

School Name: Channing Hall (formerly South Ridge Academy, Ainsling Academy)

Applicant: Channing Hall, Inc.

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I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered. The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Deena Pyle
Authorized Agent (please print)

Signature of Authorized Agent

April 19, 2005
Date

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

Section 2: Title Page 2006 - 2007

Name of Proposed Charter School Channing Hall (formerly South Ridge Academy, Ainsling Academy)
 New School D Converted School

Name of Applicant Applying for the Charter Channing Hall, Incorporated
 (This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Deena Pyle, Vice President Channing Hall, Inc.
 (This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 314 East Manilla Drive

City Draper State Utah Zip 84020

County Salt Lake E-mail deenapyle@msn.com

Daytime Phone (801) 545-8981 Fax () same

Form of Organization

- Nonprofit Corporation
 Tribal Entity

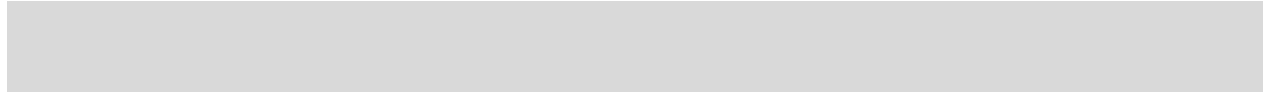
The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name, if known at time of application	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Todd Witzel	801.495.3868	Parent	President/CAO
Deena Pyle	801.545.8981	Parent	Vice President
Katy Holt-Larsen	801.495.9630	Parent	Treasurer
Debra Didier	801.523.6453	Parent	Secretary
Michelle Crowley	801.501.0055	Parent	Trustee
Gillian Openshaw	801.352.7962	Parent	Trustee
Alaina Gull	801.619.7045	Parent	Trustee
Matt Haines	801.619.0115	Parent	Trustee
Amy Reading	801.501.0867	Parent	Trustee
Evan Spencer	801.495.0212	Parent	Trustee
Yun Hui Piper	801.610.0983	Parent	Trustee
Christina Ashton	801.495.3319	Parent	Trustee

Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)

Channing Hall Founding Members

Kary & Tanya Burns
Craig & Deena Pyle
Derek & Katy Holt-Larsen
Jay & Tami Minnick
Marc & Debra Didier
Mark & Christina Ashton
Matt & Michelle Crowley
Gillian Openshaw
Jaime & Alaina Gull
Matt & Debra Haines
John & Yun Hui Piper
Michael & Cindy Moody
Matt & Amy Wilson
Matt & Ashley Russell
Colton & Amy Reading
Evan & Kathy Spencer
Todd & JJ Witzel
Sara Ward
Hugo & Ana Fraga
Susan Anderson
Marcy Balfe



Section 3: Target Population

Mission Statement (use only this space):

We seek to cultivate students who understand the complexities around them and who know that because they understand *principles* as well as facts, they can be positive agents of change and find their unique abilities with which to affect the world. We will utilize an internationally recognized methodology to foster individuals who are agile and life-long learners; individuals with a breadth and depth of knowledge, vision, compassion, intellectual agility and a sense of calling and responsibility in the world.

	GRADES SERVED													TOTAL NUMBER OF STUDENTS (Enrollment cap)
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1	50	75	75	75	75	75	75	75	50					625
Year 2	50	50	75	75	75	75	75	75	75					675
Year 3	50	50	50	75	75	75	75	75	75					675
Ultimate Enrollment	75	75	75	75	75	75	75	75	75					675

(The number of students should be a maximum enrollment that is being requested.)

Outreach Plan (consistent with the school’s mission AND the public school law and purposes)

Upon acceptance, Channing Hall will implement a public awareness campaign. This may include, but not be limited to, the use of our website, direct mailers, ads in local newspapers and public meetings before and during enrollment and after the lottery has occurred to ensure our population is well informed.

School Calendar

Standard
Year

Extended School

Instructional Days 180
Start Date August 21, 2006

Alternative (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

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

Site Name Channing Hall

Site Address 13515 South, 150 East

City Draper Zip Code 84020 County Salt Lake

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

The school has engaged developers to acquire land and construct the school building. Among other things, the building will include:

- Administrative Offices
- Library/Media Room
- Teachers room
- Computer lab
- Classrooms
- Multi-Purpose Room- with lunchroom/auditorium and small kitchen

The school will negotiate a lease of this facility upon completion. The developer is currently negotiating the purchase of a site in the Southwest area of Draper.

Seven Purposes of Charter Schools

1. Continue to improve student learning:

By utilizing the prestigious International Baccalaureate (IB) Program, Channing Hall will ensure that students learn in an environment that promotes awareness as well as ability. IB is not a program of curriculum *content*. Rather, it is a highly respected method for *organizing and teaching* the curriculum content of a school's choosing. Channing Hall has made curriculum choices based on compelling research and documented success and we believe that our *content* will lend itself to well- educated students. For example, we are proposing a balanced and challenging mathematics program that utilizes the best-of-breed standards-based and traditional mathematics, and balanced literacy program which encompasses both the rules and context of language, as well as the acquisition of a second language.

And because IB focuses on the heart as well as the mind and addresses social, physical, emotional and cultural needs as well as academic ones, our *processes* become important as well. The traditional academic subjects are valued. In addition, there is an emphasis on the balance between the acquisition of essential knowledge and skills and the search for meaning and understanding. The program provides opportunity for learners to construct meaning, principally through concept-driven inquiry. The threads of student's learning are brought together in the transdisciplinary program of inquiry, which in turn allows them to make connections with life outside the school. IB enables students to develop sensitivity to the experiences of others through the curriculum, the attitudes that are an explicit element of the program, and the expectation of socially responsible action as a result of the learning experience.

And finally, Channing Hall emphasizes creating meaningful and supportive relationships between our administrators, educators, parents, and students, and we are offering a cohesive culture that lends itself to a deeper level of learning and understanding.

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

The entire philosophy of Channing Hall speaks of creativity, passion, and a joy of learning. As such, we believe that we will attract like-minded educators and administrators who will thrive in a culture of innovation. The IB Programme emphasizes innovative teaching methodologies at all grade levels. The PYP (Primary Years Programme) stresses the importance of determining the existing knowledge that the child brings to new experiences, provided through the curriculum and through the environment in which the learning takes place. The teacher is expected to explore the children's understanding in order to provide appropriate experiences that will allow them to make connections between their previous and current perceptions. The children are given the opportunity to test and refine their understanding.

Inquiry, as the leading but not exclusive pedagogical approach of the PYP, is recognized as being intimately connected with the development of children's comprehension of the world. The inquirer

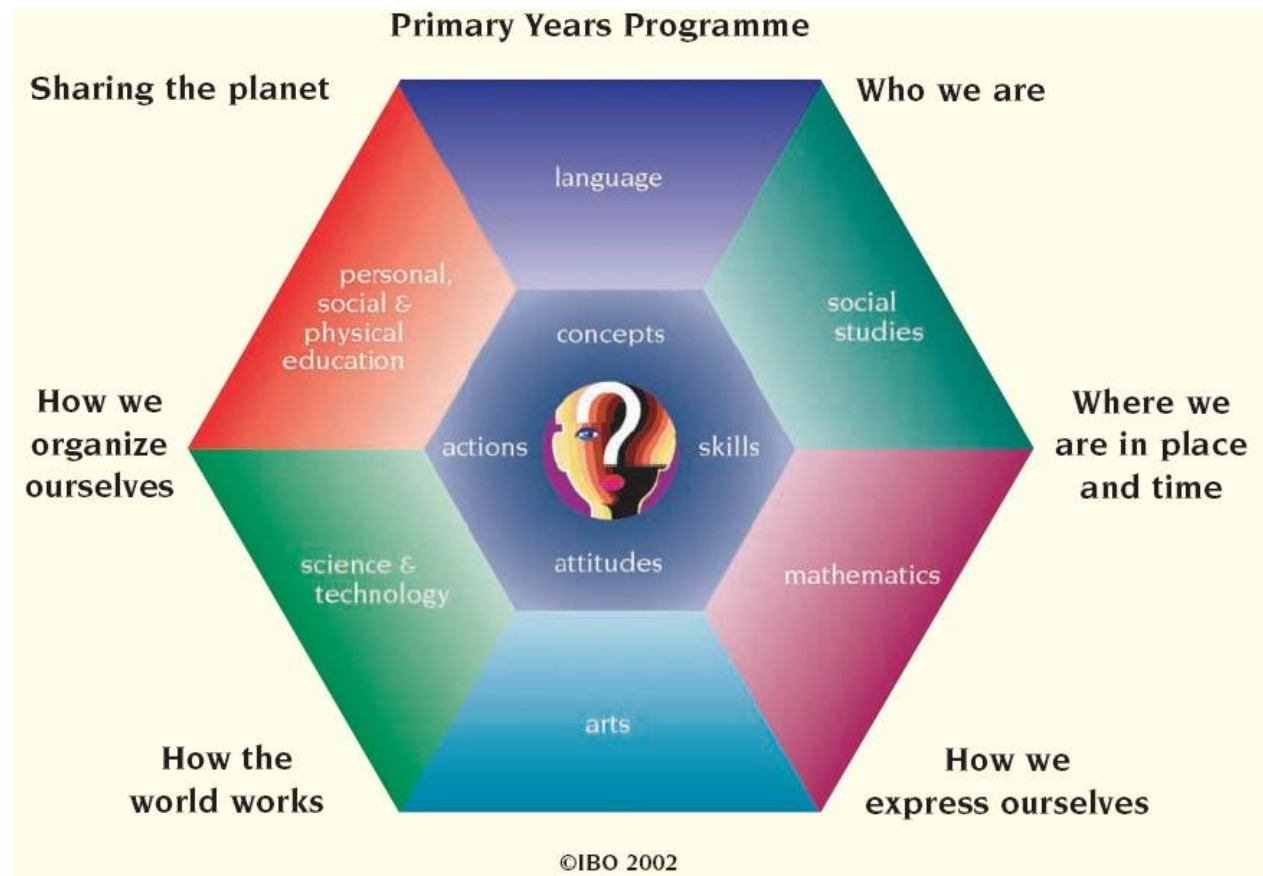
stands at the “border of knowing and not knowing” (Wells Lindfors, 1999). Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding.

