to support the staff.
- Assure financial responsibility.
- Assure financial accountability by-
  - A. approving the budget and overseeing adherence
  - B. contracting for and approving an independent audit
  - C. controlling investments of capital funds

The Board will meet at least once a month to:

- Fulfill its primary responsibilities
- Consider and adopt policies
- Discuss the school's operations
- Hear reports and updates from each board member
- Consider requests and concerns from parents, students, and teachers
- Any other matter pertaining to the school

The Board may not act unless two-thirds of the board members are present (constitutes a quorum). A majority vote of the quorum will constitute action by the Board. If any board member fails to fulfill his/her primary responsibilities or consistently is absent from the monthly board meeting, then he/she may be dismissed by a majority vote of the remaining board members.

The CAO may request additional board meetings as needed. Meeting minutes will be taken at all board meetings.

The executive committee of the Board will plan the agendas and execute the meetings. The executive committee of the Board will include:

- Chief Administrative Officer (CAO)
- Vice President
- Secretary
- Treasurer

The executive officer will manage the day to day operation of the school, recommend to the Board the hiring of teachers and staff, and approve purchase orders.

Complaints are a part of the school's administrative structure (please refer to Complaints in Section 6).

## **2. Governing Board**

Initially all of the board positions will be appointed by the founding steering committee (see Appendix A for a list of founding steering committee members and current board members). All board members must show dedication to John Hancock's mission statement, belief statements, purpose, goals and vision (see Appendix H for a list of board member job duties).

The Board will select from its members a Chief Administrative Officer (CAO) and a Secretary (the Vice President, Treasurer, and Parent Advocate may not serve as CAO or Secretary). The Vice President and Parent Advocate positions will be elected by the parent organization.



## Board of Directors Job Descriptions:

### President/CAO

- Preside over all meetings of the Board.
- Execute the powers and perform the duties of the office as outlined by the Board.
- Coordinate monitoring and functions of the school.
- Be available to convene impromptu committee meetings and emergency board meetings.
- Prepare board agenda.
- Attend applicable USOE meetings.
- Oversee chosen committees.
- Determine the number of board positions (minimum of seven with a maximum of twelve).
- Attend monthly board meeting.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

### Vice President

- Preside over meetings of the Board when the President is unavailable.
- Be available to attend impromptu committee meetings and emergency board meetings.
- Attend applicable USOE meetings.
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.
- Meet with the executive officer at least once a month to discuss the day-to-day operations of the school and any concerns.

### Secretary

- Keep, review and publish minutes of board meetings.
- Attend applicable USOE meetings.
- Responsible for all required reports/data required by the USOE.
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

### Treasurer

- Keep and review the financial matters and transactions of the school.
- Oversee the budget.
- Present and interpret monthly financial reports to the Board.
- Attend applicable USOE meetings.
- Chair the Finance Committee.

- Support and facilitate the scope of the Finance Committee.
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.
- Sign all checks that require a purchase order.
- Promote the mission and vision of the school at all levels.

The Treasurer will chair the Finance Committee through which he/she will secure regular audits and/or reviews of the school, prepare and present the annual budget to the Board for approval, review and make recommendations regarding fiscal management policies and procedures, and perform all other duties of the office as outlined by the Board.

#### Parent Advocate

- Represent the parent organization on the Board.
- Attend applicable USOE meetings.
- Oversee chosen committees.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

#### Position #6

- Oversee chosen committees.
- Attend applicable USOE meetings.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

#### Position #7

- Oversee chosen committees.
- Attend applicable USOE meetings.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

#### Position #8 (optional, at the discretion of the CAO)

- Oversee chosen committees.
- Attend applicable USOE meetings.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

#### Position #9 (optional, at the discretion of the CAO)

- Oversee chosen committees.
- Attend applicable USOE meetings.



- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

Position #10 (optional, at the discretion of the CAO)

- Oversee chosen committees.
- Attend applicable USOE meetings.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

Position #11 (optional, at the discretion of the CAO)

- Oversee chosen committees.
- Attend applicable USOE meetings.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

Position #12 (optional, at the discretion of the CAO)

- Oversee chosen committees.
- Attend applicable USOE meetings.
- Attend monthly board meetings.
- Complete assignments.
- Promote the mission and vision of the school at all levels.

Most board members will oversee one or more parent working committees and may ask these committees to research items related to school policy, procedure, programs, and curriculum. Please refer to Parent Involvement in Section 4 for a list of possible committees.

Board members may serve in only one position and only one voting board position may be filled per family.

Initially the CAO, Treasurer, Secretary and position six will be three- year terms. The Vice President, Parent Advocate and position seven will be two- year terms.

If the CAO determines there is a need for more than seven board positions, then the eighth and ninth positions will be three year terms. The tenth, eleventh and twelfth positions will be a two year terms. All board positions except the Vice President and the Parent Advocate positions will be filled by appointment by the existing Board of Directors.

At the annual membership meeting in May 2003, three positions will be filled due to the expiration of the initial two-year terms. One position will be filled by appointment from the first year's board, while the Vice President and Parent



Advocate positions will be elected by the parent organization. This ensures a board member service rotation.

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 vote 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), 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 a board position is filled any other time than in May, this new board member will serve the remainder of the original term. Therefore, all reelections will occur in the month of May. If the CAO determines there is no longer a need for a board position (positions eight through twelve), the position will simply be left vacant after the term expires.

Members of the governing board must be willing to submit to a background check and may not have a criminal record. There will be no term limits for board positions.

Members of the Board Development Committee or their spouses may not run for a board position while they serve on the Board Development Committee.

The parent organization will consist of parents and guardians who have at least one child enrolled and currently attending John Hancock Charter School. Each family may cast one vote during elections, or any other matter put to a parental vote.

### **3. Chief Administrative Officer.**

The Chief Administrative Officer (CAO) position will be filled by Dr. Don A. Carpenter. Don has an extensive background in education and administration (please see Appendix A for a brief resume).

Some of the positions Dr. Carpenter held:

- Elected member and president the Jordan School District, Board of Education.
- Legislative Council, Utah High School Activities Association.

- Governor's Literacy Commission (Utah).
- State Advisory Committee on Teacher Education.
- Adjunct faculty, University of Utah and Brigham Young University – teaching courses in Educational Leadership, Organizations, and Communications.

**Educational Background:**

- Brigham Young University, M.A. in Communications.
- University of Utah, Ph.D. in Educational Administration Course Work, San Francisco State University.

