State Charter School Board
Amendment Request

Applicant Assurances

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The Board Chair must sign the following agreement prior to submitting the application package.

Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Administratively Incomplete.

School Name: SPECTRUM ACADEMY

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Amendment Request process or revocation after award.

The Applicant understands that applications must uploaded into the UCAP system no later than the third Friday of the month preceding the month of the requested SCSB meeting and that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, may become part of the charter to be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing board is subject to all Utah statutes regarding charter schools as well as all relevant federal, state and local laws, and requirements, and should comply such.

The Applicant acknowledges that the most current academic and compliance data will be provided to the SCSB for its consideration of the application.

The applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the request and provide clarification to any staff questions.

JASON STEENBLIK
Board Chair

7-22-2020
Name of Signature of Board Chair /Date

School Entity Information

Name of School: **SPECTRUM ACADEMY**

Name of School Administrator: **JAIME CHRISTENSEN**

Contact Information for School: 665 North Cutler Drive, North Salt Lake, Utah 84054, (801)936-0318

Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.

Name	Position	All Charter Affiliations
Jason Steenblik	President	Spectrum Academy
Marney DeVroom	Vice-President	Spectrum Academy
Marcy Johnson	Secretary	Spectrum Academy
Madi Leyba	Member	Spectrum Academy
Dennis Bullard	Member	Spectrum Academy
Amy Loertscher	Member	Spectrum Academy
Larry Bethers	Member	Spectrum Academy

Contractual Charter Agreement Goals

List the school's contractual goals.

Required Attachments:

- If the school is *not* meeting all its charter contractual agreement goals, then include the governing board's corrective action plan. (Corrective action plan limited to two pages.)

Requested Amendment(s) to Charter

1. Complete as many sections as apply.
2. Provide requested details and supporting documentation as outlined for each amendment requested.

☐ *Change to curricular or instructional emphasis, including educational program or methods of instruction.*

Required Attachments:

- *A redline version showing new additions and ~~removed language~~ in educational program or methods of instruction.*
- *Documentation of new, evidence-based choice, as well as anticipated improvement in student performance.*

☐*Relocating to a new school district or municipality.*

Operational schools: Describe the decision to move and the projected impact on enrollment.
Click or tap here to enter text.

Required Attachments:

- Supporting evidence for decision.
- Minutes from the board meeting where parents and student provided feedback.

Planning year schools:

Required Attachments:

- Detailed market analysis of newly proposed location.
- Corresponding capital facility plan.
- Revised budget for the planning year and first three operational years.

☐*Articulation agreement.*

Describe the purpose for the articulation agreement.
Click here to enter text.

Required Attachments:

- Provide a copy of the school's proposed articulation agreement signed by all participating charter school(s).

☒*Change to effectiveness goals, performance measures, or accountability plan.*

Required Attachments: Attachment A

- Redline version showing new additions and ~~removed language~~ in contractual agreement performance measures.
- Provide supporting documentation for the requested change.

☐*Postponement of opening year.*

Describe the reason for postponing the school's opening year.
Click here to enter text.

Required Attachments:

- Include additional supporting documentation as necessary.

☒*Change to Bylaws, Articles of Incorporation, or contractual agreement specific to number of board members or board member election / appointment process*

Required Attachments: Attachment B

- A redline version showing new additions and ~~removed language~~ in Bylaws.

☒*Removal of original application sections – not applicable to Exhibit A contracts*

Required Attachments: Attachment C

- A redline version showing new additions and ~~removed language~~, or
- If completely rewritten, the new policy or procedure with new effective date, indicating superseding of previous policy or procedure.
- Excerpt from board minutes at which policy was approved

NOTE: Policies, procedures, and minutes can be provided through a specific hyperlink to the exact policy, procedure, or minutes.
Examples:

- Job descriptions for educators and administration, including business administrator
- Selection of Education Service Providers
- Financial performance and sustainability goals
- Board performance and stewardship goals
- Student achievement levels for assessments no longer required by USBE (e.g., end of level CRT, IOWA, DWA, etc.)
- Acceptable use and social media policy
- Extra-curricular activities and fee schedules

NOTE: SCSB staff will review policy or procedure for compliance with state law and board rule.

☒*Change to School Mission or Purpose(s)* Attachment D

Describe the process the governing board followed when making this decision, as well as why a change to mission and/or purpose(s) is necessary for the governing board to meet the terms and conditions in its contractual agreement.

The Spectrum Academy Board of Directors analyzed the current mission statement in a board meeting meeting and determined that it needed to change the mission statement to reflect a more inclusive statement of the student body we serve. Additionally, Spectrum Academy only went to the 8th grade upon its inception and now serves students through post-high school. The addition of verbiage reflecting post-high outcomes is imperative to accurately represent the students Spectrum Academy serves.

Required Attachments:

- *A redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s).*

SEE "ATTACHMENT D"

☐*Change to grades served or decrease in student enrollment.*

Summarize the governing board's discussion that led to the decision to reduce grade levels or number of students served.
Click here to enter text.

Complete:

	Grades and Specific Number of Students Served by Grade													Max Enrollment
Current	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY														
Proposed	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY														

☐Other Amendments Not Previously Identified Above

Please describe amendment request.
Click here to enter text.

Required Attachments:

- Details and supporting documentation as appropriate.
- Additional information may be requested following review and request may require SCSB or USBE approval.

Attachment A

Change to Effectiveness Goals

Spectrum Academy
Amendment Request
"Attachment A"

Charter Goal Revision

The first goal is being revised in order to better align with state progress goals and charter progress monitoring tools. The second goal has been added to in order to clarify measurement criteria.

Goal	Objective	Measurement Criteria
Improve Student Learning	Students will demonstrate annual improvement in reading and math consistent with instructional standards.	80% of students who are continuously enrolled throughout the school year will score at ~~or above~~ typical, above typical, or well-above typical progress ~~predicted ability/grade level~~ in reading and math as measured by progress monitoring ~~tools that predict student growth based upon initial scores.~~ Assessments from BOY to EOY.
Improve Student Learning	Students will be graded on individual mastery of instructional standards.	100% of students will receive progress/report card ratings that are based on individual progress of State Core Standards/Essential Elements in all core subjects.
Improve Social Skills	Students will demonstrate annual individual progress in social skills.	75% of continuously enrolled students will show individual improvement in social skills as measured by beginning, middle and end of year assessments.
Improve Sensory Processing	Students will demonstrate annual individual progress in sensory integration	75% of continuously enrolled students will show individual improvement in ability to cope with sensory processing differences as measured by classroom data and pre/post sensory integration checklist from beginning of year to end of year..
Attendance	Students will attend school regularly.	80% of students will attend school 90% of the time as measured by attendance records.

Attachment B

Change to Bylaws

Proposed

BYLAWS

OF

THE SPECTRUM ACADEMY,

A UTAH NONPROFIT CORPORATION

TABLE OF CONTENTS

ARTICLE I OFFICES 1

ARTICLE II MEMBERS 1
Section 2.1. Members 1
Section 2.2. Associates 1

ARTICLE III BOARD OF DIRECTORS 1
Section 3.1. General Powers 1
Section 3.2. Number, Election, Tenure and Qualifications 2
Section 3.3. Resignation 2
Section 3.4. Vacancies 2
Section 3.5 Standards of Conduct 2
Section 3.6. Regular Meetings 2
Section 3.7. Special Meetings 3
Section 3.8. Annual Meetings 3
Section 3.9. Notice 3
Section 3.10. Quorum and Voting 3
Section 3.11. Proxies 3
Section 3.12. Presumption of Assent 4
Section 3.13. Compensation 4
Section 3.14. Executive and Other Committees 4
Section 3.15. Meetings by Telecommunication 4
Section 3.16. Action Without a Meeting 4
Section 3.17. Advisory Board 5
Section 3.18. Chairman of the Board 5

ARTICLE IV OFFICERS AND AGENTS 5
Section 4.1. Number and Qualifications 5
Section 4.2. Power/Duties 5
Section 4.3. Resignation 5
Section 4.4. Election and Term of Office 5
Section 4.5. Removal 5
Section 4.6. Vacancies 6
Section 4.7. Compensation 6
Section 4.8. Authority and Duties of Officers 6
Section 4.9. Multiple Offices 7
Section 4.10. Surety Bonds 7

ARTICLE V EXECUTION OF INSTRUMENTS 7
Section 5.1. Checks, Drafts, etc. 7
Section 5.2. Deposits 7
Section 5.3. Contracts 7
Section 5.4. Conflicts of Interest 7

ARTICLE VI INDEMNIFICATION 7
Section 6.1. Indemnification. 7
Section 6.2. Advances of Costs and Expenses 8
Section 6.3. Insurance 8

Section 6.4. Right to Impose Conditions to Indemnification 8
Section 6.5. Limitation on Indemnification 9
Section 6.6. Limitation on Liability 9

ARTICLE VII LIMITATIONS 9
Section 7.1. Prohibition Against Sharing in Corporate Earnings 9
Section 7.2. Investments 9
Section 7.3. Exempt Activities 9

ARTICLE VIII MISCELLANEOUS 10
Section 8.1. Account Books, Minutes, Etc. 10
Section 8.2. Fiscal Year 10
Section 8.3. Conveyances and Encumbrances 10
Section 8.4. Designated Contributions 10
Section 8.5. Loans Prohibited 10
Section 8.6. References to Internal Revenue Code 10
Section 8.7. Amendment 10
Section 8.8. Severability 10

BYLAWS

OF

THE SPECTRUM ACADEMY,
A UTAH NON-PROFIT CORPORATION

These amended and restated bylaws (the "*Bylaws*") are adopted for the governance of The Spectrum Academy, a Utah nonprofit Corporation (herein referred to as the "*Corporation*").

ARTICLE I

REGISTERED OFFICE

The registered office of the Corporation required by Title 16, Chapter 6a Utah Code Annotated 1953, as amended (the *"Act")* shall be 575 Cutler Drive, North Salt Lake, Utah 84054. The registered office is subject to change from time to time by the Board of Directors, by the officers of the Corporation, or as otherwise provided by the Act.

ARTICLE II

MEMBERS

Section 2.1. Members. The Corporation shall have no voting members, but may, by further amendment of these Bylaws, create one or more classes of nonvoting members, whose rights and duties shall be as set forth in such further amendment. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise vest in the members shall vest in the directors.