This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems.

In PYP schools, the teacher’s structuring of new experiences, and support of children’s ideas of new experiences, are fundamental to the process of incremental growth of knowledge and formation of concepts. The PYP emphasizes that children’s learning, and their attempts to make the world around them understandable, are essentially social acts of communication and collaboration. The PYP emphasizes the importance of children making connections between their experience and the incremental pieces of new information they encounter. The program supports the child’s struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identifying what is real and what is not real, to acknowledging what is appropriate and what is not appropriate. To do this the child must integrate a great deal of information and apply this accumulation of knowledge in a cohesive and effective way.

To accomplish this, IB teachers implement an interwoven method of instruction that combines the traditional subjects with key questions and concepts in an effort to provide the student with the full picture. The following diagram shows how the interdisciplinary structure of the IB method accomplishes this goal:



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

Channing Hall will be a model of “schools that learn” as defined by Peter Senge. “Schools that learn” are agile and responsive to change, and we are committed to forming a dynamic relationship with our educators. We value constructive feedback and will encourage teachers to evaluate and offer suggestions for improvements in school policy, procedure, curriculum and programs. We will institute a formal system for obtaining such feedback on a bi-annual basis.

In addition, perhaps the strongest component of the IB Programme is teacher training, development, and empowerment. An IB Coordinator will be hired to assist all teachers in delivering the IB methodology. The IB Coordinator will be responsible for ongoing teacher collaboration as well. As teachers work in teams, coordinating their efforts across subjects, they will function as a cohesive unit working toward the same goals. Annual teacher training provided by the International Baccalaureate Organization will also occur. As teachers develop skills promoted by the IBO, they will enhance their professional credentials and grow their capacity to teach the whole child.

4. Increase choice of learning opportunities for students:

Channing Hall is offering curriculum and implementation alternatives in a combination that is unique among schools in Utah. No other school in Utah provides exactly what we do, or in the same

combination. And while the IB philosophy is present in some of the state's top high schools and middle schools, there are no IB programs at the elementary school level in Utah. By providing students with the IB Programme, Channing Hall will offer students the rich experience of internationalism, second language instruction, interdisciplinary instruction and rigorous assessment.

Channing Hall will implement a cross-grade mentoring program which will give older students a very compelling and well-researched means for tutoring younger students, from which they will learn responsibility, interpersonal skills, and teaching methods.

Channing Hall will also strive to involve our students in a variety of community programs and competitions. The school will also help strengthen the student's involvement and awareness of the community to which they belong—an integral part of this involvement will be community-based service projects.

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

In the spirit of fostering *intellectual agility* within our students, we are committed to creating a school organization that is also agile, willing and able to respond quickly to new needs and educational variables. We are committed to school accountability.

In addition to the required state assessments, we will use our definition of *intellectual agility* as the primary criteria for selecting innovative measurement tools to measure the many aspects of intellectual growth and development. This will involve observing students, talking with them, and documenting anecdotal evidence of their progress. These tools will aid our teachers and students in making assessments by using portfolios, scoring rubrics, and tasks that assess students' mastery of intelligent behavior.

A hallmark of IB is its rigorous and innovative assessment tools. The prime objective of assessment in the IB Programme is to provide feedback on the learning process. Opportunities should be provided for students to consider their progress in relation to the attributes listed in the IB student profile. Observations and anecdotal records of their own performance could be included in each child's portfolio of selected work. The child could also contribute to the school report to parents, through the report card and/or student- led conferences.

The assessment strategies and tools – rubrics, anecdotal records, checklists, benchmarks, continuums, portfolios of work – proposed by the IB are designed to accommodate a variety of intelligences and ways of knowing. Where possible, they provide effective means of recording children's responses and performances in real-life situations which have real problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the efficacy of the program. In its approach to assessment, the IB recognizes the importance of assessing the actual process of inquiry as well as the result of inquiry, and aims to integrate and support both. The teacher is expected to

record the detail of the inquiry initiated by children in order to look for an increase in the substance and depth of the inquiry.

In the final year of the PYP the children participate in a culminating project, the PYP exhibition, which is a demonstration at the school of research and development a student has done on a particular topic. This intensive project requires that each child demonstrates engagement with the five essential elements of the program – knowledge, skills, concepts, attitudes, action. It is both a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration and rite of passage, symbolic and actual, from the PYP into the middle years of schooling.

6. In the final year of the MYP program, the students participate in a culminating service project, which is a demonstration of the students' understanding of the MYP learning skills, Approaches to Learning, and the application of service learning. The intensive project requires each student to plan and develop a major service project that gives back to their individual communities. This project allows students to celebrate their completion of the MYP program and to become active members of their community. **Provide greater opportunities for parental involvement in management decisions at the school level. (See also 53A-1a-508 (3)(h))**

Parental involvement is crucial to the success of Channing Hall. We value parental input and feedback. Parents will be encouraged to volunteer and participate in the Parent Teacher Organization and/or serve on the Governing Board. Other volunteer opportunities will be communicated to parents through a newsletter and school website. All parents will be encouraged to provide constructive criticism and offer alternatives and/or solutions.

Section 4: Comprehensive Program of Instruction

Philosophy

“The mind is not a vessel to be filled, but a fire to be lighted” -Plutarch

Children are natural and agile learners, and we want to celebrate with them the joy of coming to a broader and deeper understanding of themselves and their world. To accomplish this, our students are taught to be *inquirers* and *agile learners* by gaining a greater ability to question, probe, understand, and execute practical application of their knowledge. Students are encouraged to experiment, think critically, ask questions, and even make mistakes, with the understanding that learning is a life-long process and adventure. This occurs by providing experiences for students that connect old and new perceptions, and that make real-world connections. To assist in the inquiry process, the following set of concepts and corresponding questions are used:

- Form: What is it like?
- Perspective: What are the points of view?
- Responsibility: What is our responsibility?
- Connection: How is it connected to other things?
- Function: How does it work?
- Reflection: How do we know?
- Causation: Why is it like it is?
- Change: How is it changing?

Vision

Channing Hall students are agile learners who value other perspectives, who know how to learn, and whose vision, passion, and unique abilities inspire them to achieve excellence and improve the world.

Mission

We seek to cultivate students who understand the complexities around them and who know that because they understand *principles* as well as facts, they can be positive agents of change and find their unique abilities with which to affect the world. We will utilize an internationally recognized methodology to foster individuals who are agile and life-long learners; individuals with a breadth and depth of knowledge, vision, compassion, intellectual agility and a sense of calling and responsibility in the world.