Please refer to Appendix B for the signed Utah Charter Schools Assurances form.

#### **4. Parent Involvement.**

Parental involvement will be essential to the success of John Hancock Charter School. JHCS intends to provide parents an unprecedented opportunity for hands-on involvement in the structure and operation of their children's school. All parents and guardians become members of the school's parent organization. Every member of the parent organization will:

- Collectively elect two governing board members, including the Vice President and Parent Advocate position.
- Be requested to volunteer at least six hours a month as described in Appendix C. The six hours of service is not conditional for enrollment.
- Be encouraged to make comments and suggestion related to policies, procedures, programs, curriculum and other issues at the monthly board of directors meetings.
- Be encouraged to serve in the PTO (Parent/Teacher organization).
- Be encouraged to serve on a Parent Working Committee, to research items related to school policy, procedure, programs, and curriculum. They will also be asked to help with the day-to-day operations of each committee. The committees can include but are not limited to:
  - Technology
  - Finance
  - Library
  - Kitchen
  - Art department
  - Music department
  - Teacher appreciation
  - Parent advocate
  - Fundraising
  - Board development
  - Marketing/public relations
  - Personnel/human relations



- Grant
- Middle School
- Budget
- Curriculum
- Room Mothers organization

Any major shift in the school's mission, philosophy, or curriculum must be approved by the Board of Directors and by a two-thirds majority vote of the parent organization at the annual May meeting.

Any parent who comes in direct contact with students on a regular basis may be asked to disclose any criminal record or submit to a background check.

## **5. Communication with Parents.**

In order for the parents to be actively involved in their child's education, there must be a good means of communication between the school and the parents. John Hancock Charter School will assist in this communication by:

- Requesting parents sign an agreement stating that they will volunteer a minimum of six hours a month to the school. The six hours of service is not conditional for enrollment.
- Holding parent orientation meetings prior to the beginning of the school year.
- Providing a Parent Handbook at orientation that will include a section outlining parental obligations and opportunities for involvement.
- Providing a monthly newsletter from the school and a weekly newsletter from the teachers.
- Holding parent/teacher conferences as outlined in the Parent Handbook.
- Providing parents with teachers' e-mail addresses and times when teachers are available for phone calls during the day.

Parents will learn of the procedure for filing a complaint in the Parents Handbook. Parents will first voice complaints with the person(s) involved in the executive officer's office. If a complaint is not resolved, a parent may file a written complaint with the Board of Directors. The Board will then bring the matter up for discussion at their next monthly meeting. For more information please refer to Complaints in Section 6.

## **6. Complaints.**

State and/or district policies governing the handling of complaints shall take precedence over school procedures. Otherwise, the following procedures shall apply:

Most complaints will be handled between the parties involved. When complaints need to be addressed, the parties involved will make an appointment with the executive



officer. The executive officer will serve as a mediator as needed and the school secretary will be present to take notes. This procedure will allow the following:

- All parties involved will have an opportunity to voice their concerns in a calm atmosphere.
- Taking notes will allow the Board to review what took place.
- Concerned parties will have time to articulate what they want to say prior to the meeting.

In those cases where the problem is not resolved, then the parent should file a written complaint with the Board of Directors. The Board will then bring the matter up for discussion at their next monthly meeting, and may refer to USOE for assistance. A written response from the Board will be sent to all involved parties. In highly unusual cases where the problem was not satisfactorily resolved at this level, complaints may be referred to a mediator agreed upon by both parties. If all efforts continue to fail, then the complaint may be referred to the legal system.

Parents also have a procedure for overturning certain decisions made by the Board of Directors. Decisions regarding procedures or school programs (other than our commitment to teach the Core Knowledge Sequence in a small school setting) can be overturned by a two-thirds majority vote by the parent organization. Parents must first present their concerns at a monthly Board meeting. The Board may then assign a board member to investigate the concern further. Recommendations may then be made to the Board at the next scheduled meeting. If there are still concerns then a group of at least twenty parents must send a letter to the Board of Directors stating why they continue to disagree with the Board's decision. The Board must then write a letter defending their decision. Both letters will be sent home with the students along with a ballot. Each family will give their support to the Board or to the parents. If two-thirds majority of the parent organization opposes the Board's action, then the action will be overturned.

Parents may also dismiss board members using the following procedure. If a board member has not consistently acted with the best interest of the school, students, staff or mission statement, the parent organization may vote at the annual meeting in May to have that board member dismissed by a two-thirds majority vote. They may remove only one board member per year. The vacant position will be filled using the procedure as outlined in Governing Board, Section 2.

## **Students**

### **7. Notification.**

Parents and students will be notified of the open enrollment date, place and time through a newspaper ad, an article (if possible), web site announcements and open community information meetings. Parents must show up at the open enrollment with



all documents necessary to enroll a child in school, i.e. immunization record, birth certificate, social security number.

## **8. Selection.**

First priority will always be given to students whose parents or guardians had a significant role in the development of the school or first year board members. (see Appendix A). All other enrollment will be based on a first come first served basis until the school is full to capacity. If after the initial enrollment period the school is not filled to capacity, then those who enrolled will be granted a position in the school. We will then open another enrollment period to fill the remaining positions. If the number of applicants exceeds the established ceiling a computer generated random drawing will be held to fill the remaining positions. In the event the number of applicants exceeds the established ceiling after the initial enrollment period, then a computer generated random drawing will be held. Siblings of enrolled students will be given preference relative to other applicants (Utah Code Section 53A-1a-506).

Seventh and eighth grades will be filled with students who were enrolled in the school the previous year or using the same method as described above. As space becomes available, siblings of enrolled students will be given preference and all others will be selected from the waiting list generated by a random computer drawing.

## **9. Standards.**

Each parent will receive a Parent Handbook explaining school policies and procedures. Each student and parent will be required to sign a statement acknowledging that he/she has read the handbook, understands the school's rules and the consequences for rule infractions.

Student conduct will be based on the following principles:

- Students have a right to learn, free from disruptions.
- Teachers have a right to teach, free from disruptions.
- Students shall receive consequences for their behavior, either positive or negative.
- Students and teachers have the right to a safe, nurturing school environment.

To ensure these principles, students and staff will be expected to:

- Respect and use kind words toward others.
- Listen and follow directions.
- Respect school property and the property of others.
- Show consideration for others at all times.