Section 2.2. Associates. Nothing in this Article II shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members within the meaning of the Act, and no such reference shall constitute anyone a member within the meaning of the Act. The Corporation may confer by amendment of its Articles of Incorporation (the "Articles") or of these Bylaws some or all of the rights of a member, as set forth in the Act, upon any person or persons who do not have the right to vote for the election of directors or on a disposition of substantially all of the assets of the Corporation or on a merger or on a dissolution or on changes to the Articles or Bylaws, but no such person shall be a member within the meaning of the Act.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1. General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors, except as otherwise provided in the Act, the Articles of Incorporation or these bylaws.

Section 3.2. Number, Election, Tenure and Qualifications.

(a) The number of directors of the Board of Directors shall be specified from time to time by resolution of the Board of Directors, but shall not be less than three (3).

(b) The current directors shall be divided into two (2) groups, with each group containing one-half of the total, as near as may be. The terms of the current directors in the first group expire at the third annual meeting after the approval of these bylaws and the terms of the current directors in the second group expire at the fourth annual meeting after the approval of these bylaws. The current directors shall have the term of office as respectively set forth in Exhibit A, attached hereto and incorporated herein, and until their successors are duly elected and qualified or until their prior removal, death or resignation.

(c) Upon the expiration of the staggered terms set forth in Section 3.2(b) above, directors shall be elected for terms of three years to succeed those whose terms expire. Despite the expiration of a director's term, the director shall continue to serve until the election and qualification of a successor or until there is a decrease in the number of directors, or until such director's earlier death, resignation or removal from office. The Board of Directors shall appoint directors to fill each of the director positions which become open from time to time.

(d) Any director may be removed at any time, with or without cause, by the majority vote of the directors.

Section 3.3. Resignation. Any director may resign at any time by giving written notice to the president or the secretary of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 3.4. Vacancies. Any vacancy occurring in the Board of Directors may be filled by an appointment approved by the affirmative vote of a majority of the remaining members of the Board of Directors. A director appointed to fill a vacancy shall serve for the unexpired term of such director's predecessor in office. Any directorship to be filled by reason of an increase in the number of directors shall be filled by an appointment approved by the affirmative vote of a majority of the current members of the Board of Directors; a director so chosen shall hold office until the end of the term designated for the position so created and thereafter until the director's successor shall have been elected and qualified, or until the director's earlier death, resignation or removal.

Section 3.5. Standards of Conduct. A director (or an officer) shall discharge his or her duties as director (or officer):

(a) In good faith;

(b) With the care an ordinarily prudent individual in a like position would exercise under similar circumstances; and

(c) In a manner the director (or officer) reasonably believes to be in the best interest of the Corporation.

Section 3.6. Regular Meetings. Regular meetings of the Board of Directors shall be held at such time and place as may be determined by the Board of Directors, for the purpose of

transaction of such business as may come before the meeting. The Board of Directors may provide by resolution the time and place, either within or outside the State of Utah, for the holding of regular meetings. No additional notice of meetings held pursuant to a resolution of the Board of Directors, other than the resolution itself, is required.

Section 3.7. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the chairman of the board or any two directors. The individual or individuals authorized to call special meetings of the Board of Directors may fix any place as the place, either within or outside Utah, for holding any special meeting of the Board of Directors called by them.

Section 3.8. Annual Meetings. One of the regular meetings of the Board of Directors described above in Section 3.6 shall be designated as the Annual Meeting for the purposes of organization, election of directors and officers and the transaction of other business.

Section 3.9. Notice. Notice of each meeting of the Board of Directors (other than regular meetings held pursuant to a resolution of the Board of Directors under Section 3.6 above) stating the place, day and hour of the meeting shall be given to each director at the director's business address or email address designated by director at least ten days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least five business days prior thereto by personal delivery of written notice or by telephonic, electronic or facsimile notice (and the method of notice need not be the same as to each director). If mailed, such notice shall be deemed to be given when deposited in the United States mail, with postage thereon prepaid. If transmitted electronically or by facsimile, such notice shall be deemed to be given when the transmission is completed. Any director may waive notice of any meeting before, at or after such meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, unless the director, at the beginning of the meeting or promptly upon later arrival, objects to holding the meeting because of lack of notice or defective notice, and after objecting, the director does not vote for or assent to action taken at the meeting with respect to the purpose. If special notice was required for a particular purpose, the director must object to the purpose for which the special notice was required, and after objecting, refrain from voting for or assenting to the action taken at the meeting with respect to the purpose, or the director's attendance will constitute a waiver of notice.

Section 3.10. Quorum and Voting. A majority of the directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, and the vote of a majority of the directors present in person at a meeting at which a quorum is present shall be the act of the Board of Directors. If less than a quorum is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present.

Section 3.11. Proxies. For purposes of determining a quorum with respect to a particular proposal, and for purposes of casting a vote for or against a particular proposal, a director may be considered to be present at a meeting and to vote if the director has granted a signed written proxy:

(a) to another director who is present at the meeting and authorizing the other director to cast the vote that is directed to be cast by the written proxy with respect to the particular proposal that is described with reasonable specificity in the proxy; or

(b) to a person who is not a director if the proxy authorizes such person to cast the vote that is directed to be cast by the written proxy with respect to the particular proposal that is described with reasonable specificity in the proxy.

Section 3.12. Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is considered to have assented to all action taken at the meeting unless:

(a) (i) the director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting business at the meeting; and (ii) after objecting, the director does not vote for or assent to any action taken at the meeting; and

(b) the director contemporaneously requests that the director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or

(c) the director causes written notice of the director's dissent or abstention as to any specific action to be received by: (i) the presiding officer of the meeting before adjournment of the meeting; or (ii) the Corporation promptly after adjournment of the meeting.

The right of dissent or abstention as set forth above as to a specific action is not available to a director who votes in favor of the action taken.

Section 3.13. Compensation. Directors may receive reasonable compensation for their services as such. Reasonable stipends and expenses for directors for attendance at Board of Director meetings may be paid or reimbursed by the Corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity.

Section 3.14. Executive and Other Committees. By one or more resolutions adopted by a majority of the directors then in office, the Board of Directors may designate from among its members an Executive Committee and one or more other committees, each of which shall have and may exercise all of the authority of the Board of Directors granted to such committee by the resolution establishing such committee. Each committee shall be comprised of at least two directors appointed by the Board of Directors. The Chairman of the Board shall be a member of and shall chair the Executive Committee, if any. The delegation of authority to any committee shall not operate to relieve the Board of Directors or any member of the Board of Directors from any responsibility imposed by law. Rules governing procedures for meetings of any committee of the Board of Directors shall be as established by the Board of Directors, or in the absence thereof, by the committee itself.

Section 3.15. Meetings by Telecommunication. Members of the Board of Directors or any committee thereof may participate in a meeting of the Board of Directors or committee by any means of communications so long as all individuals participating in the meeting can hear one another. Such participation shall constitute presence in person at the meeting.

Section 3.16. Action Without a Meeting. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if each and every member of the Board of Directors in writing either (a) votes for the action or (b) waives the right to demand that action not be taken without a meeting and (i) votes against the action or (ii) abstains from voting. Action is taken under this section only if the affirmative vote for the action equals or exceeds the minimum number of votes that would be necessary to take the action at a meeting at

which all of the directors then in office were present and voted. An action taken pursuant to this section will not be effective unless the Corporation receives writings describing the action taken, satisfying the above requirements, signed by all of the directors, and not revoked by any director.

Section 3.17. Advisory Board. The Board of Directors may appoint such advisory commission or board as it may deem appropriate, consisting of directors or persons who are not directors, but such board shall not be deemed a committee of the Board and shall not exercise any powers of the Board. The Board shall select a chairman and such other officers of the advisory board as it may determine. Notice of, and procedures for, meetings of any advisory board shall be as prescribed by the chairman of such board, and meetings of any advisory board may be called by the President, the Board of Directors or the chairman of the advisory board.

Section 3.18. Chairman of the Board. The chairman of the Board of Directors shall be selected (and removed) by the Board of Directors by majority vote and shall (i) preside at all meetings of the Board of Directors; (ii) see that all orders and resolutions of the Board of Directors are carried into effect; (iii) supervise and manage the activities of the Executive Committee of the Board, if any, and (iv) perform all other duties incident to the office of chairman of the Board of Directors and as from time to time may be assigned to the chairman by the Board of Directors.

ARTICLE IV

OFFICERS AND AGENTS

Section 4.1. Number and Qualifications. The elected officers of the Corporation shall be a president, one or more vice-president(s), secretary and treasurer. The Board of Directors may also elect or appoint such other officers, assistant officers and agents, including additional vice-presidents, assistant secretaries and assistant treasurers, as it may consider necessary. One individual may hold more than one office at a time.

Section 4.2. Power/Duties. The Board of Directors may delegate to any officer of the Corporation or any committee of the Board of Directors the power to appoint, remove and prescribe the duties of other officers, assistant officers, agents and employees.

Section 4.3. Resignation. An officer may resign at any time by giving written notice of resignation to the Corporation. An officer's resignation shall take effect at the time specified in the notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.4. Election and Term of Office. The elected officers of the Corporation shall be elected by the Board of Directors at each annual meeting, or, if the term of office exceeds one year, at the meeting which coincides with the conclusion of the given term. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Each officer shall hold office until the officer's successor shall have been duly elected and shall have qualified, or until the officer's earlier death, resignation or removal.

Section 4.5. Removal. An officer, assistant, agent or employee may be removed, with or without cause, at any time: (i) in the case of an officer, assistant, agent or employee appointed by the Board of Directors, only by resolution of the Board of Directors; and (ii) in the case of any other officer, assistant, agent or employee, by any officer of the Corporation or committee of the Board of Directors upon who or which such power of removal may be conferred by the Board of Directors;

but such removal shall be without prejudice to the contract rights, if any, of the individual so removed.

ERROR: ioerror **6. *Vacancies.*** A vacancy in any office because of death, resignation, removal,
OFFENDING COMMAND: image disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the
STACK:

-dictionary- ***4.7. Compensation.*** The compensation of the officers shall be fixed from time to time by the Board of Directors based upon the fair value of services rendered by such officers, and no officer shall be prevented from receiving such compensation by reason of the fact that he or she is also a director of the Corporation.