Methods of Instruction

International Baccalaureate Organization

Channing Hall will seek to provide a challenging academic experience that fosters *intellectually agile learners and inquirers* by combining a generous amount of meaningful collaborative group work with appropriate levels of direct instruction, while including teaching methods based on the latest research in learning and body/brain integration. We believe that a well-rounded and challenging curriculum must provide students with a variety of ways with which to experience and learn about the world around them. As a result, Channing Hall will be affiliated with the International Baccalaureate Organization (IBO), which will serve as our framework for implementing the *Utah State Core Curriculum*. The IBO's mission is to meet the academic, social, physical, emotional, and cultural needs of the child. Therefore, the educational approach of Channing Hall will be to teach the child as a whole using IBO as a framework. The IBO is not a program of curriculum *content*. Rather, it is a highly respected method for *organizing and teaching* the curriculum content of a school's choosing, and it features the following three emphases:

Transdisciplinary Education

Inquiry and learning is enhanced when children are taught how traditional subjects, such as Math and English, are connected and relate to one another. This transdisciplinary approach not only increases the level of inquiry but assists students in identifying how what they learn relates to their own life experiences. This will increase curiosity and excitement for the learner.

The IBO has identified themes to be used in the classroom as a framework in applying transdisciplinary education. The purpose of these transdisciplinary themes is to add another dimension to learning traditional subjects, not to replace local and state standards.

The themes are as follows:

- Where we are in place and time
- How we express ourselves
- How we organize ourselves
- Who we are
- How the world works
- Sharing the planet

International Perspective

Transdisciplinary themes contain an international perspective which is beneficial because learning takes place in a much broader context. The purpose of using an international perspective and transdisciplinary approach is to support children in becoming inquirers, thinkers, communicators, risk-takers; to be knowledgeable, principled, caring, well-balanced, and reflective. Not only will students learn about their own identity, culture, and values, but differing perspectives from other populations outside of Utah will be explored. This will increase the inquiry skills of students as they become aware of similarities and discrepancies between their own views and those of others.

Four Key Elements

There are four key elements which can be interpreted across all subject areas in forming an additional framework for student inquiry. The first element is CONCEPTS. Contained within CONCEPTS is a specific identification of what is to be understood by the student. Second, the SKILLS element defines what skills a student should be able to acquire by successfully utilizing the IB curriculum standards. Thinking, communication, social, research, and self-management make up this list of skills. Third, there are certain attitudes students are to feel, value, and demonstrate. Tolerance, curiosity, creativity, independence, and respect are a few of the attitudes the curriculum will foster at Channing Hall. The final element is ACTION. Making positive and lasting contributions to the school, community, and world are essential components of ACTION. Students are to gain the experience and knowledge to become constructive members of society.

Curriculum

Utah State Core Curriculum

Channing Hall will implement the Utah State Core Curriculum to provide our K-8 students with a strong educational foundation. As we implement the *content* of the Utah State Core Curriculum, we will employ International Baccalaureate to *structure* the content in a way that deepens and broadens its scope.

Balanced Literacy

The Language Arts program at Channing Hall is based on the philosophy and ideals of Balanced Literacy. We intend to specifically implement the Literacy Collaborative Model which involves students in a wide variety of reading and writing activities. The children will have reading and writing modeled to them by

their teacher and they will also have ample opportunity to read and write in groups and individually. Our Balanced Literacy program will also include phonics, grammar and penmanship. Channing Hall will also offer Spanish language instruction to meet the requirements of the IB Programme.

Investigations in Numbers, Data, and Space and Connected Mathematics

Channing Hall will use a state-approved math program. We will implement fully and support with appropriate applications of traditional math, math manipulatives, and other appropriate material deemed necessary by our Head of School and teachers.

Innovations in Organization

Teachers as Specialists

We will recommend that each teacher within the upper grades specialize in a core group of subjects. The teachers will then rotate through each of the three classes in their grade to teach their core specialty. This will require coordination and cooperation among the teachers, but it will also economize each teacher's time in terms of research and lesson planning, and our intention is that they will become a collaborative team for the two years they spend with their students. We also believe that specializing will allow teachers to present their respective subjects with the creativity and depth we are looking for.

Collaborative Learning Groups and Mentoring

We will implement a cross-grade mentoring program that will enrich the educational experience of all involved. We anticipate mentoring and collaboration to occur frequently and within a wide variety of situations, including academics, group projects, and community outreach programs.

Effectiveness Goals

At Channing Hall, we realize that excellence in learning includes both academic and social/emotional development. Excellence in education focuses on the whole student as a unique individual and is best measured using a variety of assessment approaches. The student needs to understand and contribute to the process by helping identify her or his efforts, accomplishments and learning needs.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Improve student learning (Provide a Challenging Learning Environment)</p> <p>2. Provide a Safe Learning Environment</p>	<p>1.a. Students will meet statewide performance standards in language arts, math, and science.</p> <p>2.a. Students will learn in an environment where teasing, bullying, threats, or intimidation by peers or teachers are unacceptable behaviors.</p>	<p>1.a. 80% of continuously enrolled students will meet state performance standards in language arts, math and science.</p> <p>2.a. There will a policy regarding safety. This policy will be stated in the Family Handbook and the overseer of discipline will be responsible for consistently following the policy.</p>

<p>2. Provide a Safe Learning Environment (cont.)</p> <p>3. All teachers meet Utah’s definition of professionally qualified</p> <p>4. Channing Hall faculty, parents, students and partnering community have a shared responsibility for education</p>	<p>2.b. Parents will be satisfied with the safety of students’ learning environment.</p> <p>3a. All teachers will secure and maintain Utah educator licenses appropriate to their assignments.</p> <p>4a. Feedback channels are open and information flows between groups</p> <p>4b. Parents provide feedback on programs, policies and decisions to be made</p> <p>4c. Parents understand curriculum and can support child at home</p> <p>4d. Children lead academic evaluation discussions.</p>	<p>2.b. Parent surveys will report at least 80% “satisfied” or “very satisfied” with the safety of students’ learning environment.</p> <p>3a. 100% of teachers will have and maintain appropriate types of Utah licenses or be enrolled and progressing an Alternative Route to Licensing and be accurately entered into the CACTUS system</p> <p>4a. Newsletter goes to 100% of parents</p> <p>4b. We will administer a formal, biannual survey to all parents.</p> <p>4c Parents understand curriculum by volunteering in the classroom, participating in student-led conferences, attending Back to School Night, reading take-home information from teachers including e-mails, packets, syllabi, reviewing the online grading system, and following teacher web pages. 4d. Students evaluate their performance, set goals, and lead evaluation discussions with their parents and teachers.</p>
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Sample Lesson Plan - Mathematics 3rd Grade

Utah Math Core Curriculum Standard IV:

Students will understand and use measurement tools and techniques.

Objective 2:

Use appropriate techniques and tools to determine measurements.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude toward mathematics.
2. Become mathematical problem solvers.
3. Reason mathematically.
4. Communicate mathematically.

Summary:

Students will estimate and measure the perimeter of rectangles by measuring with nonstandard and standard units.

Unit Instructional Materials:

1. Book: *Racing Around*, by Stuart Murphy. New York: Harper/Collins, 2002. (ISBN 0-06-446244-7). Distances, perimeter.
2. Masking Tape
3. Overhead transparencies
4. Overhead projector
5. Overhead 1-inch grid paper
6. Color tiles
7. Chart paper
8. Student math journals
9. Pentomino sets
10. Bums, Marilyn. *Spaghetti and Meatballs for All!* New York: Scholastic, Inc., 1997. The Comfort family is going to have a party with 32 people. They must decide how much food for everyone and how to arrange the tables.
11. 1-inch grid paper
12. colored pencils

Background information: Measurement tools and skills have a variety of uses in everyday adult life. Being able to measure connects mathematics to the environment. The ability to use measuring tools—rulers, thermometers, measuring cups, scales, and the like—and to estimate with these tools are necessary skills for children to develop.

Instruction in measurement intersects with other strands of the elementary math curriculum. Measuring gives children practical applications for the computation skills they are learning. It also provides a way to tie basic geometric concepts to number concepts. In addition, measurement offers opportunities for interdisciplinary learning in subjects such as social studies, geography, science, industrial arts, home economics, art and music.

In this standards-based unit, students apply their experiences with linear measurement to find the perimeter of various figures. Through hands-on measuring activities, they see that to determine the perimeter of a figure, you must measure the lengths of the outlining sides of the figure. They do not deal with the formula for determining perimeter as they might do traditionally. Rather the focus is on counting units to develop an understanding of the formula when it is encountered.

Lesson One: Introduction to Perimeter

Materials for Lesson One:

1. Book: *Racing Around*, by Stuart Murphy. New York: Harper/Collins, 2002. (ISBN 0-06-446244-7). Distances, perimeter.
2. Masking Tape
3. Overhead transparencies
4. Overhead projector
5. Student math journals

Preparation:

Use masking tape to make 2 different irregular figures on the floor in the hall or gym.