Consequences for students who break the rules:

- Step 1. Verbal warning. Additional consequence if apology is necessary or if there is damage to property.



- Step 2. Conference with teacher, with one or more of the following results: repair of damage, time out, loss of recess, loss of a privilege.
- Step 3. Teacher contacts parents to inform them of behavior and discuss consequences for the child. Teacher may set up conference with parents.
- Step 4. If all else fails and the child's behavior has not improved, teacher contacts the executive officer who decides on further consequences and sets up a conference with parents.

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.

## **10. Dismissal.**

John Hancock Charter School will follow all policies and guidelines as required by Utah State Law (UCA 53A-11-901-909) and Alpine School district policies (see Appendix G for the districts guidelines). The Parent's Handbook will contain a section on school rules and discipline and will be given to all parents at the orientation.

Serious violations will be referred to the office where an administrative staff member will deliver the consequence. All staff members will be trained before school begins regarding the procedures for an office referral and what types of behavior require such a referral.

Parents will be called for a parent conference to assess the behavior. After-school detention, in-school suspension, out-of-school suspension and expulsion are other options, which will be left to the executive officer's discretion. Repeated office referrals will warrant a discipline plan to help eliminate any future violations.

Illegal behaviors will receive an office referral and the police will be called. Such a behavior will warrant the consequences listed above and any Utah State Statute requirements will be met.

## **STAFF**

### **11. Screening and Selection.**

A majority vote of the Board of Directors will hire the school executive officer. The Board of Directors will accept applications for the executive officer position. All applicants under the terms established by the board will be considered. The Board



will interview qualified candidates and hire the executive officer who is best qualified and who will support the mission and vision of the school. The Board may also dismiss the executive officer by a majority vote if deemed necessary.

The Board of Directors will hire teachers and other staff as deemed necessary. The executive officer will review all applications and hold initial interviews to pre-select applicants. The executive officer will then present the Board with a list of candidates, with qualifications for final interviews with the Board. The executive officer will participate in all interviews as an ex officio member of the board, and the Board will not hire teachers or staff without considering the opinion and recommendations of the executive officer.

All employees, including the executive officer, shall be considered "at will" employees. All contracts will be reviewed periodically by the executive officer and the Board. If an employee is not complying with the standards set forth by the school in the employment contract or State standards, the Board may dismiss said employee.

The Board or executive officer may choose to perform background checks and/or drug testing on prospective or current employees.

## **12. Qualifications.**

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 teacher, kindergarten teacher, art or music teacher, technology teacher, or full time classroom teacher.

The ideal principal will have:

- Master's degree with at least a Bachelor's degree in the field of Education.
- At least three years successful administrative experience.
- At least three years successful teaching experience.
- Be licensed and certified by the state of Utah, or be qualified to teach under an alternative certification or authorization program.
- Demonstrate commitment to John Hancock Charter School's mission, belief statements, purpose, philosophy, goals and vision. A preferred qualification is that he/she has taught or administered at a school using The Core Knowledge Sequence. He/she must be willing to become quickly familiarized with this program and help implement this program throughout the school.

Teachers shall:

- Be licensed and certified by the State of Utah, or be qualified to teach under the USOE alternative certification or authorization program.
- Demonstrate a willingness to support John Hancock Charter School's mission, belief statements, purpose, philosophy, goals and vision.
- Complete their job duties with minimal supervision.
- Agree to be trained in The Core Knowledge Sequence.
- Agree to teach The Core Knowledge Sequence.
- Have a desire to use innovative teaching methods.

Support Staff shall:

- Report directly to the executive officer.
- Possess the skills and/or experience needed for his/her position.
- Have a high school diploma.
- Complete their job duties with minimal supervision.
- Demonstrate a willingness to support John Hancock Charter School's mission, belief statements, purpose, philosophy, goals and vision.

### **13. Staffing Patterns.**

Class size will be approximately 20 students per class with a full time teacher for grades 1-5. A combination of part-time or full -time teachers may be used to staff grades 6-8. There will be one kindergarten class with approximately 20 students, however JHCS may hire a part-time kindergarten teacher. In addition, a teacher's aide, student teacher and/or parent volunteers may be assigned to assist in any classroom on a regular basis.

John Hancock Charter School will obtain at least one full or part-time special education/resource teacher. This teacher will work with children as necessary one-on-one or in small groups in all disciplines.

JHCS may employ the executive officer on a part-time basis, or as a full time employee with additional responsibilities i.e. kindergarten teacher, special education teacher, specialty teacher, etc. The executive officer position may also be filled by a teacher/executive officer, who may perform duties of both jobs.



## **14. Teaching Schedule**

Teachers will teach 180 days or 990 hours of school per year, attend 2 teacher work days and attend up to 5 days of training per year. Teachers will teach a full school day with a preparation time of at least one-half an hour per day while students attend a rotation i.e. music, P.E., art, or technology. Teachers will be available 15 minutes before and a 30 minutes after school four days a week for additional preparation, or consultation with parents and students. One day a week, after school, teachers will have a common preparation period of 45 minutes.

Teachers are also required to attend a bimonthly faculty meeting. Parent/teacher conferences will be held a minimum of two times per school year. Teachers or parents may request additional conferences as the need arises.

Core Knowledge training will be required of all elementary and middle school grade level teachers. JHCS will provide and coordinate this training.

## **CURRICULUM AND INSTRUCTION**

### **15. Purpose.**

Mission Statement:

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.

Belief Statements:

- We believe all students can learn.
- We believe every student deserves to learn something new every day.
- We believe education is the shared responsibility of students, parents, school staff and the community.
- We believe that a school should be a safe, nurturing environment.
- We believe that the cultural and fine arts are necessary and important to the growth of a child.
- We believe all children are entitled to an education that is challenging and gives them a feeling of success.
- We believe teachers with high expectations positively affect student performance.
- We believe that learning is a life time process and it is our responsibility to build a strong foundation based on academic and social skills.



Purpose:

- Foster the growth and development of children to their full potential.
- Inspire the heart, mind and soul.
- Develop self-esteem and self-motivation in our students.
- Develop a sense of responsibility and respect in our students.
- Provide a small school setting which allows for a more intimate learning environment.
- Provide a small classroom size, which will allow teachers to address individual learning styles and provide more one-on-one instruction time.
- Provide parents with an unprecedented opportunity for hands-on involvement in the structure and operation of their children's education and school.