Section 4.8. Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the president, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) *President.* The president shall perform such duties as may be assigned to him/her by the Board of Directors and all duties normally performed by a chief executive officer or president of a corporation.

(b) *Vice-President.* In the absence of the president, or in the event of the president's death, inability or refusal to act, the vice-president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice-president shall perform such other duties as from time to time may be assigned to him or her by the president or by the Board of Directors. In the event there is more than one vice-president serving, the vice-presidents shall perform the duties assigned to them by the president and Board of Directors.

(c) *Secretary.* The secretary shall: (i) keep the minutes of the proceedings of the Board of Directors and any committees of the Board of Directors; (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the corporate records and of the seal of the Corporation; and (iv) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the president or by the Board of Directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the [illegible]

The Spectrum Academy
A Utah Non-Profit Corporation

BYLAWS CERTIFICATE

The undersigned certifies that s/he is the secretary of The Spectrum Academy, a Utah corporation, and that, as such, s/he is authorized to execute this certificate on behalf of said corporation, and further certifies, that the attached hereto is a complete and correct copy of the presently effective bylaws of said corporation.

Dated this 22nd day of July, 2020.

Marcy Johnson, Secretary

Exhibit A

Directors	Initial Term
_Amy Loertscher_____	Until the third annual meeting after adoption of bylaws
_Madi Leyba_____	Until the third annual meeting after adoption of bylaws
_Marcy Johnson_____	Until the third annual meeting after adoption of bylaws
_Dennis Bullard_____	Until the third annual meeting after adoption of bylaws
_Marney DeVroom_____	Until the fourth annual meeting after adoption of bylaws
_Jason Steenblik_____	Until the fourth annual meeting after adoption of bylaws
_Larry Bethers_____	Until the fourth annual meeting after adoption of bylaws

Attachment C

Re-written Application

SPECTRUM ACADEMY
A Community of Learners

Restated and Amended Charter of Spectrum Academy

Supersedes original charter dated: June 10, 2005

Approved by the Utah State Charter School Board: September 1, 2005

Supersession date: Approved by Spectrum Academy Board of Directors: July 22, 2020

Approved by the Utah State Charter School Board:

Spectrum Academy Mission Statement

Spectrum Academy is the premier charter school in Utah for students with high-functioning autism spectrum disorders and others who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and innovative social skills curriculum. We help students reach their fullest potential academically, socially, and emotionally, leading to productive and successful futures.

Spectrum Academy Vision Statement

Spectrum Academy is the premier research-based model for inclusive education for children with Autism Spectrum Disorders.

We operate K through 12th grade in state-of-the-art, centrally located North Salt Lake and Pleasant Grove, Utah. Spectrum Academy offers quality public classes and opportunities for students in technology, arts, recreation, vocational, and academics.

Thanks to generous contributions of corporate and individual sponsors, we are able to maintain small teacher-student ratios, quality related services, and the best life skills program in the nation.

1. Continue to improve student learning:

A majority of the students served at Spectrum Academy experience special needs associated with high-functioning autism, Asperger's Syndrome (ASD), and other challenges. Autism affects an estimated 1 in 54 school-age individuals, and 1 in 45 boys in Utah. As many as 5.4 million Americans today are believed to have some form of autism. Data collected by the Centers for Disease Control (CDC) indicate that the number of children 6 to 21 diagnosed with autism served in special education has increased exponentially in the last 10 years (CDC, 2020). With this increase comes the need to design and implement programs that will help these students become successful in their educational and social environments.

Spectrum Academy provides an innovative and multidisciplinary school environment specifically designed for students who exhibit challenges with socialization, sensory integration regulation, communication, academics, executive functioning, self regulation, and post-high school outcomes. Spectrum Academy provides a unique framework which allows our students to receive explicit, daily instruction in each of these challenging areas.

Spectrum Academy Charter School Goals

Goal	Objective	Measurement Criteria
Improve Student Learning	Students will demonstrate annual improvement in reading and math consistent with instructional standards.	80% of students who are continuously enrolled throughout the school year will make typical, above, or well-above progress in reading and math as measured by progress monitoring assessments, from BOY to EOY.
Improve Student Learning	Students will be graded on individual mastery of instructional standards.	100% of students will receive progress/report card ratings that are based on individual progress of State Standards/Essential Elements in all core subjects.

Improve Social Skills	Students will demonstrate annual individual progress in social skills.	75% of continuously enrolled students will show individual improvement in social skills as measured by beginning, middle and end of year assessments.
Improve Sensory Processing	Students will demonstrate annual individual progress in sensory integration	75% of continuously enrolled students will show individual improvement in ability to cope with sensory processing differences as measured by classroom data and pre/post sensory integration checklist, from beginning of year to end of year..
Attendance	Students will attend school regularly.	80% of students will attend school 90% of the time as measured by attendance records.

Academic Skills

All children have the ability to learn. In order for children with autism spectrum disorders and other unique circumstances to succeed at learning at an acceptable rate of progress, it is vital that pedagogy and instructional materials be research-based and aligned with special education law. Staff members participate in on-going professional development on the required core curriculum, instructional materials, and methods in use at Spectrum Academy. Varying methodology and curriculum are tailored for use in some classrooms to accommodate the various cognitive, adaptive, social, and communication needs of our students.

Social Skills

Most children learn basic social skills incidentally. For children with autism spectrum disorders the process is much more difficult and requires direct instruction in order for them to gain the necessary skills for lifelong success. Spectrum Academy

utilizes a variety of strategies and curricula which enable teachers to give students the instruction they need for acquisition and maintenance of social skills. Students receive daily instruction in grades K-12 on a graduated continuum of skills that are necessary for post high school success. Projects and activities are carried out on a quarterly basis that allow students to utilize the skills they have learned in a community setting.

Executive Functioning

"Executive function" is a term used by researchers to describe a core set of skills needed by all individuals to be able to engage in deliberate, self-regulated behaviors. These skills include *inhibitory control*, *working memory*, and *cognitive flexibility*. Executive functions influence both cognitive processes, such as learning something new, and social emotional behaviors, such as delaying gratification and exercising self-control (Meltzer, 2010).

Spectrum Academy provides its students with daily support to manage any executive functioning deficits through multimodal instructional methods , strategies, and technology. Research has shown that multimodal processing reduces cognitive load because information from different modalities can be more easily chunked into short-term memory, used to build long-term representations and facilitate the acquisition of more complex procedures and task sequences.

Sensory Integration

Sensory integration is an innate neurobiological process and refers to the integration and interpretation of sensory stimulation from the environment by the brain. Sensory Integrative Dysfunction is a disorder in which sensory input is not integrated or organized appropriately in the brain and may produce varying degrees of problems in development, information processing, and behavior

Children with autism and other developmental disabilities typically have sensory systems that are either over or under reactive to stimulation in the environment.

Students' inability to handle these stimuli, in many cases, leads to the stereotypical behaviors associated with autism (rocking, spinning, hand-flapping, meltdowns).

Evaluation and treatment of sensory integrative processes is performed by occupational therapists and/or physical therapists. Spectrum Academy employs several occupational therapists who assist our students by:

- providing students with sensory information which helps them organize the central nervous system
- assisting and teaching students ways to inhibit and/or modulate sensory information
- assisting and teaching students how to produce a more organized response to sensory stimuli
- assisting students with the development of gross and fine motor skills
- educating teachers on how to provide sensory breaks for students throughout their school day
- collecting and evaluating data on student progress in this area
- facilitating environmental modifications to accommodate for sensory processing differences

Communication

Communication delays are common in individuals with autism, and are, in fact, part of the diagnostic criteria for Autism Spectrum Disorder as outlined in the Diagnostic and Statistical Manual-5. Communication delays can come in the form of expressive language (including articulation errors, fluency errors, uneven language development, or repetitive language), receptive language, or social (pragmatic) language (including non-verbal communication, poor conversation skills, and narrow interests). Deficits in any of these areas can adversely affect educational performance by making it difficult for a student to comprehend written and verbal instruction.

Children may also have difficulty demonstrating their knowledge through traditional communication methods. In addition, communication delays can lead to frustration, which can result in challenging behaviors, resistance to learning, and missed instruction time. Pragmatic language (the use of appropriate communication in social situations) delays make it difficult for individuals with autism to connect with those around them, including making and keeping friends.

Spectrum Academy employs speech language pathologists and speech language technicians who work to remediate communication disorders in order to facilitate educational progress. Our speech therapists:

- Evaluate students to determine service needs and degree of impairment
- Provide direct instruction to students to remediate communication delays
- Educate teachers, parents, and other staff members on effective strategies for remediating communication delays
- Collect and maintain data on student progress
- Participate in program development, including consulting on social skills instruction, collaborating with teachers on lesson planning, and running classroom groups
- Create goals and develop treatment plans to ensure student progress

Behavior

Multi-Tiered System of Supports (MTSS)

Spectrum Academy's framework for supporting students uses a Multi-Tiered System of Supports model (MTSS), an approach widely used in academic and behavioral settings that supports students using the least restrictive level of intervention. A student is assessed and receives additional instructional and/or behavioral support through a multi-tiered hierarchy of increasing interventions. Each level or tier provides interventions with increased intensity until students are able to demonstrate success with interventions. MTSS is best practice, utilizes observations and data collection to justify

interventions, and applies a team approach to minimize emotional and subjective decision-making.

Additionally, Spectrum Academy uses Child Study Team (CST) meetings as a mechanism to implement MTSS. CST meetings start with a referral, data collection, intervention/assignments, and tracking of student progress through the process of increasing interventions. CST meetings typically involve the teacher (most often the referral source), occupational therapist, speech and language therapist, principal, IEP specialist, and are typically run by the social worker, counselor, or behavior specialist. Teachers are responsible for providing data in graph form. Although anecdotal data is important, visual graphing of the data tracking is the justification for increasing interventions.