Linking prior knowledge and vocabulary:

On a regular basis, have students show you approximate measures with their hands. Say to the class, "Show me a centimeter." Then demonstrate by holding your thumb and finger about a centimeter apart. Help students approximate a centimeter by telling them it is about the width of one finger. Have students show a meter by holding their hands one meter above the floor. Tell them that a meter is about the width from one shoulder to the tip of the opposite middle finger. Use a meter stick to show each student where a meter would be on their body when standing. Complete this same activity with inches, feet and yards. After several demonstrations, students will become quite proficient at estimating length.

Begin the lesson:

By asking students how they would measure a line. *What tool or tools would you use? What do you need to know to help you decide?* Continue this discussion until students understand that it's important to select the right tools and units of measure to fit each measurement task. *How might you measure the length of the school yard? The width of a paper clip?*

Divide the class into two groups and gather around the two tape figures you've constructed. Explain that each of them should measure the distance around, or perimeter, of each figure by using their own feet. Ask a volunteer to demonstrate by walking heel-to-toe along one side of a figure as you count the steps. After measuring each side, they should record their measurement next to that side of a drawing they have made in their Math Journal. Establish the concept that when they walk *around* a figure they are finding its perimeter.

Place a transparency of the taped figures on the overhead, or draw a representation of them on the whiteboard. Ask one group to give you their measurements for each side of the first figure. Record these

numbers on the transparency. Ask the other group to give you their measurements for the second figure, and record them. *How can you use all this information to find the perimeter of each of these figures?*

Students may bring up the following points:

- Some students may feel that their own measurements should be used. They will suggest adding their measurements for the sides of the figures. For example, Malia's measurement for Figure 1 are 15, 9, 6, 12, and 6 of Malia's feet.
- Other students may suggest looking for the most common measure for each side. With anywhere from 10 to 15 measurements per side, it is probable that there will be some identical measurements.
- Some students will be troubled by the discrepancy in the measurements and insist that the figures be measured with a standard unit.

The point of this discussion is to show the need for a standard unit of measure in cases where it's important to reach agreement. *Does it matter if we all agree on the perimeter of these figures? What if the figures were on plans for building a model house? Then would it be important that we agree?* Students should see that sometimes using a standard unit of measure is critical to the success of a project.

Tell the students to go back and measure the tape figures in standard units.

Ongoing Assessment:

As the students measure, observe to determine if they are using a benchmark at the end of the tape measure. Are they able to correctly read the measurement tool?

Read: *Racing Around*, by Stuart Murphy.

Have students take out their math journals and record the following learning goals.

Perimeter Learning Goals:

1. I will know the definition of perimeter. The perimeter is ...
2. I have learned from our investigation today...
3. I will know the importance and efficiency of using standard units.
4. I will know how to find the perimeter of rectangles.

Materials for Lesson Two:

1. Overhead transparencies
2. Overhead projector
3. Overhead 1-inch grid paper
4. Color tiles
5. Chart paper
6. Student math journals
7. Pentomino sets
8. Bums, Marilyn. *Spaghetti and Meatballs for All!* New York: Scholastic, Inc., 1997. The Comfort family is going to have a party with 32 people. They must decide how much food for everyone and how to arrange the tables.

Lesson Two:

Ask the students to unscramble “*mrepetier*” (perimeter). Remind them of the investigation the class did together the previous day.

Place a transparent sheet of 1-inch grid paper on the overhead. Using color tiles, construct a shape with 5 of the tiles. Be sure that at least one edge of each tile fits against the edge of another tile. Explain that each side of a square on the paper and each side of a tile is 1 inch.

How can you find the perimeter of this figure? Point out that this is similar to measuring around the masking tape figures. The only difference is that now you are using a standard unit of measure—inches. Have the students count the units as you trace around the figure. Once you reach your starting point, record the perimeter for the figure: perimeter = _____ inches.

Distribute pentomino sets (12 figures) to the students. Have them work in pairs to find and record the perimeter of each figure. Ask the students this guiding question? *Do all of the pentomino pieces have the same perimeter?* Then ask them to compare their responses with another pair. If they find any discrepancies, tell them to demonstrate to one another how they arrived at their solutions. Encourage them to work together until they agree on the measurements. Ask them to write a summary of their discoveries in their math journals. Have students share some of their written responses.

Formative Assessment:

While students are working with their partners, circulate and ask questions such as these:

- *How are you finding the distance around the figures? What is this distance called?*
- *Which figure or figures do you think have the greatest perimeter? Why do you think so?*
- *Which figure or figures do you think have the least perimeter? Why?*
- *If you were to count the units in a different direction, do you think you'd get the same number of units for the perimeter? Why or why not?*
- *Do any of the figures have the same perimeters? If so, which ones?*
- *Do you think figures have to look alike in order to have the same perimeter? Why or why not?*

Direct students' attention to the overhead projector as you place one of the overhead pentomino pieces. Select four students to come to the overhead. Ask each one to trace around one of the figures, then record the perimeter in the appropriate place on the page. Students should see that, although the four figures look different, three of the four share the same perimeter.

Read, *Spaghetti and Meatballs for All!* by Marilyn Burns. Use one inch squares on the overhead to demonstrate what is happening with the tables in the story. (Diagrams are drawn at the back of the book.)

Discuss the relationship between what is happening in the story with the tables to what the students discovered with their pentomino pieces. The more shared sides the pentomino pieces had, the smaller the perimeter.

Materials for Lesson Three:

1. Overhead transparencies
2. Overhead projector
3. Overhead 1-inch grid paper
4. Color tiles

Lesson Three:

Provide students with a few sheets of 1-inch grid paper and 6. Ask them to first construct, then shade in, as many different figures as possible. At least one side of a tile must fit flush with the side of another tile, as they did with the pentomino figures. Have students count inches around the perimeter for each of the figures they've constructed. They'll find that they are able to construct figures with perimeters of 10, 12, and 14 inches. This will reinforce the concept that different shapes can share the same perimeter.

Conclude the unit by discussing students' ideas about the following questions:

How could we find the perimeter of our classroom? How about the perimeter of the school building? Suppose I wanted to frame a picture. I measure the distance around the picture in paper clips. Might I have a problem getting a frame that fits with that information? Now suppose I measure the picture in inches, and I find that the perimeter is 36 inches. Can I use that information to get a frame that fits my picture?

Differentiation (To meet individual needs):

- **Learning Center Suggestion:** The best way to learn about measurement is by measuring! Provide measuring tools for standard (centimeter and inch rulers, yardsticks, tape measures, etc.) and nonstandard measures (paper chips, pencils, paper strips, linking cubes, sticks, etc.). Post such items as book covers, pictures, candy wrappers, calendars, and envelopes. Encourage student to measure the different items with a variety of measuring tools. Students then record their estimates and measurements on their record sheet. (This can be a Math Journal article as well.)

Homework Connection:

- Encourage students to create a graphic organizer, by folding a sheet of writing paper into four columns, with the headings, "Item Measured" "Estimate", "Actual Measurement", "Difference". Students will measure and record ten items they have measured at home. Have them share their data with the class and/or bring in a few objects to post on or around the board.
- The teacher will select exercises from the textbook which give students the opportunity to practice this skill.

Assessment:

Throughout the unit, you assessed how well students understood the idea of perimeter by how they approached the job of measuring perimeters. After measuring a figure with their feet, you noted whether

students understood the reason for the discrepancies in their measurements and the importance of using a standard unit of measure. As students re-measured their tape figures you observed their ability to accurately read a standard measurement tool, guiding, correcting and encouraging when necessary.

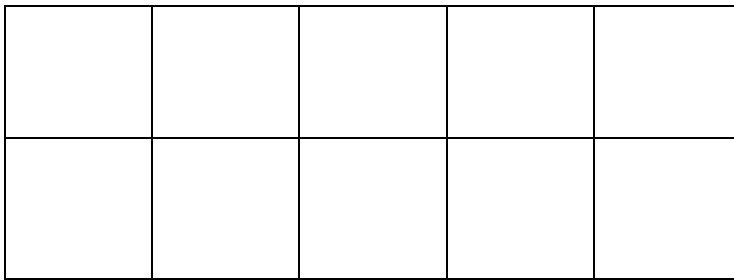
As students shared their writing, drawings and explanations you listened for any misconceptions.

Summative Assessment:

As the students measured and recorded their measurements of their pentomino pieces and as they constructed figures with 6 1-inch square pieces you were able to determine those students at mastery and those students that needed additional instruction.