Goals:

- Instill the love of learning.
- Prepare students to become responsible citizens and productive members of the community.
- Provide a solid academic foundation for future learning.
- Instill an appreciation for the cultural and fine arts.
- Provide a strong technology base in order to equip students with the knowledge and skills they need to succeed in this rapidly evolving world.
- Ultimately become an official Core Knowledge School.

We will use the Core Knowledge Sequence, which will set us apart from other public schools in Utah County (there are currently two private schools in the state of Utah which are using the Core Knowledge Sequence). The Core Knowledge Sequence is a grade-by-grade sequence of specific content guidelines in history, geography, mathematics, science, language arts, and the fine arts. This sequence is the result of a long research process developed by the nonprofit Core Knowledge Foundation and Dr. E.D. Hirsch Jr. The Core Knowledge Sequence is discussed at length in the next section and in Appendix D.

John Hancock Charter School will also provide students with a much smaller classroom size than is currently available from the majority of the public schools in the area (our goal is 1/20 ratio). A small classroom creates a situation where closer relationships are formed between students, teachers and parents. It also allows more one-on-one time per pupil, and encourages teachers to identify and meet the needs of students' individual learning styles.

Another special aspect of our school is our actual school size. With anticipated enrollment of up to 140 and total enrollment at approximately 180 students, we will truly be a small, community school. This will create many benefits, one in particular being a sense of belonging for all students. According to Deborah Meier (1996), all students, not just the academic and athletic stars, are a part of a community that contains adults. There are many reports documenting the benefits of small schools for not only the students, but for the teachers, administrators and parents as well (see Appendix H for more information).



We understand that to be able to provide a small classroom size and a small school size, we must sacrifice other services. Such services may include: music lab, bussing, food services, expensive playground equipment, field trips, advanced computer lab, a nice facility, and extracurricular activities. Our goal is to be able to provide these services as funding becomes available.

## **16. Curriculum.**

The Core Knowledge Sequence developed by Dr. E.D. Hirsch Jr. is a solid, sequenced, specific and shared core curriculum that helps children establish a strong foundation of knowledge, grade by grade. Robert Holland (2000) states that a “guiding principle of the Core Knowledge Sequence is that ‘knowledge builds on knowledge.’ Children learn by building on what they already have learned. The Sequence provides in great detail exactly what children should learn at each grade in core subjects so they can carry that knowledge on with them to the next level.”

Professor Hirsch demonstrated :

...that true literacy requires not only the ability to “decode” or sound out the words on a page but also familiarity with a broad range of background knowledge taken for granted by writers and speakers in the United States. “To be truly literate,” Professor Hirsch noted, “citizens must be able to grasp the meaning of any piece of writing addressed to the general reader.” Those who possess this shared background knowledge can, for example, understand a reference in a newspaper to an “appellate court decision” or “trading competition from the Pacific Rim,” or a sportscaster’s account of the rise of an unlikely champion as “a Cinderella story.” But those who lack the assumed knowledge are excluded from understanding many messages in various media, and are thus excluded from full participation in our national life.

“If shared background knowledge is necessary for full participation in the larger national society,” then, Professor Hirsch says in *The Schools We Need*, “the same reasoning must also hold for full participation in a smaller social group, and most especially that of the classroom itself... Every classroom is a little society of its own, and its effectiveness and fairness depend on the full participation by all its members, just as in the larger society. Such universal participation cannot occur unless (students) all share a core of relevant background knowledge” (Brochure, 1998).

“Research scientist Samuel Stringfield at John Hopkins did a three-year study of 12 Core Knowledge schools across the country. He determined that the more Core Knowledge is instituted, the more test scores will improve. Students at schools with more than 50% of their curriculum devoted to Core teaching did 12% better on the Comprehensive Test of Basic Skills than comparable non-Core schools in the same districts.” (Forbes, 1999).



John Hancock Charter School is committed to using the Core Knowledge Sequence and all curriculum will support Core Knowledge and its philosophy (See Appendix D for further information about Core Knowledge).

Teachers must also have the freedom to develop child-centered methods of teaching. Each teacher will choose how to present and teach the curriculum. To accomplish this they will have personal and common preparation time to develop lesson plans according to the guidelines provided by the State of Utah and the Core Knowledge Sequence.

Textbooks used at John Hancock Charter School will be taken from the AIMS (Adopted Instructional Materials System) list provided by the Utah State Office of Education. Saxon Math and Open Court Reading will be used to teach the Utah State Core Curriculum and to support the Core Knowledge Sequence.

JHCS will provide "hands-on" learning experiences as often as possible. Such subjects as art, music, technology and science lend themselves well to this approach.

The Utah State Core Curriculum will serve as the fundamental requirement for all subjects. All teachers will receive a copy of the State Curriculum and be expected to follow it in order to insure academic requirements for advancement and graduation. The Core Knowledge Sequence will enhance the State's Curriculum and in most instances exceed the State's standards.

## **17. Calendar.**

John Hancock Charter School plans to follow the Alpine School District calendar. JHCS may begin school at a later date if necessary (See Appendix E for the specific school calendar for the 2002-2003 school year). If we do not begin the school year on the same date as Alpine School District, we will observe the same holidays as the district.

School hours are 9:00 a.m. to 3:15 p.m. with two 15 minute recesses and an half an hour lunch, Monday through Friday. Kindergarten hours are 9:00 a.m. to 11:45 a.m., Monday through Friday.

## **18. Extracurricular Activities.**

John Hancock Charter School intends to provide extracurricular programs according to the interest level of students and parents. JHCS may charge permissible fees for these activities. Such activities may include, but are not limited to:

- Music
- Performing Arts



- Field Days
- Science Fairs
- Spelling Bee
- Geography Bee
- Harvest Festival
- Field Trips
- Service Project
- Shakespearean Festival
- Medieval Fair
- Summer School
- Accelerated Program

JHCS does not intend to participate in interscholastic competitions.

## **STUDENT ASSESSMENT**

### **19. Instruments and Procedures.**

John Hancock Charter School will administer all required state education assessments. At the beginning of the year, we may establish a baseline through a testing program developed by Jefferson Academy in Colorado. This program tests the Core Knowledge Sequence. The same test may then be given again in the spring to assess student progress as well as effectiveness of teaching methods. John Hancock Charter School may also choose to administer another end-of-year test for grades 1-5. These tests have been developed by Touchstone Applied Science Associates (TASA) in conjunction with The Core Knowledge Foundation. In addition, we may administer the SAT 9 to all grade levels at the end of each year.