Positive Behavior Interventions and Supports (PBIS)

PBIS are universal and proactive practices and approaches that all staff and classrooms at Spectrum Academy implement for all students. PBIS are vital to the entire continuum of MTSS interventions. PBIS emphasizes prevention of problem behaviors, development of pro-social behaviors, and the use of data driven problem solving to address existing behavior challenges. These PBIS supports are explicit and deliberate in all settings, and are thoroughly described in our Behavior Support Policy and Procedure Manual. School-wide expectations are the framework for PBS. Spectrum Academy's expectations are as follows:

Spectrum Academy Elementary School PRIDE Expectations

P=Practice listening body

R=Respect for all

I=I am accountable

D=Do at first request

E=Everybody safe

Spectrum Academy Intermediate School PRIDE Expectations

P= Practice appropriate listening

R= Respect for all

I= Incorporate accountability

D= Demonstrate cooperation

E= Embody safety

Spectrum Academy Secondary School PACK Expectations

P= Perseverance

A= Accountability

C= Communication

K= Kindness

PBIS is not a curriculum or a script but a prevention oriented framework for establishing and teaching behavioral expectations. In the typical Spectrum Academy classroom PBIS may look like:

a) Developmentally appropriate and motivating curriculum.
b) High rates of positive reinforcement vs. corrective commentary.
c) Appropriate pacing of the academics.
d) Precision requests.
e) Positively stated rules.
f) Visual schedule.
g) Classroom procedures that are explicitly identified.
h) Close proximity-teacher and paraprofessional moving about the classroom.
i) Specific and positively worded directions.

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

Instructional Methods

Instruction at Spectrum Academy is based on a comprehensive theory of learning and development—the Vygotskian approach. Vygotsky believed that development of a behavior occurs on two levels, which form the boundaries of the *Zone of Proximal Development* or *ZPD*. The lower level is defined by the student's *independent performance*—what she knows and can do alone. The higher level is the maximum she can accomplish with help; this is the level of *assisted performance.* Varying degrees of partially assisted performance lie in between maximally assisted performance and independent performance (Moore, 2011).

Teachers instruct students in their ZPD through scaffolding. Scaffolding occurs in a learning environment through a gradual release of responsibility to the learner, as the learner becomes more responsible for his/her own learning and able to maintain a new skill. Teachers scaffold children's learning in a variety of ways, from organizing the environment to support learning, to giving hints and prompts, to modeling what to do, to explicit instruction. Depending on what the child is learning and where the child is in the learning cycle, the teacher tailors instruction to fit these needs.

Another important component of Vygotsky's theory is the necessity for equipping students with "Tools of the Mind." Similar to the way physical tools extend humans' physical abilities by acting as extensions of the body, mental tools extend our mental abilities by acting as extensions of the mind (Vygotsky, 1978). Examples of mental tools proven to be effective for students with developmental disabilities which are incorporated into the instruction at Spectrum Academy include, but are not limited to:

- Mnemonics

- Graphic Organizers
- Visual Organizers
- Learning Styles Inventories
- Planners
- Charts/Tables/Graphs/Lists
- Organizational Software
- Music
- Assistive Technology
- Self-Regulation Strategies
- Technology

Explicit Instruction

Over the past 20 years there has been a synthesis of intervention research for students with special needs (Vaughn, Gertsen, and Chard, 2000, Mastropiere et.al., 1996, Kamil et.al., 2008, Gertsen et al., 2009, Archer and Hughes, 2011) which has shown explicit instruction to be one of the most effective methods. The sixteen elements of explicit instruction as described by educational researchers include:

1. Focus on critical content.
2. Sequence skills logically.
3. Break down complex skills and strategies into smaller instructional units.
4. Design organized and focused lessons.
5. Begin lessons with a clear statement of the lesson's goals and your expectations.
6. Review prior skills and knowledge before beginning instruction.
7. Provide step-by-step demonstrations.
8. Use clear and concise language
9. Provide an adequate range of examples and non-examples.
10. Provide guided and supported practice.

11. Require frequent responses.
12. Monitor student performance closely.
13. Provide immediate, affirmative, and corrective feedback.
14. Deliver the lesson at a brisk pace.
15. Help students organize knowledge
16. Provide distributed and cumulative practice (multiple opportunities to practice a skill over time).

High Leverage Practices In Special Education

The Council for Exceptional Children (CEC), and the Collaboration for Effective Educator, Development, Accountability and Reform (CEEDAR), after extensive research, released the following High Leverage Practices in Special Education (McLeskey, et.al, 2017). These practices are endorsed by the Office of Special Education Programs (OSEP) and the Utah State Board of Education (USBE). Spectrum Academy also endorses and implements these practices as part of its MTSS program.

HLP1 ***Collaborate with professionals to increase student success.*** Collaboration amongst special education teachers, general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams require the use of effective collaboration practices (e.g., sharing ideas, active listening, questioning, planning, data inquiry cycles, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

HLP2 ***Organize and facilitate effective meetings with professionals and families.*** Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, instructional planning) with the

purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.

HLP3 ***Collaborate with families to support student learning and secure needed services.*** Teachers and related service providers collaborate with families about individual student needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs). Teachers should respectfully and effectively communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children's learning.

HLP4 ***Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.*** To develop a deep understanding of a student's learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students' strengths and needs and (b) analyze the school-based learning environments to determine potential supports and barriers to students' academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, other data sources). This information is used to create an individualized profile of the student's strengths and needs.

HLP5 ***Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.*** Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development, and goal implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include: goals that are standards-based, appropriate accommodations and modifications, and fair grading practices, and transition goals that are aligned with student needs.

HLP6 ***Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.*** After special and regular education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, teachers have the skills to manage and engage in data inquiry cycles using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.

HLP7 ***Establish a consistent, organized, and respectful learning environment.*** To build and foster positive relationships, teachers should establish age-appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, teachers should

provide age-appropriate, specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines), be respectful, and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments.

HLP8 ***Provide positive and constructive feedback to guide students' learning and behavior.*** The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

HLP9 ***Teach social behaviors.*** Teachers should explicitly teach appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring the "appropriate" behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

HLP10 ***Conduct functional behavioral assessments to develop individual student behavior support plans.*** Creating individual behavior plans is a central role of all special educators. Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student's problem behavior. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a pro-social replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress.

HLP11 ***Identify and prioritize long- and short-term learning goals.*** Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

HLP12 ***Systematically design instruction toward a specific learning goal.***

Teachers help students to develop important concepts and skills that provide the foundation for more complex learning. Teachers sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students' prior knowledge and show how each lesson "fits" with previous ones. Planning involves careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.

HLP13 ***Adapt curriculum tasks and materials for specific learning goals.***

Teachers assess individual student needs and adapt curriculum materials and tasks so that students can meet instructional goals. Teachers select materials and tasks based on student needs; use relevant technology; and make modifications by highlighting relevant information, changing task directions, and decreasing amounts of material. Teachers make strategic decisions on content coverage (i.e., essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

HLP14 ***Teach cognitive and metacognitive strategies to support learning and independence.*** Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

HLP15 ***Provide scaffolded supports.*** Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

HLP16 ***Use explicit instruction.*** Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills.

They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

HLP17 ***Use flexible grouping.*** Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

HLP18 ***Use strategies to promote active student engagement.*** Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student–teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e. g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

HLP19 ***Use assistive and instructional technologies.*** Teachers select and implement assistive and instructional technologies to support the needs of students with

disabilities. They select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes.

HLP20 ***Provide intensive instruction***. Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

HLP21 ***Teach students to maintain and generalize new learning across time and settings.*** Effective teachers use specific techniques to teach students to generalize and maintain newly acquired knowledge and skills. Using numerous examples in designing and delivering instruction requires students to apply what they have learned in other settings. Educators promote maintenance by systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom. Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction.

HLP22 ***Provide positive and constructive feedback to guide students' learning and behavior.*** The purpose of feedback is to guide student learning and behavior and

increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

High Impact Instructional Strategies

The research of John Hattie and Robert Marzano supports the findings of the CEC and CEEDAR, by emphasizing high impact strategies aimed to increase opportunities for teacher success and to cultivate student growth and achievement. Hattie has conducted 15 years of research on the achievement of 300 million school-aged students. He has combined the data from 1,500 meta-analyses to determine which strategies have a high impact on student learning. Hattie's book *Visible Learning* describes strategies with a .40 effect size or higher as being within the Zone of Desired Effect, which is equal to 1+ year of student growth.

Marzano (2009) has also conducted research on instructional strategies that maximize teachers' ability to enhance student achievement. He has identified three areas central to school improvement: (1) sustaining effective instructional strategies system-wide, (2) using classroom and grading practices to provide effective feedback to students, and (3) building strong student academic vocabulary.

SPECTRUM ACADEMY
A Community of Learners

High Impact Instructional Strategies

Strategy	Description	Examples
Scaffolding .82 effect size	Scaffolded instruction is used to move students toward stronger understanding and independence in the learning process. A teacher provides temporary levels of support that are incrementally removed when they are no longer needed, gradually shifting the responsibility of learning to the student.	• Graphic organizers • Reading guides • Concept mapping • Cornell Notes • Strategies (mnemonics, etc.)
Teacher Clarity .75 effect size	Teacher clarity demonstrates clear and shared purposes and goals for learning in planning and student interaction. The teacher provides daily objectives, rubrics, models, and identifies which students need further support. High expectations are maintained for ALL students. Explicit Instruction provides clear directions with an explanation, demonstration, and modeling. Skills are taught in manageable steps and students are given the opportunity to practice skills with a small group and independently. (.57 effect size)	• Rubrics • Student self tracking • Explicit instruction: I do, We do, You do • SACS Lesson Design Template • Learning objectives with purpose
Feedback .75 effect size	Feedback can close the gap between the present and desired performance. The aim of effective feedback is timely, specific, understandable, and actionable. quality feedback improves performance and gives students the opportunity to continue in the learning process.	• Asking frequent higher order questions • Corrective Feedback Cycle • 5:1 positive to corrective feedback
Effective Vocabulary Instruction and Discussions .67 effect size	Effective vocabulary instruction builds knowledge of the meaning and correct usage of a word, as well as understanding through multiple exposures, examples, non-examples, and discussions. A consistent vocabulary protocol increases understanding and enables efficient vocabulary acquisition. (.67 effect size, Hattie 2012) Classroom Discussions Opportunities should be provided to practice academic language through speaking, writing, and discussions. (.82 effect size)	• Marzano's 6 step protocol • Structured discussion frames • Fishbowl • Inside/Outside Circles

Active Student Engagement .60 effect size	Active engagement is the process of involving **ALL** students in opportunities that encourage them to develop understanding of content by working with and reflecting upon the material being presented. Structured Grouping uses targeted instruction and accountable responses in pairs or small groups to allow for greater engagement and learning. This will increase individual responsibility for learning and enhance social skills.	• Opportunities to Respond • Choral response • Small groups • Precision Partnering • Jigsaw Method • Reciprocal Teaching

The goal for emphasizing high impact and high leverage strategies is to increase opportunities for teacher success and to cultivate student growth and achievement within Spectrum Academy. Spectrum Academy encourages administrators, coaches, and teachers to support the Spectrum model by implementing high impact instructional strategies that increase student proficiency and foster positive change in our schools.