You also chose items from the end of chapter tests in the textbook that gave the students opportunity to identify the perimeter in the format they will be tested on standardized testing as in the examples that follow:

1. What is the perimeter of this figure? _____



2. Write the perimeter.

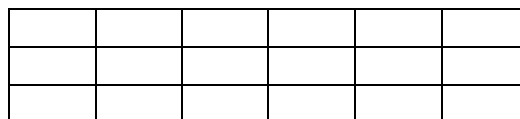
4 in.

2 in.



_____ = perimeter

3. Choose the perimeter



- A. 9 units B. 10 units C. 18 units D. 25 units

Program of Instruction Information and Monitoring:

(Discussion and examples of monitoring student progress, Dissemination of information regarding student progress in state standards, Plan for tracking student progress in state standards, Monitoring teacher integration of state standards into instruction)

Channing Hall will perform start-of-year assessments as well as ongoing assessments based on the Utah State Core Curriculum as well as the rigorous assessments provided by International Baccalaureate. We will comply with state testing requirements and schedules. All mandated testing results will be properly reported to the state of Utah. Parents will be notified of results primarily through Parent Teacher Conferences and through the school's website, and by mail, although Channing Hall will adopt an "open door" policy making it easy for parents to obtain less formal progress reports at any time of year. Channing Hall's Head of School, teachers, and/or others as needed, will compile assessment results for review by the Channing Hall Governing Board and others as deemed necessary.

The Head of School will primarily be responsible for ensuring that Channing Hall teachers successfully integrate state standards into their instructional practices. We will expect our Head of School to provide leadership with regard to *curriculum mapping* so that we avoid redundancy and/or gaps and will ensure that state standards and core objectives are met fully within the Channing Hall curriculum and are integrated into the classroom. In addition, prior to beginning instruction Channing Hall will provide professional development training through International Baccalaureate and Best Practices consultants (or a comparable program) designed to implement the best practices regarding mathematics and language arts instruction specifically. This will also be an opportunity to ensure that teachers understand how to integrate state standards into their instruction. Teachers will be given weekly planning time to collaborate with their associates in this process. As part of their evaluation, teachers will demonstrate that they are covering required curricula.

Channing Hall will assess growth using standard tests as well as other growth and performance measurements. For grades K-5 we will convey performance by assigning grade options of Outstanding, Satisfactory, and Unsatisfactory. Standards-based grading will be used for grades 6-8.

School Calendar

Channing Hall will follow the Canyons School District school year calendar. If any adjustments are necessary, the school board will make those considerations

For grades 1-8, the school day will begin at 8:15 a.m. and end at 3:15 p.m., Monday through Thursday; and conclude on Friday at 1:15. Teachers may use Friday afternoon for preparation. There will be 2 supervised recesses in the day as well as a 30- minute break for lunch. Students in grades 6-8 will have 45-50 minute class periods, with three minutes between each period for passing. There will be a morning and afternoon session of Kindergarten.

Special Education

Because we believe that all children are able to learn, and we recognize that they do so at their own pace and in their own way, we take seriously our role in facilitating learning with all of our students. We understand the significance of offering a Special Education program to ensure all students have the opportunity to maximize their potential.

Our proposed budget is based on a projection that approximately 10% of our student population will have special education needs. However, immediately upon completion of our lottery we will use a portion of our Start-up Grant funds to begin the process of identifying precisely which students have special education needs and will use standardized tests that have been proven to measure the skills and abilities they claim to test. Our tests and procedures:

1. Will not be discriminatory on a racial or cultural basis and we plan to use the Woodcock Johnson test, or something comparable, to control for this.
2. Will be given in the student's native language or other appropriate mode of communication unless clearly not feasible.
3. Will measure a disability as opposed to limited English language skills.

After administering the appropriate diagnostic tests to determine special education needs, we will continue with a process designed to meet the needs identified. If IEP information is available from a child's prior school, we will make every effort to obtain it. We will create an IEP Team that consists of the necessary people to create an adequate Individual Education Plan. This will be an ongoing process that will include the Head of School, teacher, special education teacher, parents and specific professionals as needed.

To accommodate students with special needs, our proposed budget allows for a full time Special Education teacher. In addition, we will privately contract for all services that we are not able to provide ourselves. For example, we may need to provide selected students with speech therapy or provide additional assistance to students for whom English is their second language. We are also aware of, and sensitive to, the challenges of balancing the accountability requirements associated with No Child Left Behind with the need to measure progress and success in ways that are appropriate for students with special needs. We will work to ensure that the IEP Team for each student creates a plan that balances accountability with realistic expectations. We will also follow the guidelines for the participation of special needs students in UPASS and will diligently work to provide a breadth and depth of education with sensitivity, respect for diversity, and a goal of developing the fullness of each child's potential.

Section 5: Detailed Business Plan

Start-Up Plan

By successfully managing the start-up phase of the school, Channing Hall will ensure the school opens on time and in an orderly fashion. The timeline and funding expectations are shown below.

Projected Timeline

April 2005	Charter application submitted
August 2005	Charter granted
August 2005	Notify investors that charter is granted
	Acquire land
August 2005	Formation of Board of Trustees
September 2005	Application for start-up funds submitted
January 2006	Advertise enrollment for 2006 and begin Open enrollment
January 2006	Building plans finalized and permits obtained
January 2006	Interviewing of prospective Head of School
begins February 2006	Building begins
February 2006	Lottery for classes with waiting lists
March 2006	Engage Head of School on contract basis
March 2006	Interviewing of prospective teachers begins
June 2006	Hiring of teachers is complete
June – August, 2006	Specialized training for teachers
June 2006	Order education supplies and furniture
July 2006	Hiring of staff complete
August 2006	Staff orientation
August 1, 2006	Building complete with occupancy permit Obtain insurance
August 2, 2006	Move in and setup
August 15, 2006	Contract insurance for faculty
August 21, 2006	First day of school

Start-Up Funding

Channing Hall requests start-up funds in accordance with ESEA Title X funds, and other funds, set aside to assist new charter schools in the first three years of operations. We also request from the state, any state and/or local funds set aside to assist in the start-up phase for Charter Schools.

In the event receipt of funds does not match the timing of initial expenses, Channing Hall will utilize operational financing from local banks or investors to bridge the temporary gap.

The attached charts show the proposed operating budget over the first three years [See *Attachment A*], including revenue forecasts. Channing Hall may adjust the budgets as needed in a manner in accordance with Utah State Law.

Section 6: Organizational Structure and Governing Body

Channing Hall, Inc. is a non-profit organization established to control and govern the Channing Hall Charter School (hereafter referred to as the charter school.) Channing Hall, Inc. will operate in compliance with all state and federal laws and in accordance to their established bylaws, which will be adopted in the first official meeting of the Governing Board upon approval of the charter application. The responsibility of all organizations within the governing structure is to uphold the ideals, vision, standards, core values, and higher standard of learning envisioned by the Governing Board.

Governing Board

The Board of Trustees of Channing Hall, Inc. consists of the individuals who conceived of Channing Hall and completed the necessary charter to move the school from its conceptual state to reality. Upon approval of the charter, the members of this Board will become the Governing Board for the new school. Governing Board Members will serve until they either resign or are dismissed by a majority vote of the Board. If a Board Member resigns or is dismissed the position will not be filled until the number of Governing Board Members reduces to seven members. At that time, the board positions will be filled by appointment by a majority vote of the Board. The Board will then remain at seven members.

The responsibilities of the Governing Board include, but are not limited to the following:

- Oversee reporting of school performance to the state
- Oversee School Improvement Plan
- Complete responsibility for running the school
- Develop school curriculum
- Determine and approve the annual budget with the Head of School
- Monitor school budget through monthly reports
- Define school policy
- Maintain and progress the school's purpose, vision and core policy
- Hiring or dismissal of the Head of School
- Hiring or dismissal of teachers/staff with input from Head of School
- Other functions that may be incumbent on the Board

The Board will appoint members to fill the following positions on the Board: President, Vice President, Secretary, and Treasurer. The President will serve as such for two years, at which time the Vice President will assume the Presidency of the Board and a new Vice President will be elected by the Board. This process will repeat itself every two years.

Parent Organization

The Parent Organization consists of all parents/guardians of the students enrolled at Channing Hall.

The Parent Organization as a whole will elect a president, vice president, and a secretary, with each family receiving one vote. Each position will be a one-year term. At the end of each year, the president becomes again a regular member of the organization. The vice president then becomes the new president, and the parent organization then elects a new vice president. The secretary position will be elected each year. This allows for a mentoring process to exist where upcoming leadership is prepared to carry on the duties of the organization.

In the event that the president of the Parent Organization resigns, or is unable to perform the required duties, the vice president will take over the office of president. A special election will be held to fill any vacancies for the offices of vice president or secretary due to resignation or inability to perform the duties required, or the disposal of the president.