### **20. Reporting and Use.**

School results as required by the State will be shared with the parents. Individual student results will be shared with his/her parents. School wide results will be published and presented at a Board of Directors monthly meeting.

John Hancock Charter School anticipates that on average all students will meet or exceed appropriate grade level requirements as stated by the Utah State Core Curriculum. Test results will help determine whether or not teaching methods and/or curriculum are effective. The school will assess its programs based upon these test scores.

Report cards will be issued every term and sent home for parental review and signature. Parents may also follow their student's progress via internet access, phone calls, and parent/teacher conferences. All weekly end-of-chapter tests, portfolios, and assignments will be sent home for parental review.

Using the assessments listed above, teachers will be able to identify any student who begins to fall below acceptable levels of achievement. Teachers will then implement the following programs:

- Hold a parent/teacher conference to evaluate the problem.
- Additional instructional time with the teacher or an aide.
- Before or after school instructional time / work.

If the above programs do not produce positive results, the student will be referred to a Special Education teacher. The Special Education teacher will work together with the classroom teacher to identify the learning problem and create a learning plan for that student. The Special Education teacher may also consult with a district specialist for additional support. If progress is still not evident then it will be determined whether or not the student needs an Individualized Education Plan (IEP).

## **FINANCES AND REPORTING**

### **21. Start-Up Funds.**

John Hancock Charter School plans to use the following methods to obtain start-up funds:

- Fundraising (an average charter school raises \$30,000.00 per year in fundraising).
- Apply for grants (see Appendix I for a list grants and amounts).
- Recommended donations from parents.
- Solicit funds from local foundations and businesses.
- Use donated materials (see Appendix J for list of materials already donated).
- Use donated skills and time from parents and/or community members (see Appendix J for list of donations).
- Solicit business partners for individual classrooms (modeled after an existing program at Grovecrest Elementary).
- Commercial and/or personal loans.
- Seek start-up funds from the Legislature.
- Title X funds available in 2002.

Should Start-up funds become available, JHCS may choose to:

- Enhance the Computer Lab.
- Develop a Media Center.
- Develop a Music Lab.



- Purchase more educational equipment, i.e. overhead projectors, televisions, VCR's, globes, maps, etc.
- Any other needs that the Board of Directors feels has priority.

## **22. Revenues and Expenditures**

John Hancock Charter School requests full funding (50% of the districts per student expenditure) from the Alpine District and any other districts in which students reside and the State of Utah (50% matching funds of the districts per student expenditure). The School may also seek all other funding and services that we qualify for and that become available to any other public school, i.e. School Trust Lands, Safe and Drug Free Schools, Textbooks and Supplies, Library Media, Educational Technology Initiative, Utah Symphony tickets, etc.

John Hancock Charter School will receive all payments through the State Office of Education.

Please see Appendix K for the list of anticipated revenue sources and amounts.

Please see Appendix K for the list of anticipated expenditures.

## **23. Accounting Policies and Procedures.**

Purchases under \$100.00 can be written out of a petty cash account. Such purchases only need the executive officer's signature. A copy of the receipt and a short description of the purchase will be turned in to the Finance Committee for review and filing. All petty cash receipts need to be turned in to the Finance Committee by the last day of the month.

All purchases over the amount of \$100.00 will require a purchase order. The executive officer will be responsible for issuing purchase orders and then must turn the request into the budget committee. The Finance Committee will assess the price and need of said item and then send it to the Treasurer with either an approval or denial. All purchases made with a purchase order require the executive officer's signature as well as the Treasurer's.

The Board will assure financial accountability by approving the budget and overseeing adherence. Every monthly board meeting will include a report on the budget. The Board will also contract an independent audit of all records. 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.

## **24. Insurance.**

John Hancock Charter School will provide full time staff and faculty members:

- Worker's Compensation Insurance
- Life Insurance
- Disability Insurance
- Health Insurance
- Retirement Benefits (401K with at least 4% matching funds)

Since JHCS will be leasing a facility, fire insurance will be the responsibility of the property owner. JHCS intends to obtain insurance coverage for the contents of the facility, i.e. books, desks, computers, equipment etc.

John Hancock Charter Schools intends to obtain liability insurance through the State of Utah Division of Risk Management or a comparable service agency. Insurance estimates have been given to JHCS and are included in the expenditures in Appendix K.

## **25. Fees.**

John Hancock Charter School will not charge any fees or tuition excepting fees that are normally charged by other public schools in accordance with the affiliated school district policy. JHCS may establish permissible fees for extracurricular activities, field trips, and/or transportation. JHCS will recognize and make allowances for any student who qualifies for waivers based upon the Free or Reduced Lunch Program.

## **26. Responsibility.**

The Treasurer, under the supervision and authorization of the Board, will be responsible for preparing and submitting required annual and monthly financial reports:

- Annual Accountability Report (Utah Code 53A-3-602)
- Annual Financial Audit Report
- Monthly Financial and Enrollment Report
- Annual Financial Report

The Treasurer will submit the reports to the Board for final approval. The Board of Directors will ultimately be responsible for financial reports. All reports will follow



GAAP (Generally Accepted Accounting Principles) guidelines. These reports will be made available to the State Board of Education for review. All Utah State and Federal laws will be followed.

John Hancock Charter School will conduct annual audits of all financial records. These reports will follow GAGA (Generally Accepted Governmental Auditing Standards) guidelines. The results of the audits will be made available to the State Board of Education.

There will be a Finance Committee that will help determine the budget and its adherence. This committee will help assist the Treasurer in his/her duties. The Treasurer will oversee the Finance Committee.

## **SUPPORT SERVICES**

### **27. Transportation.**

John Hancock Charter School will not provide transportation to or from school. Parents will be responsible for transporting their children to and from JHCS. Parents may choose to participate in a carpool group initiated by the parents.

### **28. Food Services.**

Initially, parents will be responsible for providing sack lunches for their children. JHCS hopes to provide such a service at some future date.

### **29. Health and Safety.**

The building will be regularly cleaned and maintained by parents, teachers, students, and/or professionals. To ensure all health and safety requirements are met, the building will be inspected by the local fire department and by the local county health department. JHCS will abide by the State of Utah Administrative Rule R-392-200 – Design, Construction, Operation, Sanitation and Safety of Schools.