Applied Behavior Analysis

Applied Behavior Analysis is the process of "systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, *and to demonstrate that the interventions employed are responsible for the improvement in behavior"* (Baer, Wolf, & Risley, 1968). There are hundreds of research articles demonstrating the efficacy of applied behavior analysis as an intervention for individuals with autism. These studies range from group design outcome studies to single subject studies supporting the use of one specific intervention or technique.

Applied Behavior Analysis (ABA) comprises interventions designed to analyze and change behavior in a precisely measurable and accountable manner. It employs strategies based on scientific principles of behavior that are designed to build socially useful repertoires and reduce problematic ones. The defining assumption of ABA is that behavior is learned and controlled by contingencies within the environment.

Discrete Trial Training (DTT) is an ABA method of teaching through simplified and structured steps. Instead of teaching an entire skill in one go, the skill is broken down and "built-up" using discrete trials that teach each of the steps, one at a time (Smith, 2001). Within DTT, each trial has a very specific set of steps that are clearly defined and scripted, and always need to be followed. Clearly defined steps allow the teachers and program supervisors to identify what specific teaching methods or "tactics" are working and which ones are not. There are six basic parts to a discrete trial:

1. Antecedent
2. Prompt
3. Response
4. Consequence for a correct response
5. Consequence for an incorrect response
6. Inter-trial interval

Transition (School to Post School Outcomes)

Researchers have continually shown that in order for students with disabilities to lead productive and fulfilling lives as adults, they need support in the transition from secondary school to post-secondary environments. As a result, several reauthorizations of IDEA have emphasized transition planning in helping students with disabilities to obtain employment, pursue postsecondary education and training, and live more independently. Spectrum Academy's philosophy includes the fundamental premise that with adequate support and planning, transition for graduates can be positive and a springboard to independent living, productivity in post-secondary education and work, and integration into the community. Spectrum Academy provides transition training and services in the areas of education/instruction, career/employment, community, and adult living. Although

transition training starts in kindergarten, a sampling of what Spectrum Academy provides for transition services is outlined below for grades 6-12.

Courses of Study

Middle school students (grades 6-8) have the opportunity to participate in one of two courses of study.

1. **The Traditional Course of Study**---This track is designed for all students who are learning from the Utah Common Core Standards. All courses are aligned with the Utah Common Core and prepare students for participation in the traditional course of study in high school.
2. **Functional Skills Course of Study**---This track is designed for students who perform significantly below grade level for academics and below developmental level for adaptive skills. Students in this program receive instruction using the Essential Elements in basic reading, math, science, and communication. They also receive instruction on socialization and adaptive life skills.

High school students (grades 9-12) have the opportunity to participate in one of three courses of study.

1. **Traditional Course of Study**--This track is designed for students who are planning to attend a college or university, or vocational training and/or employment following graduation.. Students in this track are on or above grade level in core areas as well as students who are less than two years below grade level. All courses are aligned with the Utah Common Core and meet the Utah requirements for graduation with a traditional diploma.

2. **The Functional Skills Course of Study**---This track is designed for students who have significant cognitive disabilities and who require a modified curriculum. Students in this program receive instruction on functional life skills such as cooking, personal hygiene, job skills, independent living skills, communication, and socialization.

   Transition specialists work to create community partnerships that allow our students to participate in job exploration, customized employment, on-the-job training, internships, volunteer work, and paid employment. Students are then provided with job coaches or job shadows to help them navigate and become successful in the world of work. Students in this track may attend school until they reach the age of 22 if the IEP team deems it necessary..

School-to-Work Program

The School-to-Work Program serves to gradually teach students the skills they need to obtain and maintain employment upon entering the adult world. Students from all two courses of study are eligible to participate. This multi-level program allows students to begin working on foundational vocational skills through participation in a school or community-based businesses during the 9th and 10th grades. Beginning in 11th grade, students have the opportunity to work at community-based businesses for hands-on training in individualized apprenticeships. The gradual development of vocational skills with direct support from a trained job coach allows Spectrum Academy students to work with increasing independence in a range of job placements.

In addition to vocational skills, there is also an emphasis on social, self-advocacy, and executive functioning skills development. Job coaches work with students and employers to identify systems of support and communication that contribute to each

student's success. Admission into the School-to-Work Program involves a review of student performance, including grades, IEP progress reports, citizenship, functional/vocational skills, and parent input. Students are considered on an individual basis with their own unique set of needs.

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

Professional development is a high priority at Spectrum Academy. Currently, institutes of higher education do not prepare special education teachers in depth in any particular disability category. Each disability category under IDEA is covered briefly, with limited guidance on practical strategies and approaches for academic instruction. Therefore teachers hired at Spectrum need substantial training on autism, teaching methods, behavioral interventions, classroom management, and instructional materials.

Spectrum Academy provides professional development for Spectrum educators in the following ways:

- Videos
- Online modules
- In-service trainings in the two weeks prior to the start of school
- Weekly faculty trainings
- Statewide professional development courses
- National professional development opportunities
- Invited professional development trainers
- Mentors
- Individualized coaching plans

- Published literature and reference materials

Spectrum Academy provides trained educators the opportunity to participate in the design and implementation of the learning program in a variety of ways including, but not limited to:

- Yearly school improvement planning
- Transition programming
- Curriculum committees
- Collaborative Teacher Teams (CTTs)
- Least Restrictive Behavioral Interventions Committee
- Creating agendas for and presenting at Parent Education Nights (PEN)
- Evaluations
- Surveys

Educator participation and input informs the development and improvement of the Spectrum Academy learning program and supports continual and significant innovation and enhancement in both teaching, and behavioral strategies and methods.

4. Increasechoice of learning opportunities for students.

Spectrum Academy provides a unique learning opportunity for students with autism, and others who would benefit from our unique framework and specialized learning environment. We provide individualized instruction, daily instruction using technology, an innovative social skills curriculum, sensory regulation strategy instruction, and the accommodations and tools that students need for educational and personal success.

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

Assessment and accountability are vital to student improvement. Spectrum Academy monitors students' progress by gathering timely and relevant data and utilizes a data-driven inquiry cycle in order to create a systematic process for improving teaching and learning across schools. This process, which focuses on progress in the instructional core, is measured through analysis of formative and summative assessments.

Formative assessments are used to inform instruction, assess specific learning skills, and then qualitatively analyzed regularly to examine and understand student thinking. Formative assessments at Spectrum Academy include, but are not limited to:

- Observations
- Discussion
- Projects,
- Curriculum-based assessment
- Quizzes
- Visual representation
- Active student responses
- Social skills unit assessments
- Sensory profile questionnaires
- Progress monitoring tools

Summative assessments are used to determine proficiency of content standards at the end of the school year. Spectrum Academy participates in all State mandated summative assessments:

Section 4---Comprehensive Program of Instruction

Discussion and examples of how the Program of Instruction will be monitored to include:

- **How the school and staff will disseminate information regarding student performance to track students' progress toward mastery of State standards over time.**

For students with autism spectrum disorders (ASD), standardized assessments present a host of difficulties. When testing children with ASD, it may be difficult or impossible to adhere to the administration guidelines and still elicit the student's best performance. Tests that are highly dependent on language comprehension, for example, may be biased against students with ASD (Watson & Marcus, 1999). Specifically, tests that require lengthy verbal directions and verbal responses are almost always inappropriate. Even on the performance subtests, receptive language skills are required to understand the directions.

The communication deficit faced by all students with ASD puts them at a disadvantage on tests dependent on receptive and expressive language use. Other characteristics of Autism spectrum disorders affect the standardized testing situation. In addition to language skill deficits, students with ASD may lack other skills required in the testing situation. Students with ASD, regardless of level of functioning, possess deficits in social skills. Standardized tests require some level of social interaction. It may be difficult to perform well on an individually administered assessment without reciprocal social interaction skills. Atypical interests, repetitive behaviors, stereotypic behaviors, disruptive behaviors, and inattention may further complicate the testing

situation (The Indiana Center for Autism Research, 2015).

Spectrum Academy students participate in statewide standardized testing, however due to the nature of the disabilities our students have, a single yearly assessment is not the best indicator of academic progress. The assessment methods that we have found to be most successful in determining progress and informing instruction include:

- Curriculum-based assessments
- Progress monitoring tools
- Standards-based portfolios
- Formative assessments
- Observational data
- Individualized Education Program (IEP) performance data

Information on student progress is disseminated in one or more of the following ways:

- Report cards every 9 weeks
- Parent/Teacher conferences
- Student Information System (Compass)- Parents receive username and password which allows them to check on their student's progress, grades, and assignments on a daily basis
- IEP progress notes every 9 weeks
- Whole school report card put on school's website annually
- Progress results for improvements in social skills and sensory regulation put on school's website annually

Students in grades K-12 are graded with both a traditional letter grading system and a standards based system. Grades are based on progress with grade-level requirements for our traditional course of study. Functional Life Skills students are graded using the Essential Elements on skills and abilities by the level of assistance they need to accomplish the skill (full assistance, partial assistance, independent).

- **How the school will ensure that teachers integrate standards into instructional practices.**

Prior to beginning instruction, teachers are provided with professional development on the Utah Common Core Standards and the Essential Elements. They learn how to map the curriculum to ensure that all standards are covered throughout the school year. Teachers are provided assistance, if needed, to develop 180-day plans for each subject area which are required to be submitted to the principal two weeks prior to the start of the school year. Teachers are also required to submit weekly lesson plans that include the standards being taught.

Teachers are provided with instructional materials and formative assessments that are aligned with the Utah Common Core Standards. Principals conduct two formal evaluations on each teacher annually, and several informal observations throughout the school year to ensure curriculum is implemented with fidelity.