The responsibilities of the Parent Organization include, but are not limited to the following:

- Complete tasks requested by the Governing Board
- Act as liaison between parent/student and administration
- Coordinate volunteer efforts
- Create any sub-committees to complete tasks as needed

The Parent Organization will meet at least once a year to elect officers and handle necessary business, but may call additional meetings if needed. Information will be provided to members of the Parent Organization through the Presidency of the Organization. This may include use of the school website and/or printed newsletters. The presidency of the Parent Organization will meet on a more frequent basis as determined by need and by the presidency members. It is suggested that the presidency meet at a minimum of once per month.

Sub-Committees:

The Parent Organization may create sub-committees in order to complete needed tasks or investigate concerns. An example might be a fundraising committee, which would be charged with organizing, running and completing whatever fundraising activity the Governing Board has requested.

The term of service on these individual sub-committees as well as their meeting schedules will be determined by the Parent Organization and the members assigned to the individual committee.

Governance Structure

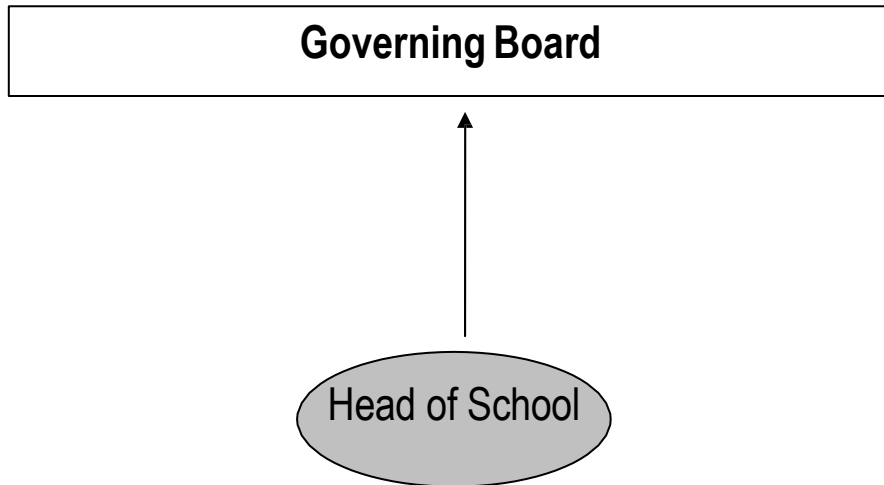
Governing Board

- President
- Vice President
- Treasurer
- Secretary
- Board Members

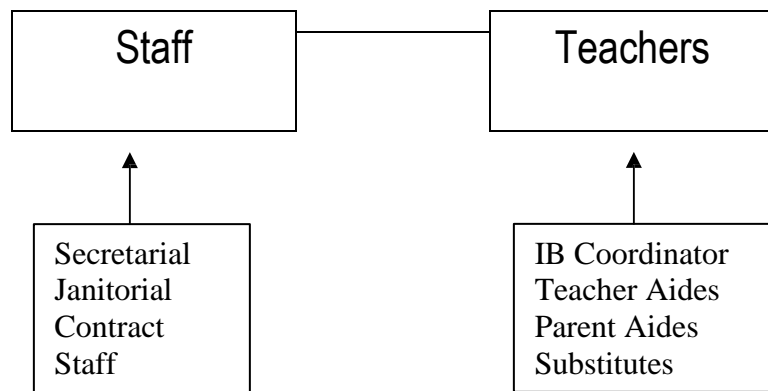
Head of School

- Professionals
- Parents
- Teachers
- Community Leaders

Flow of Information



Parent
Organization



Section 7: Background Information and Resumes

[See Attachment B]

Section 8: Articles of Incorporation (including copy of by-laws)

[See Attachment C for Articles of Incorporation]

Section 9: Admission, Dismissal and Suspension policies

Admission

Awareness/Outreach Plan

Upon acceptance of the charter, Channing Hall will conduct an awareness campaign to inform potential applicants of the new school. This campaign may include:

- Holding public meetings
- Listing in newspaper
- Website creation
- Posting notices in the public libraries
- Distribution of flyers and brochures

These efforts will include receiving applications by Governing Board via mail, e-mail, and delivery. Within two weeks of receiving an application, the board will notify applicant of receipt. An application will not be considered complete until such notice has been received. Channing Hall will establish an application deadline that will allow for at least 30 days to receive applications.

Admission Procedures

All complete applications will be added to an applicant pool. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The first priority for enrollment will be given to children of founding members. After which, students will be selected by a computer-generated random draw conducted in an open meeting. This random draw will begin with the 8th grade students. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. The random draw will continue down to the 7th grade, then 6th grade, etc. Students already enrolled will be given preference for re-enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants. Applicants will be notified in writing of their status or any change of status following the original lottery and subsequent lotteries. This notice will be provided within 30 days of the application deadline.

Over-Enrollment Procedures

In the event that there are more applicants than openings, applicants will be placed on a waiting list in order of the random draw and will be invited to enroll as spots become available. Applications received after the established application deadline will be added to the waiting list in the order in which they were received. Once on a waiting list, students will remain eligible for placement within the school indefinitely and will not be required to reapply each year thereafter.

Each year preference will be given as follows:

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

Orientation

Parents or guardians will be strongly urged to attend one orientation session. Important information about the Channing Hall Preparatory Academy will be provided to interested parents regarding the enrollment process, school philosophy, mission and curriculum. Information will also be shared regarding parental involvement and volunteer opportunities.

Registration

Registration will only occur after the school has notified parents of a vacancy that can be filled by a child.

To register parents will need the following:

- Health Form
- Registration Form
- Emergency Information Form
- Immunization Form*
- A copy of your child(ren)'s birth certificate

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

Immunizations

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

Dress Code

Channing Hall will implement a school dress code policy for its students in accordance with state and federal law.

Dismissal/Suspension

Channing Hall will assemble a student handbook including clear behavioral expectations and consequences for acceptable and unacceptable behavior. Parents and students will be provided with this handbook and will be expected to sign a behavioral contract agreeing to abide by these guidelines. Generally our behavioral policy will be guided by the following ideals:

- Mutual respect between all parties
- Issues should be addressed with related person
- Zero Tolerance for teasing, putdowns, etc.

Ultimately student discipline will be conducted at the discretion of the Head of School and he/she may utilize any means he/she feels is necessary to ensure a safe learning environment is maintained, as long as it is lawful and does not violate the rights of the student. If a student does not comply with the expectations outlined in the student handbook, Channing Hall will attempt to resolve the problem by employing any or all of the following steps:

Step 1- Parent/Guardian Notification: This may be written and/or verbal. This notification may be given by teachers, Head of School, or any other supervising adult. Notification may require parent signature and/or a conference with the referring adult.

Step 2- Head of School Intervention & Parent/Guardian Notification: This will include a mandatory meeting with the Head of School, the parent/guardian, the student and/or any other involved parties.

Step 3- Suspension and/or Parent/Guardian Supervised Attendance after due process for up to 3 days with re-admission after a conference with Head of School, parent/guardian, student, and others parties as determined by the Head of School which will be provided within those 3 days.

Step 4- Suspension up to 5 days with readmission contingent upon hearing and determination of the Governing Board. This hearing will be provided within 5 days of the suspension.

Step 5- Expulsion after due process for the remainder of the semester and/or school year with a hearing by the Governing Board to determine eligibility for re-enrollment. This hearing will be conducted within one week of the student's expulsion.

The Head of School will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student's disability and/or special considerations have been made relative to a student's IEP. Ultimately ensuring the safety of all students and school personnel will be a priority.

Section 10: Complaint Procedures

Parents of the students attending Channing Hall are vital to the success and operation of the school. Part of this vital involvement will be taking part in the many opportunities to help establish new and varied ways of improving the school. Specifically, two parents will be elected to serve on the Governing Board. Parents may also serve as committee chairs, and participate in the parent organization. In addition, parents will be asked to provide feedback and suggestions through surveys. Parents who have complaints or suggestions they would like to have considered will be invited to present them in writing to the Head of School and/or the Governing Board. Parents will be encouraged to provide alternatives and suggestions, and may be asked to lead a special committee to research and present options.

Specific incidents of discipline or disagreement will be addressed according to the following guidelines:

- Individuals with complaints should initially attempt to resolve the problem by addressing the parties directly involved.
- If disagreements cannot be resolved individually, the Head of School may serve as mediator to resolve concerns and facilitate understanding.
- Problems that cannot be resolved with the Head of School may be presented to the Governing Board for consideration. The issue should be stated in writing and should specify the prior attempts at resolution both individually and with the Head of School. The Governing Board will investigate the complaint and make a decision according to the student's best interest.