### **30. Emergencies.**

Emergency policies will be explained in the parent handbook and given to the parents at orientation. Local fire and police departments will be notified and given a copy of our school handbook and schedule/calendar. John Hancock will abide by the State of Utah Administrative Rule R-392-200 – Design, Construction, Operation, Sanitation and Safety of Schools.

Should a student become ill or injured while attending school, he/she will be escorted to the main office where he/she will remain in the sick room until a parent or guardian arrives to check them out of school. In the case of serious injury or illness, a staff member will remain with the child while an ambulance is called. This adult will remain with the child until the parents or guardian arrives.

Fire and earthquake drills will prepare students and teachers for such an emergency. In case of a major disaster, students, teachers and staff will remain at the school until students are released to a parent or guardian.



## Appendix A –Founding Members

### Steering Committee Members:

Julie & David Adamic – Founders

### Significant Contributors

John Lowry – Provides Web Hosting and storage for all supplies already donated

LoriAnn Spear – Curriculum, Charter School Research

Janet Havorka – Media Center, Grants, Charter School Research

Jennifer Anderson – Child Care

Anne Perkins – Enrollment, Public Relations, fields initial questions

### First Year Board Members:

Don A. Carpenter – CAO

Brad Winn – Vice President

Allison Clinger – Secretary

Howard Argyle – Parent Advocate

Julie Adamic – \*Executive officer/Ex Officio Board Member

Jeff Jensen – Treasurer

Ty Markham – Board Member, Parent Relations Advisor, Teacher Benefits

Kim Frank – Board Member, Facility, Teacher Recruitment

Jennifer Payne – Board Member, Special Education, Gifted, Art

\* May serve as executive officer for the first year of operation. Once a permanent executive officer is hired, she will retain her position on the board until the term has expired.

Appendix B – Utah Charter Schools Assurances Form

**UTAH CHARTER SCHOOLS**  
**Assurances**

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**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, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.
- 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 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, 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. All physical assets purchased with public funds 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 comply with Title VI of the Civil Rights Act of 1964 prohibiting discrimination in program benefits, participation, employment, or



treatment on the basis of race, color, or national origin, and in compliance with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

- 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 on the same basis as other public schools. If the number of students applying to enroll exceeds the capacity of the school or of programs, 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, materials, and guidance and counseling services 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 teaching certificates or who meet State Board requirements for alternative certification or 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 Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level Tests 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 function under the stipulations of a clear, written agreement with the districts of student residence regarding the involvement of students in extracurricular activities and/or interscholastic activities governed by the Utah High School Activities Association, if such programs are offered.
- V. The charter school will not charge tuition or fees, except those fees normally charged to other public schools.
- W. The charter school will operate under the provisions of the Utah Open Meeting Law.
- X. A copy of the signed charter will be supplied to interested individuals or groups on request.
- Y. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.
- Z. The filing of this application for charter school status has been authorized by the governing body acting through its authorized representative identified on the application as the chief administrative officer.

**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): Don A. Carpenter**

**Title (type): Chief Administrative Officer**

**Signature:**

**Date: July 10, 2001**



## Appendix C

### Parent Volunteer Requirements

All parents or guardians are strongly encouraged to volunteer a minimum of six hours per month per family. Parental involvement will:

- Help ensure the success of the school.
- Provide parents an unprecedented opportunity for hands-on involvement in the structure and operation of their children's school.
- Provide parents a sense of ownership in their children's education.
- Develop working teacher/parent relationships that will improve the quality of education and the atmosphere at the school.
- Allow teachers to focus more time and energy on instructional time, developing lesson plans, individualized attention, and correspondence with parents.

Parents may be asked to serve on a working committee as listed in Parent Involvement Section 4, or in the following capacities:

- Classroom Helper
- Field Trips
- Lunch Room
- Office Help
- Assemblies
- Extracurricular Activities
- Room Mothers
- Play Ground Assistants
- Photocopying
- Library Help
- Fundraising
- School Parties
- Teacher's Aide
- Technology
- And more...

## Appendix D

### Benefits of Core Knowledge

Taken directly from National Evaluation of Core Knowledge Sequence Implementation: Final Report by Sam Stringfield.

Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

For students, Core does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core does:

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners – adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Beyond these, the study identified unexpected benefits:

- Core Knowledge created coordination in the curriculum.
- Implementing Core improves the professional lives of teachers. “Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding.”
- Implementing Core Knowledge led to increased teacher collaboration. Such “genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education,” the researchers note.
- Core Knowledge enriched students’ classroom experience. “Teachers reported that it was not just certain students who were excited by Core, but all students...The benefits are great for teaching those children who would normally not be exposed to such subjects at home.”
- Core Knowledge challenged conventional assumptions about student ability. “Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students’ starting points were – low achieving, average or high achieving – they were able to grasp and gain from learning the Core material.”



- Students built on what they learned previously in Core Knowledge. “Teachers find that in fact students make connections to Core topics they learned in previous grades. Students make lasting academic connections because of the integration of the curriculum and (its) spiraling structure.”
- Core Knowledge increased students’ interest in reading. Teachers report that “students are learning to read bigger words sooner. There’s an interest to read and to learn.” At a number of schools, “educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge.”
- Core Knowledge increased parent satisfaction. “Parents are thrilled, thrilled, thrilled,” according to one teacher, another of whom said, “Our parents are elated with the results of Core.” Researchers found “no obvious negative outcomes for students, though teacher planning effort was reported to be ‘intensive’ and ‘tiring.’”

We learn new knowledge by building on what we already know. Students in Core Knowledge schools know a lot because they are offered a coherent sequence of specific knowledge that builds year by year. For example, in sixth grade they should be ready to grasp the law of the conservation of energy because they have been building the knowledge that prepares them for it, as shown in this selection from the physical science strand of the Core Knowledge Sequence:

Kindergarten:

Magnetism, the idea of forces we cannot see. Classify materials according to whether they are attracted to a magnet.

First Grade:

Basic concept of atoms.

Names and common examples of the three states of matter.

Examine water as an example of changing states of matter in a single substance.

Properties of matter: measurement.

Second Grade:

Lodestones: naturally occurring magnets.

Magnetic poles: north-seeking and south-seeking poles.

Magnetic fields (strongest at the poles).

Law of attraction: unlike poles attract, like poles repel.

Fourth Grade:

Atoms: all matter is made up of particles too small to see.

Atoms are made up of even smaller particles: protons, neutrons, electrons.  
charge; neutron has no charge.