- **A School calendar outlined in semesters, trimesters, or quarters which is in compliance with State Board requirements on minimum school days outlined in R277-419.**

Spectrum Academy has a school calendar outlined in quarters that meets the required 180 days and 990 instructional hours. Calendars are aligned as closely as possible with the district in which the school resides. Spectrum Academy may seek flexibility waivers of the required instructional days and hours in the event that local conditions warrant it.

- **Description of how special education will be provided (i.e., will the school contract with the school district to provide all special education services, or will the school provide the services by hiring its own service providers, contracting with independent third parties, pooling resources with other schools, or a combination of these approaches?). The description should include how the school will manage and staff assessment and identification; proper staffing of IEP meetings and service delivery including the provision of related services, if identified on the IEP.**

The majority of students at Spectrum Academy (historically 85%) qualify for special education services as outlined in the federal regulations of the Individuals with Disabilities Improvement Act (IDEA). Spectrum Academy's special education programs are essential for each student's success. Spectrum Academy will employ the following individuals at each campus to ensure the smooth integration of teaching techniques, IEP implementation, positive behavioral supports, and crisis prevention programs that will maximize student progress as outlined in its Special Education Policy and Procedures Manual:

- **School Principal-** The school's principal will have a special education degree with school leadership licensure. The administrator will be trained by the director of academics on the duties and responsibilities of serving as the LEA for IEP

meetings. The principal will be the LEA for all IEP meetings unless they appoint a designee who has also been trained to serve as an LEA. The LEA will ensure that all IEP teams are comprised of the individuals required by IDEA.

- **Teachers-** Spectrum Academy seeks to hire teachers who hold dual licensure in special education and regular education, or in areas that would allow the school to provide a continuum of placement options. If a teacher is hired who has only regular education licensure, they are provided with extensive training on the special education process, the implementation of IEPs and data collection. All teachers receive comprehensive training on the provision of accurate and research-based IEP service delivery, instructional methods, data collection, positive behavioral supports and interventions, social skills instruction, sensory integration and self-regulation techniques, and child find procedures.
- **Paraprofessionals-** Spectrum Academy strives to employ and provide a paraprofessional in every classroom in order to increase the teacher-to-student ratio. Paraprofessionals are required to be highly qualified as outlined in the No Child Left Behind federal educational initiative. This means they are required to have an associate's degree from an accredited college or university, or have a high school diploma and successfully pass the Paraprofessional Praxis examination. All paraprofessionals receive comprehensive training on the provision of accurate and research-based IEP service delivery, instructional methods, data collection, positive behavioral supports and interventions, social skills instruction, and sensory integration and self-regulation techniques to be carried out under the direction of a licensed teacher.
- **Behavior Specialist-** The behavior specialist at each campus will ideally be a Board Certified Behavior Analyst (BCBA) or hold a special education degree with commensurate behavior management experience. The behavior specialists will be able to conduct Functional Behavioral Assessments (FBAs) and

implement Behavior Intervention Plans (BIPs) for struggling students. Additionally, they will assist with any manifestation determination meetings. Spectrum Academy Crisis Prevention and Intervention (CPI) instructors will provide intensive training for behavior specialists, and others who have been appointed to serve on crisis response teams, that will certify them as practitioners. This research-based program will provide them with in-depth skills in prevention, de-escalation, crisis and post-crisis intervention.

- **Special Education Coordinator-** The special education coordinator at each campus is an individual who has extensive knowledge of the special education process, rules, and procedures required to be in compliance with State and Federal special education laws and requirements. This individual is responsible for maintaining special education records, requesting and sending special education files, scheduling IEP-related meetings, scheduling any necessary assessments to establish initial or re-evaluation eligibility, and extended school year eligibility and procedures.
- **Occupational Therapists-** Each campus employs licensed occupational therapists and/or certified occupational therapy assistants in accordance with best practice maximum caseload recommendations. If and when caseloads exceed these recommendations, additional staff will be hired in order to remain within the recommended guidelines. These individuals will provide individual and group pull-out therapy, push-in classroom therapy, necessary assessments, teacher training and consultation, and attend IEP meetings when needed.
- **Speech/Language Pathologists-** Each campus employs licensed speech/language pathologists and/or speech technicians in accordance with best practice maximum caseload recommendations. If and when caseloads exceed these recommendations, additional staff will be hired in order to remain within the recommended guidelines. These individuals provide individual and group

pull-out therapy, push-in classroom therapy, necessary assessments, teacher training and consultation, and attend IEP meetings when needed.

- **School Psychologist and Licensed Clinical Social Worker (LCSW)-** Licensed school psychologists and LCSWs are employed with services shared across campuses. These individuals are responsible for providing any counseling and psychology minutes listed on a student's IEP. They administer any necessary assessments required for initial special education eligibility and re-evaluations. These individuals attend IEP meetings when needed.
- **Educational Technology/CTE Coordinator-** A career and technical education specialist is employed with services shared across campuses. This individual has extensive knowledge and experience in career and technical education requirements as outlined in state and federal laws and regulations. The goal of position is to implement effective, results-oriented programs that will lead to post-high school success for all students, including but not limited to:
    - School-to-work programs
    - Job skill acquisition and generalization
    - Business community partnerships for job placement
    - School-based businesses
    - Job shadowing
    - Community and adult living
    - Education/Instruction
    - Self-determination
    - Transition assessments
- **Other Related Services-** Other related services that may be needed for IEP compliance such as physical therapy, vision, hearing, and unique medical services will be contracted out with state and/or private agencies.

Section 5---Start-Up Plan

N/A

Section 6---Organizational Structure and Governing Body

Administrative Principles

Spectrum Academy's administrative policies and procedures are governed by principles of open and active discussion. Faculty, staff, parents, students, and other stakeholders are encouraged to provide input into the decision-making process.

Board of Directors

The operation and administration of the board of directors shall be governed by the provisions of the Bylaws which may be amended from time to time by actions of the board. The board will appoint members to fill the following positions on the Board: president, vice president, secretary, and treasurer. Responsibilities of the board of directors includes, but are not limited to:

- Defining Board policy
- Appointing the Directors
- Overseeing school finances
- Defining and approving operational school policy
- Overseeing and approving school expansion initiatives

Executive Director of Finance and Development

Under the general direction of the governing board in coordination with the Director of Academics, the Executive Director of Finance oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll and auditing. The executive director- finance and development also advises board members and Director of Academics concerning financial processes and procedures. The executive director- finance and development develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations.

Responsibilities include:

- Setup accounting system including AP, Payroll, AR, and Reporting; Develop and maintain timely and accurate accounting records for school
- Perform accounting processes and maintain the chart of accounts
- Create and implement accounting manual, including procurement procedures and control measures for public funds in accordance with applicable state and federal procurement laws, guidelines, and school procedures
- Prepare and maintain reporting timeline and execute reporting for all financial managerial and statutory reporting requirements
- Prepare monthly, quarterly, and annual financial statements (Statement of Financial Position, Statement of Activities, Statement of Cash Flows), including budget to actual analysis including variance explanations.
- Ensure budget is board approved and being followed
- Coordinate annual financial audits, and any other reviews by the USOE, Federal, or other agencies
- Work with executive director of academics and governing board to ensure audit findings are appropriately addressed and any deficiencies remedied

- Manage cash processes, including contributions, receivables, grants, funding and deposits.
- Perform monthly account reconciliations and obtain appropriate reviews and approvals.
- Monthly payroll processing; Act as benefits coordinator including tracking of personal time off and coordination of annual benefits enrollment. Ensure all federal and state payroll related reports and payments are done in a timely and accurate manner.
- Work with the board and executive director of academics to ensure adequate controls are in place (e.g. segregation of duties and documentation of control points); Develop administrative systems and procedures.
- Participate in pre-service training and on-going professional development; Remain current in the use and management of requisite technology (including USOE, auditor, and Charter Star finance trainings)
- Maintain adequate insurance coverage ensuring compliance with any requirements.
- Maintain all facilities to be safe, well cared for, and in compliance with all rules, laws and guidelines of governmental and insurance entities.
- Direct and coordinate all fund raising activities and insure all measures are taken to remain in compliance of all 501(c)(3) regulations for all donations and activities.
- Direct the efforts of the financing or bonding all facilities and coordinate with the Board to ensure all long-term facility finance goals are being met.
- Review and evaluate all sources of governmental revenue to ensure all funding sources are correctly being funded according to statutes and USOE rules. Be aware of and involved in any legislation or USOE funding rule changes that may affect the funding to the school now or in the future.

- Direct the public relations of the school and be in contact with media agencies to get the message and vision of the school communicated to the public.

Executive Director of Academics

Under the general direction of the governing board in coordination with the executive director of finance,, the executive director of academics is responsible for overseeing all components of the educational programs and staffing for all campuses, and any additional responsibilities that the Board may require. Some of these programs include:

- Oversight and continual evaluation of instructional materials that are aligned with the Utah Common Core Curriculum
- Oversight, training, development, and evaluation of all regional directors
- Oversight of school improvement planning and implementation
- Oversight, training, development, and evaluation of all special education coordinators
- Oversight of assessment coordinator and all assessment tools, initiatives, and results, including all student progress
- Oversight, development, and evaluation of related services coordinator, inclusive of all related services provided (speech, OT, behavior specialists, school psychologist, LCSW)
- Developing and maintaining positive stakeholder relations
- Developing and maintaining relationships with universities and other organizations for the purpose of research, staff development, community education initiatives, conferences, etc.
- Developing and maintaining positive relationships with State Office of Education personnel

- Development of policies or changes to policies to submit to the board for approval
- Oversight of adherence to approved budget
- Along with the executive director of finance and development, serve as spokesperson for the school as it pertains to media and public relations
- Oversight of prevention and crisis management program
- Completion and submission of all state mandated reporting requirements pertaining to educational programming
- Application and submission of any relevant grant opportunities
- Investigating and/or responding to any due process complaints
- Completion of all State mandated special education reporting and program improvement planning
- Oversight of staff training print materials, online modules, etc.
- Maintaining a knowledge of current research in the field of autism
- Seek out and attend professional development opportunities that will enhance and enrich current Spectrum Academy programs
- Make recommendations to the board for expansion opportunities
- Oversight of parent and community educational initiatives