Parents of students served under Section 504 or IDEA will work closely with the special education teacher to ensure that services provided are in accordance with state and federal law, and the student's IEP. If parents choose to file a formal complaint in writing, the Head of School and/or Governing Board will gather information and conduct an internal investigation according to the procedures outlined in the Utah State Board of Education's Special Education Rules section IV.G. Within 30 days, a written statement of decision in regards to the complaint will be sent to the complainant and a copy will be sent to the State Director of Special Education. This statement will include the parent's right to appeal the decision to the USOE.

Section 11: Parental Involvement

We acknowledge one reason that parents choose Channing Hall is for the increased opportunity to be involved in defining and evolving school practices and decisions in an effort to create an exceptional educational opportunity for their children. Parent partnership and involvement is core to the decision making process at Channing Hall. It is our vision to continue to evolve our programs and offerings based on our guiding philosophy and values through involving parents, students, teachers, administration and community partners in the decision-making process.

How will Channing Hall communicate with parents and community partners regarding meaningful information and decisions facing the school: (Examples of “types” of communication may include: information on child learning, requests for volunteer participation, information on school board meetings, school dialogues, extracurricular events, vacancies in school organizations, employment opportunities, standardized assessments and results, etc.)

- Notifications sent home with students
- Channing Hall newsletter
- Development and educational opportunities for parents in support of Channing Hall curriculum and supporting practices
- Channing Hall Parent Dialogue sessions – involving parents, teachers, students, administration and community in ongoing facilitated discussions on relevant topics under decision making consideration
- Website postings and discussion forums
- Future – telephony and interactive voice response systems

How will parents be involved in decision-making practices at Channing Hall:

- Channing Hall Governing Board
- Channing Hall Parent Organization

The frequency of official correspondence shall be at the discretion of the school board, Head of School, and parent organization. When seeking to communicate officially, governing organizations shall abide by established procedures as defined in the Channing Hall Handbook.

Examples of how parents can be involved:

- Assist in child’s classroom with learning projects, 1x1 instruction and practice, etc.
- Lead or participate in an enhancement subject – art, physical movement, computers, music, etc.
- Extend learning by helping to arrange experiences in the community
- Serve on an advisory or decision making committee
- Increase financial resources available to the school
- Participate in information sharing strategies – calling parents, newsletters, etc.
- Offer courses for parents – parenting skills, communication skills, etc.
- Coordinate local businesses cooperation
- Help create a natural area/learning space outside the building on the grounds
- Help to set up student internships at your business or organization

- Host a one day “shadow study” about your business or organization for one or a small group of students

To help parents fulfill their partnership role, we ask them to:

- Work with children at home
- Read the Channing Hall Handbook
- Read and sign a learning agreement that reiterates Channing Hall’s expectation that all members of the school community agree to share in the responsibility for student learning. Parents are asked to participate in their children’s education and asked to volunteer 1 hour per child per week (on average).



Section 12: Insurance

Channing Hall will use the Utah Risk Management System as reflected in our budget. Written evidence of insurance will be provided to local and state agencies as required.

Section 13: Extracurricular Activities

Channing Hall is committed to providing students with a comprehensive education, one that includes meaningful extracurricular activities. Based on interest and budget, and perhaps in cooperation with Jordan School District, the activities we offer may include but will not be limited to, the following:

- Athletics
- Speech and Debate
- Participation in “Math Counts” and other national programs
- Orchestra
- Band
- Choir
- Clubs

Section 14: Qualification of Teachers and Head of School

Channing Hall seeks innovative, dynamic, professional faculty members to educate its students. Channing Hall will provide a motivating environment where faculty will participate in adopting curricula and creative teaching practices as well as participating in development opportunities to gain additional knowledge, skills and abilities that align with the philosophy and guiding values of Channing Hall.

Hiring Qualifications:

Channing Hall will hire *teachers* in accordance with Utah State requirements for public school teachers. This includes certification and/or alternative certification as required by Utah law per Utah Charter School law 53A-1a-512.4. Ongoing employment at Channing Hall is contingent upon meeting and maintaining these requirements.

Channing Hall will hire a *Head of School* who demonstrates competency linked specifically to the posted job description. We will seek candidates who hold an administrative license or who will operate within state rule while seeking a letter of authorization. For example, if a qualified candidate does not have their administrative license, they may be required to take a school law and/or special education law administrative course to round out their education and professional experience.

We will formally communicate to our parents each year regarding the current qualifications of the ongoing faculty – teachers and Head of School. It is likely that we will communicate this information in correlation with other formal reporting communications (i.e., formal school yearly report on progress against goals).

Knowledge, Skills and Abilities for Teaching Positions:

Channing Hall seeks applicants for teaching positions possessing some or all of the following skills and/or experience:

- Prior teaching experience, especially within the chosen curricula and/or chosen life skills processes (Utah State Core Curriculum, Balanced Literacy, Investigations Mathematics and Connected Mathematics, collaborative learning, brain integration, etc.)
- A demonstrated commitment to learn new curricula, as well as to propose improvements
- A demonstrated ability to treat colleagues, parents and students with respect and honest communication
- A demonstrated willingness to collaborate with teachers, faculty and parents to creatively solve problems and make innovative decisions that will benefit the school
- Demonstrated use of technology, both as a learning tool and to manage classroom activities
- Confidence in managing volunteer efforts and junior-level instructor
- Additional certifications, degrees or training relevant to elementary and middle school education
- Leading instruction sessions in the chosen curricula
- Teaching and adapting instruction to various development levels
- Certifications in specific curriculum instruction

Knowledge, Skills and Abilities for Head of School:

Channing Hall seeks applicants for the position of Head of School who possess some or all of the following skills and/or experience:

- Master's degree or equivalent work experience in the field of education
- Administrative license or will operate within state rule
- Prior teaching experience, especially within the chosen curricula and/or chosen life skills processes (Utah State Core Curriculum, Balanced Literacy, Everyday Mathematics and Connected Mathematics, collaborative learning, brain integration, etc.)
- A demonstrated ability to treat faculty, parents and students with respect and honest communication
- A demonstrated ability to incorporate our stakeholders (parents, students, board, community, etc.) in the problem solving and decision making process
- Experience managing and monitoring business goals and outcomes
- Experience managing performance and holding others accountable for performance
- Additional certifications, degrees, or training relevant to elementary and middle school education
- Prior to initiating the staff selection process, a detailed employment application shall be created and posted in accordance with Utah law.

Appropriate background checks shall be undertaken for any prospective employees in accordance with state and district code. Channing Hall affirms that it shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

In compliance with state law, the Governing Board will disclose the qualifications of our teachers to the parents and students through the schools' website or provide a hardcopy of this information upon request. This will be available by November of each new school year.

Section 15: School's Intention to Create a Library

The Channing Hall library will be housed in the administration building, and will be managed by either volunteers and/or an administrative assistant. This will be a part time position (9AM to 11:30AM), and in their absence, the secretary will be able to check books in and out for the students.

Our budget reflects funds in each of the initial three years to build our library collection. In addition, we will enlist the Parent Organization to organize fundraisers for money to purchase library books as soon as possible. The books will consist of a variety of reading levels and include reference, fiction and non-fiction that build on what is learned in areas such as science and history. We will try to appeal to a broad range of interests within the student body in order to assist them in developing good reading habits and skills. Channing Hall will build a solid collection of age-appropriate books and novels with an emphasis on leveled reading. We will create a useful and comprehensive reference section of the library for students and faculty and we will also have two internet-connected computers for on-line research.

Section 16: Administrative and Supervisory Services

The Head of School will be the chief administrator of the school. The following is a description of responsibilities of the Head of School.

Head of School

Leadership Duties:

- Demonstrates commitment to Channing Hall's vision and mission and communicates that vision and mission to school personnel, the students and families, and the community.
- Models school values for students, parents and the Board.
- Functions as a visible leader maintaining frequent contact with students and staff.
- Exercises a participatory management style with staff.
- Communicates effectively by written and oral methods.
- Fosters a climate of innovation and collegiality.
- Facilitates activities for families and staff to encourage community and shared purpose.

Educational Leadership Duties:

- Participates in the hiring and evaluation of staff.
- Oversees planning and evaluation of programs and sets priorities for programs.
- Coordinates design of curriculum with Board, staff, and volunteers.
- Administrates all school-based programs.
- Administers services of resource personnel.
- Assists staff in evaluating their methods and instructional materials.
- Designs schedules.
- Develops cooperation and teamwork within staff.
- Assists staff in accommodating individual student needs and abilities.
- Monitors student progress, discipline, health and safety.
- Provides perspective on educational issues with the school's Board on a regular basis.
- Recommends plans for improvement of instruction, school philosophy, and school policies.
- Assists the board in evaluating the school's progress on established priorities.