Fifth Grade:

Atoms are in constant motion; electrons move around the nucleus in paths called shells (or energy levels).

Atoms form molecules and compounds.

The Periodic Table: a tool that organizes elements with common properties.

Energy transfer: matter changes phase by adding or removing energy.

Expansion and contraction.

Three ways energy is transferred: conduction, convection and radiation.

Sixth Grade:

Kinetic and potential energy: types of each.

Heat and temperature.

Energy is conserved in a system.

Core Knowledge Foundation (1998). Core Knowledge (Brochure). Charlottesville, VA: Author.

For more information please visit <http://www.coreknowledge.org>.



## Appendix E

Alpine School District School Calendar  
John Hancock Charter School Calendar

John Hancock Charter School would like to follow the Alpine School District calendar.

August 26 & 27	Teacher Work Days
August 28	First Day of School
September 2	School Closed Labor Day
September 27	Teacher In-service Day
October 10 & 12	School Closed UEA
November 8	Teacher In-service Day
November 27	Teacher Compensation Day
November 28 & 29	School Closed Thanksgiving
December 23 –	School Closed Christmas/New Year
January 3	
January 20	School Closed Human Rights Day
February 17	School Closed Presidents' Day
March 21	Teacher Compensation Day
April 17, 18, 21	School Closed Spring Vacation
May 26	School Closed Memorial Day
June 5	Last Day of School

### Term and Semester Beginning and Ending

Term 1	Aug. 28, 2002 - Nov. 1, 2002
Term 2	Nov. 5, 2002 - Jan. 24, 2003
1 <sup>st</sup> Semester	Aug. 28, 2002 - Jan. 24, 2003
Term 3	Jan. 27, 2003 - Mar. 28, 2003
Term 4	Mar. 25, 2003 - June 5, 2003
2 <sup>nd</sup> Semester	Jan. 27, 2003 - June 5, 2003

## Appendix F

### Alpine School District Standards of Dress and Grooming

Rules and Regulations 5152

Standards of Dress and Grooming

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#### 1.0 STANDARDS OF DRESS AND GROOMING

##### 1.1 Administrative Procedure

1.1.1 Application - Standards for dress and grooming and procedures for implementation will apply to the regular school's operation and to all school sponsored activities.

1.1.2 Publication - This policy, including approved procedures and standards, will be publicized so that it reaches all affected parties - school staff, students, parents, and the community.

1.1.3 Interpretation of the standards will be both the right and responsibility of the school administration. The key legal word is reasonableness.

1.1.4 Enforcement of the standards will be the responsibility of the school executive officer and his staff.

1.1.5 Adherence to these dress and grooming standards will be the responsibility of the student and his/her parents or guardian. Failure to conform may involve the student's dismissal from school or, in the case of a special activity which requires special dress or grooming, the student being restricted from participation.

##### 1.2 District Guidelines

1.2.1 Hair - Hair should be clean and well groomed. Hair styles distracting in appearance or needing constant attention are not acceptable.

##### 1.2.2 Clothing -

1.2.2.1 All students are required to wear appropriate footwear to school. Footwear must not mark or damage floors.

1.2.2.2 Clothing which is ragged, tattered, or deliberately distracting in appearance must be avoided. Short shorts, short skirts, halter tops, bare midriffs, cutoffs, tank tops, "bike" shorts, and jeans of a "grubby" type are not acceptable. Clothing which



contains slogans or insignia which are contrary to the educational purposes of the district should not be worn. This includes, but is not limited to vulgar words, profane or obscene slogans, and pictures or advertisements for alcohol, tobacco, and drugs.

1.2.2.3 Headwear should not be worn in the building.

1.3 Students should be dressed as indicated above except that other appropriate dress may be worn to special activities as approved by the executive officer.

9/27/90

## Appendix G

### Alpine School District Suspension Policy

Procedure No. 5180	Students	Suspension
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#### 1.0 SUSPENSION

1.1 A teacher may remove any student from the class for the day of the suspension. The teacher shall immediately report the suspension to the executive officer of the school and take the student to the executive officer for appropriate action. As soon as possible, the teacher shall ask the parent or guardian of the student to attend a parent/teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or parent/ guardian so requests. The student shall not be returned to the class from which he was suspended, during the period of suspension, without the concurrence of the teacher of the class and the executive officer. During the time of suspension from the class, a place shall be provided by the administration for the student to report, until the situation is resolved.

1.2 The executive officer may suspend a student for up to ten consecutive school days at which time review of case shall be considered to determine future status. The length of time that a student is suspended shall be related to the seriousness of the offense. Suspension of the student must be preceded by a meeting between the student, the executive officer or designee, and whenever practical, parents and the teacher or supervisor who referred the student to the executive officer.

1.2.1 At the meeting with the student, the parent or guardian, and the executive officer or assistant executive officer, the student shall be informed of the charges and evidence against him/her. If the student denies the charges he shall be given an opportunity to tell his/her side of the story. If the parent or guardian fails or refuses to attend the meeting at the scheduled date, time and place, and reasonable efforts to contact them are unsuccessful, the executive officer or assistant executive officer shall mail notification to the parent or guardian describing the charges and evidence against the student.

1.2.2 If a student is suspended the suspending authority shall immediately notify the parent or guardian of the following:

1.2.2.1 That the student has been suspended.

1.2.2.2 The grounds for suspension.



1.2.2.3 The period of time for which the student is suspended.

1.2.2.4 The time and place for the parent or guardian to meet with the suspending authority to review the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension.

1.2.5 Suspension may be imposed without affording the student such an opportunity in an emergency situation which constitutes a clear and present danger to students or school personnel. If a student is suspended without a conference prior to suspension, a conference shall be held within three days.

1.3 Upon conclusion of the meeting or upon a determination that the parent or guardian has not appeared for the meeting, the executive officer or assistant executive officer shall take one of the following actions:

1.3.1 Take no further disciplinary action to extend the suspension beyond the previously stated period of suspension.

1.3.2 Increase the time of suspension up to a total of ten days.

1.3.3 Increase the time of suspension up to a total of ten days, with a recommendation to the Superintendent or his designee that a hearing be held to determine if extended suspension or expulsion should be imposed.

1.3.4 Rescind the suspension already imposed and return the student to classes or impose disciplinary measures not including suspension/expulsion.

1.4 Parents/ guardians are urged to respond without delay to a request for a conference regarding the behavior of their child. No penalties may be imposed on a student for failure of the student's parents/guardian to attend a conference with school officials.