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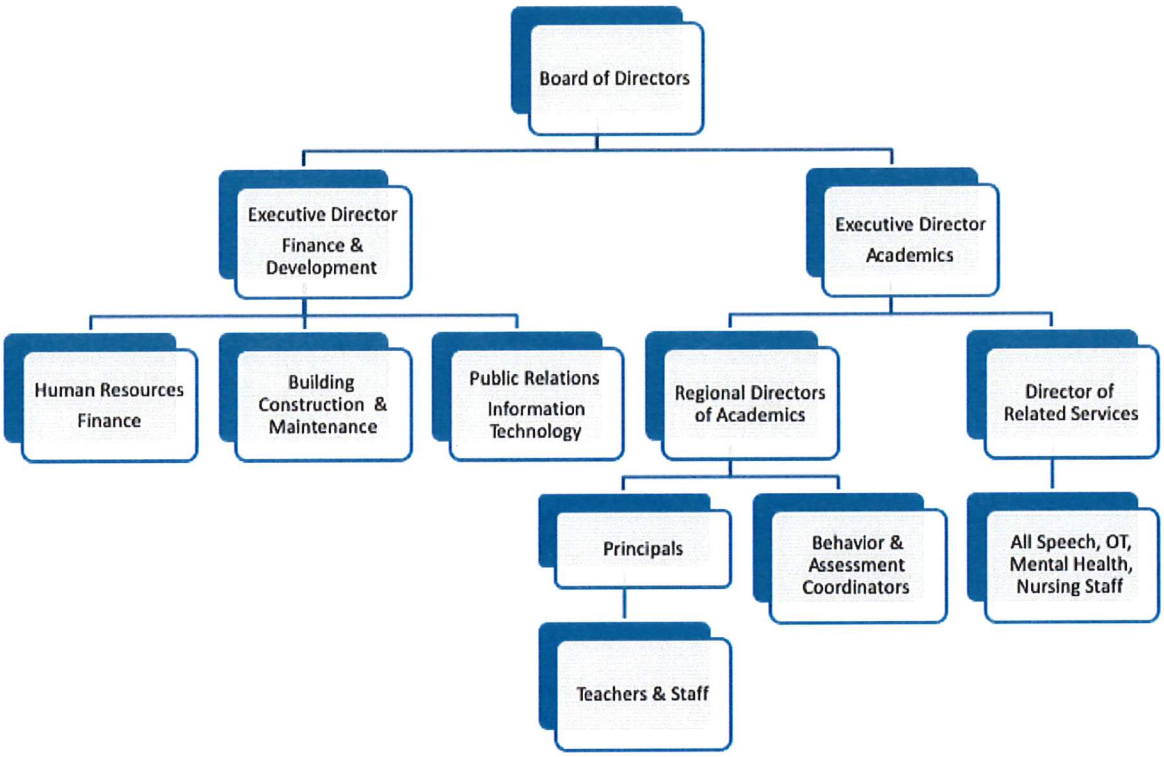
Organizational Chart and Chain of Command



Section 7 – Background Information and Resumes

N/A

Section 8 – Articles of Incorporation (including copy of Bylaws)

Articles of Incorporation have not changed since incorporation. New proposed bylaws can be found here.

Section 9 – Admission (including lottery plan) and dismissal procedures, including suspension procedures. If the charter school will follow a district's discipline/suspension policy, attach a copy of the policy from the district.

53A-1a-508(3)f

Initial enrollment of any new school will be based on a first come first serve basis after a 45-day minimum enrollment period has expired. In the event the number of applicants exceeds the established ceiling, student enrollment will be determined through a random lottery process.

Spectrum Academy
Lottery Policy

General Rules

1. Each year, Spectrum Academy (School) will fill open seats at the School via a random selection process. Currently enrolled Spectrum Academy students in good standing who request continuing enrollment by a date designated each school year will be guaranteed placement for the following school year.
2. Spectrum Academy accepts all applications for consideration in the random selection process.
3. Applicants not selected but who desire to be considered for subsequent school years must re-apply prior to the start of each school year. The starting and ending dates of the open application period for the upcoming school year is available on the School's web site.
4. The dates and times of all random selection sessions shall be determined by the Spectrum Academy Board of Directors or by an administrative designee.

5. All random selection sessions shall be held as open, public meetings at the School. Consult the School's web site for the dates and times.
6. The results of all random selection sessions shall be available for review.
7. Parents of applicants are not required to attend the random selection sessions for those applicants to be considered.
8. Preferences: students shall be selected on a random basis, except that the school may give preference to:
    a. **Founding Families** Pool** – The students of founding families, as prescribed by Federal regulations.
    b. **Existing Students Pool** – All students currently attending the School who have not declared, in writing, their intent to withdraw for the upcoming school year.
    c. **Sibling Priority Waitlist** – All siblings of students in the *Existing Students Pool* who are not themselves registered students at Spectrum Academy. NOTE – This is a sequenced list.
    d. **Children of Employees** – The children of Spectrum Academy employees who wish to attend the School.
    e. **Students with Autism-** Students on the autism spectrum will be given a slight preference as allowed by state law (autism diagnosis must be documented by a healthcare professional).

Random Selection Session Procedures

1. Random Selection Sessions (lotteries) are held at the school only if an open seat is available.
2. When a random selection session is held, all of the applicants in the following *applicant pools* are considered, in this order:
    a. **Open Enrollment Applicant Pool** – All applicants who were submitted into the system during the open application period.
    b. **Post-Open Enrollment Applicant Pool** – All applicants who were submitted after the open application period.
3. All applicants in all pools shall be considered. At the time of consideration, an applicant shall be assigned to one of two possible statuses:
    3.1. **Selected** – The applicant is guaranteed a seat at Spectrum Academy pending Confirmation of Placement.
    3.2. **Not Selected** – No seat was available for the applicant at the time of consideration.

Notification of Placement

1. Upon an applicant's initial change of status to *Selected*, Spectrum Academy shall notify the applicant's household.
2. The method of notification, whether by e-mail, phone, or letter, shall be determined by the Spectrum Academy Board of Directors.
3. It is the parent's responsibility to check the online enrollment system to determine any applicant's change of status and to act accordingly.
4. Although Spectrum Academy staff will make a reasonable effort to contact the households of selected applicants, Spectrum Academy is not responsible for any failure of notification. This includes, but is not limited to:

   4.1. An e-mail address bounces or is invalid.

   4.2. A phone number is disconnected or is not in service.

   4.3. Failure to reach a parent at the phone numbers listed.

   4.4. A mailed letter is returned as undeliverable or is not responded to.

Confirmation of Placement

1. All applicants having a status of *Selected* who are not in the *Existing Students Pool* must confirm their placement to the administration of SA within 30 days of notification. The procedures for Confirmation of Placement will be given during Notification of Placement.
2. Should the applicant not be confirmed according to the supplied procedures for confirmation, the regional director reserves the right to change the applicant's status to ***Declined Enrollment.*** Applicants assigned this status are not considered in subsequent random selection sessions unless or until the parent re-registers for subsequent lotteries.
3. Confirmation of Placement takes place on an applicant-by-applicant basis.

Refusal of Placement

1. If your student is selected in a lottery and you wish to decline the offer to enroll, you may do so by sending an email to this effect to hdereta@spectrumcharter.org. Please include the student's full name, grade and campus.
2. At the time an applicant's placement is declined, the applicant is assigned the status ***Declined Enrollment*** and the rules for such applicants as listed in the Confirmation of Placement section shall apply.

**Definition of *Founding Families*: A member of a family who has had a significant role in the development of the charter school application (R277-481).

Behavioral Policies and Procedures

A student handbook of fundamental behavior policies and procedures is distributed to every child and parent at the beginning of school. Spectrum Academy's comprehensive Behavior Support Manual is available in print at each school location, as well as online for students, parents, or others who wish to access it at any time. The manual is linked in the heading of this section.

Section 10 – Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled.

Spectrum Academy Charter School follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for state Complaints, mediation, due process complaints, resolution process, due process hearings, civil actions, attorney's fees, and student's status during proceedings.

Section 11 – Opportunities for Parental Involvement

All parents/guardians are encouraged to be involved in their child's education and contribute to the continued improvement and understanding of educational programs and infrastructure of Spectrum Academy. While providing volunteer hours to Spectrum Academy is not a requirement for a student to be enrolled, parents/guardians are strongly encouraged to support the school by volunteering their time and talents. In order to provide a guideline for the recommended number of volunteer hours, Spectrum Academy administration suggests 40 hours per year for the first child who attends and 10 additional hours per year for each additional child who attends.

Opportunities for volunteer work are communicated to parents through a variety of ways including the school website, weekly newsletters, and teacher emails. These opportunities include, but are not limited to:

- Tutoring
- School Parties
- Photocopying
- Bulletin Boards
- Assemblies
- Test Proctors
- Special Productions/Performances
- Committees
- Fundraising
- Extra Curricular Activities
- Field Trips
- Lunch Monitors
- Recess Monitors
- Library Help
- Technology Help
- Office Help
- Parent Organization

Many opportunities are also available for parents to complete volunteer hours from home in the event that they cannot come to the school to complete them. Parents/guardians wishing to complete their volunteer hours during school hours must comply with requirements to obtain a background check.

Section 13 – Agreements or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school districts.

Spectrum Academy students participate in the State of Utah charter consortium for athletics. Currently, students compete in the following sports:

- Basketball
  - JV Boys
  - Varsity Boys
  - Varsity Girls
- Soccer
  - Varsity Co-Ed
  - JV Co-Ed
  - Varsity Boys
- Cross County:
  - JV Boys
  - JV Girls
  - Varsity Boys
  - Varsity Girls
- Volleyball

Additionally, students have the opportunity to participate in a variety of extracurricular clubs and activities such as:

- Flying Wheels Bicycling Club
- Art Club
- Video Game Club
- Chess Club
- Lego Robotics Club

Section 14 – Qualifications of Teachers

Spectrum Academy administration employs teachers who hold valid Utah Professional Educator Licenses in the content area for which they are hired to teach, or who have met Utah State Board of Education and Spectrum Academy requirements for Alternative Preparation Program for Educator Licensing (APPEL) program. Verification of licensure or APPEL eligibility will be provided to the respective regional director by each building principal prior to the start of the school year. Administration will seek out teachers who:

- are skilled in the use of technology in a classroom environment.
- have previous teaching experience.
- demonstrate an ability and desire to learn new teaching philosophies and curricula.