Community Relations Duties:

- Promotes and develops a professional relationship with the school's Board and staff.
- Seeks and considers opinions of others in a timely fashion.
- Provides information to community, media, and interested parties about the school, its programs, and progress towards goals.
- Develops all printed materials needed for the operation of the school.
- Serves in a liaison capacity with requisite State entities on administrative and/or educational matters.
- Assists with the recruiting, scheduling, and training of volunteers within the school.

Managerial Duties:

- Approves and authorizes: building usage, budget items, permanent record maintenance, building maintenance, all school-based activities and schedules, purchase and utilization of material resources, equipment, textbooks and supplies
- Establishes an organization pattern for the school.
- Plans and implements the staff development program.

- Delineates all responsibilities and authority, establishing lines of communication and supervision.
- Develops enthusiasm and promotes positive morale among staff and parents.
- Actively leads and participates in the development of the master budget.

Counselor

Counseling will be contracted as needed and required.

Support Staff

Support staff will be hired on an as needed basis and will report to the Head of School.



Section 17: The School's Fiscal Procedures

The State Office of Education guidelines for Budgeting, Accounting and Auditing for Utah School Districts will be applied in administering and reporting school revenue and expenditures. The school's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards. Revenue and expenditures and record management will be administered by the Governing Board through the direction of the treasurer, who will be responsible to ensure that proper accounting controls are implemented and utilized.

The Channing Hall Governing Board, in conjunction with the Head of School, develop and adopt a budget each April for the following school year. Channing Hall will retain a payroll management firm to provide payroll functions for the school similar to those provided for other state and district employees, including the preparation of the W-2 forms, filing of taxes and any other reports that are required by state and federal law.

Purchasing will require the preparation of a purchase order, signed and approved by the Head of School. The Head of School will be responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act.

Disbursements from the school's operating account will require the signature of the Head of School and Treasurer. All disbursement from the operating account will require two signatures. No other agency or individual may request disbursement to be paid out of the school's operating account. Channing Hall reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than the budgeted to the extent allowed by law.

As required by law, our accounting firm will perform a comprehensive annual audit.

Section 18: Employee Termination

Channing Hall is an at-will employer and as such reserves the right to terminate or suspend the employment of any employee at any time as long as it is not for unlawful reasons. Termination may occur if the employee has failed to fulfill the duties and responsibilities outlined in their annual contract or if there is a need to reduce staff size because of a drop in enrollment or shortage of funds. If the Head of School deems it necessary, he/she will recommend employee termination and the Governing Board, after meeting with the teacher and providing due process, will make the final decision.

If it is necessary to dismiss an employee, 2 weeks notice will be given unless concerns for the health, safety or welfare of the school or students requires immediate dismissal. In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the school as soon as possible and at least 2 weeks before the effective date of resignation. At Channing Hall's sole discretion, employees who give notice or are given notice may not be required to work any or all of the remainder of their employment.

The Head of School will report and be accountable to the Governing Board. The Governing Board reserves the right to dismiss and/or discipline the Head of School in the event he/she does not fulfill the duties and responsibilities outlined in their annual contract.

Any dispute, claim or controversy concerning employment or the termination of an employee's employment or any dispute, claim or controversy arising out of or relating to any interpretation, construction, performance or breach of the employee contract, shall be settled by arbitration.

Section 19: Employee Evaluation

Hiring and retaining highly innovative, talented and quality employees is the goal at Channing Hall. As a result, we will follow our thorough hiring process with ongoing feedback loops, development opportunities and an effective employee evaluation process.

Teachers will be evaluated twice yearly. The first evaluation will occur about 3 months into the school year and the second occurring towards the end of the school year. The evaluation process will consist of the following parts.

- **Informal observations:** The Head of School may “drop in” and observe the class informally at any time. At least 2 informal observations will occur during the school year.
- **Formal observation:** The teacher will be notified of the formal observation and evaluation at least 10 working days before it is to occur. The teacher will be evaluated on, but not limited to the following criteria: class management skills, knowledge and implementation of the curriculum, instructional effectiveness, grading practices and organization, progress made on their Professional Development Plan, and professional practices.
- **Evaluation instrument:** The school will adopt specific measurement rubrics for teacher evaluation.

The Head of School will meet with the teacher within 1 week of the completing the formal observation and evaluation to share written results and discuss progress and goals. The Head of School should note the positive aspects of the teacher as well as provide constructive criticisms with specific suggestions for improvement. At the discretion of the Head of School a teacher who does not meet performance expectations may be placed on probation. During this probationary period, the Head of School will assist in developing a clear plan for improvement and a specified date for re-evaluation. If sufficient improvements have not been made termination may occur, or the teacher’s annual contract may not be renewed.

The Head of School will provide additional assistance to teachers with less than three years teaching experience. He/she may utilize peer mentoring and collaborative teaching methods to help with any problem areas identified in the evaluation process.

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

Head of School Evaluation

The Head of School’s evaluation will also utilize the goal setting Professional Development Plan. The Head of School’s goals will be reviewed and acknowledged by the Governing Board. Once a year the Governing Board will provide the Head of School with a written evaluation in regards to the criteria listed in his/her employment contract and progress made towards achievement of goals in his/her Professional Development Plan. Evaluations will focus on criteria such as, but not limited to, quality of supervision of teachers; knowledge of & involvement in curriculum; ability to manage students, staff, and programs; visibility & accessibility to teachers, students, parents, and community; and overall professionalism. These evaluations will be based on annual parent, teacher, and staff surveys, and formal/informal observations as needed.

General Staff Evaluation

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

Section 20: Employment of Relatives

The Channing Hall School Board is an equal opportunity employer and committed to staff the school with the best qualified candidates available. Policies and procedures regarding employment of relatives are outlined below.

Nepotism

1. No one with supervisory responsibility shall hire or recommend for hire any family member including parent, grandparent, spouse, child, grandparent, sibling, or any corresponding in-law, step, adoptive relative, or anyone residing on a permanent basis in the supervisor's home.
2. No employee shall be directly supervised or evaluated by a relative. Family members may not be employed under the same immediate supervisor.
3. The hiring of relatives is also prohibited if it results in a conflict of interest with vendors of Channing Hall.
4. Hiring practices for designated part-time positions such as sweepers, community school staff members, etc., shall adhere to item #2 above.
5. When other qualified candidates have not applied, task assignments of short duration (generally less than sixty (60) working days) may be exempt from these guidelines.

Section 21: Conversion Charter Schools

Not applicable.

Section 22: Assurances

Utah State Board of Education

UTAH CHARTER SCHOOLS Assurances

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Todd Witzel

Title (type): President/CAO

Signature: _____

Date: _____

Admission Procedures

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

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

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

Proof of Insurance

Channing Hall Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

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

Nonsectarian Statement

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

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Channing Hall Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Todd Witzel

President/CAO (please print)

President/CAO's Signature

Date



Section 23: Waivers for State Board of Education Rules

Channing Hall is not requesting a waiver from any State Board of Education rules.

Section 24: Channing Hall Narrative and Letters of Support (Optional)

Channing Hall will not be submitting letters of support.

Channing Hall Narrative

As founders of Channing Hall we identify with and value what Ted Kolderie, one of the creators of the charter school concept, implied when he stated that "...the chartered school is not a kind of school; not a learning program or method. The opportunity the [charter] law provides is an empty institutional structure...[where] students learn from what the organizers put into it."

We realize that we have an enormous opportunity to represent not only the spirit of the charter school concept, but also the process of making choice in education a reality. We take seriously our responsibility to create an educational institution that we believe in, that has many forms of accountability, and that stands as a viable educational choice. With that in mind, we have searched our hearts and minds to clarify our values and guiding principles, and then researched many sources for ways to represent those values and principles in concrete ways.

We are in the process of creating a school that is a dynamic representation of our fundamental beliefs about learning, choice, accountability, and the multi-layered matter that is education. We believe that we are creating an educational choice that will grow, evolve, and endure. We feel that we embody the spirit of the charter school concept and aim to represent that concept with passion, integrity, and vision.

Section 25: Statement regarding participation in State Retirement System

Channing Hall will participate in the Utah State Retirement System.

Attachment A: Operational Budget and Revenue Estimates

Attachment B: Background Affidavits and Resumes

Attachment C: Articles of Incorporation and Bylaws