1.5 A suspended student shall be allowed to complete all assignments and tests missed during the suspension within reasonable time limits designated by the teacher, and upon satisfactory completion, shall be given full credit.

1.6 The executive officer shall keep written records of any suspension for future review during the time the student is attending that particular school.

## 2.0 DISABLED STUDENTS

2.1 If the pupil is disabled under IDEA (special education) or §504 suspension must be carried out only through the Department of Special Education.

## 3.0 SUSPENSION APPEALS

3.1 The parent/student shall have the right to appeal the suspension.

3.2 The parent/student shall prepare a written statement and submit it to the executive officer.

3.3 The executive officer shall attach the parent/student statement to the Suspension Notice and submit it to the Superintendent's designee should the student/parent choose to take it to a higher level.

3.4 After reviewing the case to determine if there is sufficient evidence to find that the alleged violation occurred and whether the penalty imposed was appropriate for the violation, the Superintendent's designee shall inform the parent/student and executive officer of the decision.

3.5 Further appeals may be made to the Superintendent.

11/09/93

Revised 8/95

## Students

Rules and Regulations 5182

Safe Schools

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### 1.0 SAFE SCHOOLS

1.1 The Alpine School District Safe Schools Policy prohibits disruptive acts; dangerous weapons; hazing/harassment; abetting; and gangs, secret societies, and hate groups; and the other prohibited acts as defined and described in these rules and regulations.

#### 1.2 Definitions:

1.2.1 Disruptive acts. Acts that disrupt the daily operation of the school include but are not limited to physical or sexual assault, intimidation, aggression, possessing or displaying a dangerous weapon.

1.2.2 Dangerous weapons. Any item capable of causing death or serious bodily injury, or a facsimile or representation of the item. Dangerous weapons as defined by these rules shall include but not be limited to firearms, knives, metal knuckles, straight razors, explosives, poisons, drugs, and noxious, irritating or poisonous gases.

1.2.3 Hazing/harassment. Intimidation of a student or staff member or any act that injures, degrades or disgraces a student or staff member.

1.2.4 Abetting. The act of supporting, encouraging, and/or assisting activities which violate the safe schools policy.

1.2.5 Gang/Secret Societies/Hate Groups. A group of two or more people who form an allegiance and engage in a range of disruptive behaviors that may include violent or unlawful activity or which advocate hatred or discrimination on the basis of race, religion, sex, national origin or



disability.

1.2.6 Other Prohibited Acts. Students may not:

- a. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblems, badges, symbols, signs or other things which are evidence of membership or affiliation in any gangs, secret societies and hate groups.
- b. Commit acts, or use speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in gangs, secret societies and hate groups.
- c. Use speech or commit any acts or omissions in furtherance of the interests of the gang, group or society, including, but not limited to-
  - 1) soliciting others for membership,
  - 2) requesting persons to pay for protection or otherwise intimidating or threatening any person,
  - 3) committing other illegal acts or other violations of school district policies,
  - 4) inciting other students to act with physical violence upon any other person, and
  - 5) defacing school property (i.e.: books, lockers, walls, etc.)

1.3 Students who participate in other prohibited activities described above in 1.2 Definitions, shall be dealt with in accordance with the procedures outlined in Rules and Regulations 5180.

11/09/93

## Appendix H

### Benefits of a Small School

The research is clear: Small is better when it comes to school size. A new report from NWREL finds overwhelming evidence that student attitudes, behavior, and participation are better when school size is smaller. As for student achievement, small schools get results at least equal to, and in many cases superior to, big schools (NWREL 1996). The same study also points out that “students in small schools are more likely to participate in activities, less likely to drop out, more likely to attend regularly, less likely to engage in risky behavior, and more likely to view teachers positively.”

Deborah Meier (1996) points out that small school size encourages teachers to innovate and students to participate, resulting in greater commitment for both groups. Other benefits she noted were:

- Governance. Communication is easier when the whole staff can meet around one common table.
- Respect. Students and teachers get to know each other well.
- Simplicity. It is easier to individualize.
- Safety. Strangers are easily spotted and teachers can respond quickly to rudeness or frustration.
- Parent Involvement. Parents are more likely to form alliances with teachers who know their child and care about his or her progress.
- Accountability. Everyone knows how a student, teacher or school is doing in a small setting.
- Belonging. Every student, not just the academic and athletic stars, is part of a community that contains adults.



## Appendix I

JHCS may apply for the following grants as well as others.

Name	Average Amount of Grant	Deadline
Ametek Foundation	1,000.00 – 25,000.00	ongoing
American Support Foundation	100.00 – 67,000.00	5/1 & 10/1
Advanta Grants	500.00 – 150,000.00	ongoing
Wakin'Up the Music	2,500.00	ongoing
Kenridge Fund Grant	2,000.00 – 5,000.00	ongoing
J.C. Penney Corp. Giving Program	100.00 – 225,000.00	ongoing
Dreyer's Grand Ice Cream Grant	25.00 – 20,000.00	ongoing
Coca-Cola Foundation, Inc.	25,000.00 – 100,000.00	6/1, 9/1, 12/1
Kellogg Foundation	5,000.00 – 1,000,000.00	ongoing
American Honda Grants	10,000.00 – 50,000.00	5/1, 8/1, 11/1
Annenberg Foundation Grants	20,000.00 - 150,000.00	ongoing

## Appendix J

### List of Materials and Skills Already Donated

100 student sized chairs  
2 teacher chairs  
9 computers  
1 photocopier machine  
Over 75 student desks  
5 Lunchroom tables  
Several tables  
Several Kindergarten tables  
Telephone system , equipment and installation

Technology skills  
Executive officer position  
Educational Administrator  
Certified Accountant



## Appendix K

List of Revenue Sources and Amounts.

List of Anticipated Expenditures.

## Resources

Core Knowledge Foundation. Core Knowledge (Brochure 1998).

Forbes, Defining Literacy Upward (July 1999).

Holland, Robert "Public Charter Schools and the Core Knowledge Movement."  
Lexington Institute (September 2000).

Meier, Deborah W. "Small Schools, Big Results." *The American School Board Journal* 182, 7 (July 1995): 37-40. EJ 506 543.

Northwest Regional Educational Laboratory, "Small Schools Superior for Students."  
(May 1996).

Stringfield, Sam National Evaluation of Core Knowledge Sequence Implementation:  
Final Report. John Hopkins University (1999).