Additionally, Spectrum Academy will implement extensive professional development for all new teachers and staff on research-based methods of instruction, the use of instructional materials, social skills, sensory integration, and Positive Behavior Supports and Intervention programs.

Section 15 – The school's intention to create a library with a description. The description may include location, size, staffing, and estimates of size and types of collection.

Spectrum Academy has media centers that promote information literacy, literacy and technology in the curriculum, and to facilitate teaching, student achievement, and lifelong learning. The media centers serve students as a creative place to locate resources and assist in their educational journey and stimulate their imaginations and interests. The

media centers are located centrally within the schools for student and teacher access. The school employs library media specialists who ensure that access to records and resource databases are available to students and assist students in the development and use of research skills. In addition, school media personnel integrate and develop instructional programs, collaborate with teachers and provide professional development while supporting technology as a tool for learning.

The media center requires a collection of at least 5,000 volumes or at least ten (10) books per student enrolled. The media center provides a wide range of materials, with an abundant selection of non-fiction books from every Dewey category written in varying comprehension levels with colorful and engaging illustrations. It also provides a wide variety of high interest fiction books for recreational reading in all reading levels.

There is a special collection of books with enriched STEM information and activities which are reinforced with periodic makerspace events. The media center also provides reference books and instruction on the proper use of technology in research including accessing credible resources such as EBSCO, Digital Newspapers, SIRS, Factiva, etc. The media center provides computers for research and instruction for students on how to use the library's online catalog.

Section 16 – The school's plan for providing administrative and supervisory services
See Spectrum Academy's Organizational Chart in Section 6.

Section 17 – The school's fiscal procedures. These may include policies around the governing board's budget process, limits on appropriations, monthly budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue policy around undistributed reserves, policies around interfund transfers and policies around emergency expenditures. 53A-1a-308(3)(q)

******You can find Spectrum Academy's Fiscal Policy here. ******

Section 18 – The school's policy and procedures regarding employee termination. Policy may include policies on hearings, appeals, dismissal procedures, and necessary staff reductions.

Spectrum Academy's employee handbook outlines the policy and procedures for employee termination as follows:

Appropriate Work Conduct

1. **Verbal Warning**. Your Principal verbally warns you that your conduct is unacceptable, and that continued failure to change your conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal warning may be made and retained in your employee file. Before receiving a verbal warning, your Principal will counsel you and tell you what improvements are expected.
2. **Written Warning.** Your Principal or the Director of Schools may write a document describing your unacceptable conduct or performance and may specify the needed changes or improvements. A copy of this document will be put into your employee file.
3. **Suspension**. Suspension of your employment may, at the sole discretion of Spectrum Academy, be used. The length of the suspension will be based upon the severity of the offense, your overall performance, and your disciplinary record. You may be suspended for repeated instances of minor misconduct, failure to conform your conduct or performance to the standards, or for a single serious offense. A record of your suspension will be put into your employee file.
4. **Termination of Employment.** If you fail to change your conduct or performance to the required standards, the school may, in its sole discretion, terminate your employment.

Spectrum Academy administration will administer discipline as they feel is reasonably appropriate to the circumstances, and they may eliminate any or all of the steps in the progressive discipline procedure.

Section 19 – The school's policy and procedures regarding employee evaluation. These may include frequency, components, deficiencies, staffing for evaluation, remediation, notice, and criteria.

Spectrum Academy's Teacher Handbook outlines the policy and procedures for employee evaluation as follows:

Development & Support

de•vel•op•ment: (***noun***)a specified process of growth or advancement.

Staff development at Spectrum is a standard process that occurs over the course of the school year. Initial observations are made during the first term with final observations during the fourth term. Teachers meet one-on-one with the principal to discuss performance, individual needs, establish personal professional development goals, and determine progress on those goals following the final observation.

sup•port: (***verb***) to give assistance to enable to function or act; to be actively interested in or concerned with the success of another.

At Spectrum, staff support is an individualized process based on the unique needs of each staff member with direct consideration of experience, education, and performance.. This process is ongoing, collaborative, and, above all, supportive. The direct goal of support is to offer guidance throughout the school year. Corrective action for staff also occurs under the category of support, this can include verbal warnings, written warnings, and, when necessary, termination of employment

Both development and support are professional growth processes that have overlapping *and* distinct goals. The following documents are available to you as you begin the development process:

Development

- Employee Handbook
- Paraprofessional Handbook
- Formal Visit Form – observation form based on the Utah Effective Teaching Standards
- Professional Growth Plan
- Peer Visit Form
- Paraprofessional Observation Form – observation form based on the Utah Paraprofessional Standards

Forms for support are available on an individual basis. Please see your mentor, lead, or principal if you have any questions.

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DEVELOPMENT

EXPECTATIONS
Standards & Training

EVALUATION - Term 2
Observation & Collaborative Reflection

GROWTH
Peofewaa on Professional Growth Plan and Personal Goals, Peer Ovservations

EVALUATION - Term 4
Observation & Collaborative Reflection

SUPPORT

INDIVIDUAL PLANNING
1:1 discussion with Principal

SUPPORT PLAN
Identification of areas for improvement, plan for individual development with Principal and Mentor/Lead

SUPPORT FOLLOW UP
Collaborative reflection of improvement with Principal and Mentor/Lead

CORRECTIVE ACTION

VERBAL WARNING
1:1 discussion with Principal

WRITTEN WARNING
Discussion and documentation of incident(s) with Principal & HR Representative

TERMINIATION
Discussion and documentation of incident(s) with Principal & HR Representative
(AS A LAST RESORT)

Section 20 – The school's policy and procedures regarding employment of relatives

The following guidelines have been developed to help us avoid any conflict of interest with regard to hiring:

Definitions:

Relative- spouse, child, parent, brother sister, niece, nephew, aunt, uncle, cousin, grandparent, grandchild, in-laws, or any person sharing the same household with the person in question.

Policy

- No person may work under the direct supervision of a relative.
- Indirect supervision is allowed and refers to situations where one relative supervises another through one or more levels of management.

Section 21 – For conversion charter schools.

Not Applicable

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Attachment D

Change to School Mission

Spectrum Academy
Amendment Request
"Attachment D"

Mission Statement Revision

Previous Mission Statement:

~~Recognizing the strengths, challenges and natural talents of each student, The Spectrum Academy will promote social and personal well-being without sacrificing strong academic achievement. Many of the students served at The Spectrum Academy will experience special needs associated with Asperger's Syndrome, high functioning autism, communication disorders, and sensory integration disorders. The school will use its unique framework for these children emphasizing social skills development and sensory integration that synthesizes and integrates the best practices currently available in the field.~~

Proposed Mission Statement:

Spectrum Academy is the premier charter school in Utah serving students with high-functioning autism spectrum disorder and others who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and an innovative social skills curriculum. We help students reach their fullest potential academically, socially, and emotionally, leading to productive and successful futures.

SPECTRUM ACADEMY
665 Cutler Drive, N.S.L., UT 84054
801-936-0318 – Fax 801-936-0568
867 South 800West, Pleasant Grove, UT 84062
801-785-9019 – Fax 801-899-1635

Spectrum Academy Board Minutes

Date & Time Wednesday July 22, 2020 7:10 P.M. - 9:05 P.M.
Location NSL High School
Members in attendance: Jason Steenblik, Marney DeVroom, Dennis Bullard, Marcy Johnson, Amy Loertscher, Larry Bethers

Members Excused

Spectrum Staff Brad Nelson, Jaime Christensen, Molly Poirier, Chr, Kane Stokes, Kaley Veater, Liz Banner, Kristen Wi, McDevan Carling, Courtney England, Amy Baker,

BUSINESS DISCUSSED

Board Session

- Motion to approve minutes from June 17th, 2020 Board Meeting made by Madi Leyba seconded by Amy Loertscher and unanimously approved.
- Resolution authorizing a financing to refinance the School's outstanding loan used to purchase the School's existing facilities and to finance an expansion and improvements to the School's facilities.
  - Brandon Johnson and Davis Robertson introduced themselves to the board of directors. They are helping the school with the bond. They answered all the boards questions.
  - Motion to approve resolution as drafted made by Dennis Bullard seconded by Marney DeVroom and unanimously approved.
- Motion to approve the 2020/2021 Early Literacy Plan made by Amy Loertscher seconded by Madi Leyba and unanimously approved.
  - Boards questions on the Early Literacy Plan answered
- Approval of the charter amendment which includes changes to the following:
  - Motion to approve Charter effectiveness goals: made by Marney DeVroom seconded by Dennis Bullard and unanimously approved.
  - Motion to approve Amended Bylaws and New Exhibit A and Secretary Certification: made by Amy Loertscher seconded by Madi Leyba and unanimously approved. (See attached)
  - Motion to approve the new Mission Statement made by Amy Loertscher seconded by Madi Leyba and unanimously approved.
  - Motion to approve Original application sections made by Dennis Bullard seconded by Amy Loertscher and unanimously approved.
- Motion to approve LEA Specific License Policy made by Larry Bethers seconded by Marney DeVroom and unanimously approved.
- Motion to approve the Records Retention Policy and Schedule and state that Jaime Christensen is our records officer, made by Larry Bethers seconded by Madi Leyba and unanimously approved.
- Motion to approve of Title IX policy and procedures made by Larry Bethers seconded by Amy Loertscher and unanimously approved.
- Plan for reopening the school for the fall
  - Safety of students and employees is number one priority.
  - Different plans were discussed
  - Marney asked for a digital copy of the reopening handbook to review.
  - Executive summery needs to be drawn up and sent out as soon as possible done by Jaime Christensen.
  - Reopening Handbook plan will be approved by the board by E-mail within the next week.
  - Motion to approve the Reopening plan made by Madi Leyba seconded by Larry Bethers and unanimously approved.

Public Session- No comments at this time.

- Next Board Meeting scheduled for August 12th 2020 PG
- Motion to close the meeting made by Jason Steenblik seconded by Madi Leyba, and unanimously approved.

Marcy Johnson
Marcy Johnson, Secretary