

AMENDMENT REQUEST

Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School Quest Academy
2. Street Address 4812 W. 4000 S. Phone 801.731.9859
3. City West Haven County Weber
4. This is a school located in an area: Rural Urban
5. Chief School Officer Catherine Montgomery Phone 801.731.9859
6. The Charter school is located in which school district? Weber
7. List or attach all sponsors and/or founders of the charter school;

<u>Brandy Beckman</u>	<u>Rebecca Eastman</u>	<u>Penn Bradshaw</u>
<u>Kenneth Bradshaw</u>	<u>Aimee McConnell</u>	<u>Heather Ward</u>
<u>Lalani Williams</u>	<u>Gabe Clark</u>	<u>Michele Kersey</u>
_____	_____	_____

8. List or attach all duly elected, current board directors of the school:

<u>Brandy Beckman</u>	<u>Michele Kersey</u>	_____
<u>Penn Bradshaw</u>	<u>Kenneth Bradshaw</u>	_____
<u>Beckie Eastman</u>	<u>Tom DeGarlais</u>	_____

9. Requested amendment to charter.

Currently Quest Academy is approved for 750 students serving grades K-9. Quest Academy is requesting 298 additional students with the grade configuration remaining the same. The 298 additional students will allow for 100 students per grade level K-6 and 116 per grade level 7-9. At the secondary level this will allow for more flexibility in offering specialty classes and still maintain on average a 1:25 student to teacher ratio in core curriculum classes.

10. a) Summary description of charter school:

The mission of Quest Academy is to provide students a challenging, technology rich environment, enabling young citizens to become leaders prepared for the challenges of an evolving global community. Students at Quest Academy are valued. Each student has unique talents and abilities and learns in different ways. We are educating the future of our society and not simply trying to have students test for competency. Traditional educational practices no longer provide students with all the necessary skills to compete in today's workplace. Students must apply strategies for solving problems using appropriate tools for learning, collaborating, and communicating. Quest Academy involves students in a variety of instructional programs and supports aimed at increasing student competency in the Core subjects. Students participate in learning activities supporting individual needs. Quest Academy has instituted a tiered-instructional model in reading and math. All students receive Tier 1 instruction (general instruction in Core subjects), some students participate in Tier 2 instruction (early intervention instruction for students identified at-risk for failing), and some students receive additional academic support through Tier 3 instruction (those students identified with specific academic deficits requiring intensive intervention).

Today, in schools where leveled tiers of instruction are being provided, the approach is weaving inclusive practices into the fabric of the whole-school environment. This shift in philosophy is now benefited by technological advances. The curriculum Quest Academy uses allows students to take advantage of opportunities brought by rapidly evolving communication technologies to create flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum. Students bring different needs and skills to the task of learning, and the learning environment should be designed to both accommodate, and make use of these differences. To promote improved access to the general curriculum for all learners, including students with disabilities, Rose & Meyer (2002) have identified three key principles or guidelines for supporting diverse learning needs that Quest Academy strives to incorporate:

1. Presenting information in multiple formats and multiple media
2. Offering students with multiple ways to express and demonstrate what they have learned
3. Providing multiple entry points to engage student interest and motivate learning.

Quest Academy houses two labs dedicated to two different platforms, Mac and Windows, helping to meet the diverse learning needs of students and expanding the technology skill level of students and teachers. Quest Academy believes in using technology as a tool to support the problem solving learning process in a safe and challenging school environment.

b) How many students will the charter school serve and what grades?

Quest Academy currently is authorized to serve 750 students K-9. The following is the configuration and student numbers being requested for 2011-2012. This is an increase of 298 students.

Kindergarten	-	100
1 st Grade	-	100
2 nd Grade	-	100
3 rd Grade	-	100
4 th Grade	-	100
5 th Grade	-	100
6 th Grade	-	100
7 th Grade	-	116
8 th Grade	-	116
9 th Grade	-	116
Total	-	1048

c) The charter school's current grade configuration is:

Quest Academy is authorized for 750 students K-9, with 75 students at each grade level. Quest Academy opened in 2008-2009 with a K-6 grade configuration, 75 students per grade level.

d) Does the charter school's grade configuration align with the local school district configuration?

Yes, Weber School District has a K-6 Elementary, 7-9 Junior High and 10-12 High School grade configurations. Quest Academy has worked well with Weber School District and appreciates their support in many endeavors.

e) Percentage of minority students at charter school:

Based on the 2008 October 1 count, 8.7% of the students are minorities.

f) Percentage of special education students at charter school:

Based on the 2008 October 1 count, 9.7% of the students are in special education.

g) additional information:

Parent Organization

Quest Academy has had a very supportive Parent Organization this year. They have sponsored 2 book fairs, using the money earned to add books to our library. They have also sponsored a fall carnival and will sponsor a spring carnival in May. Besides raising money to help the school, the purpose of these events is to help our students and families get better acquainted as a school community. Because many of our students do not live close together in a common neighborhood, the Parent Organization wants to help us all get to know each other better.

Our Parent Organization has formed several committees:

- Health and Safety Committee, which is working on getting an emergency response kit for every classroom. They will also be sponsoring a Health and Safety Fair this spring in April.
- Community Council, a joint parent and school personnel committee, which designs and approves the Land Trust plan and works on other issues at the school.
- Technology Committee, which looks at ways to aid the school in the area of technology.
- Box-Top Committee collects and sends in box-tops, labels, and other items redeemable for P. E. equipment, cash, etc.

Our parents also came and helped receive, put together, and distribute all furniture, desks, bookcases, filing cabinets, etc. at the first of the year.

We appreciate all the hard work our Parent Organization has done to this year.

DIBELS

Our school has been measuring reading fluency using the DIBELS testing. We have seen some excellent growth by our students. We measured Kindergarten in Initial Sound Fluency, the beginning

mean score was 12.6 sounds per minute, at the middle of the this year the mean score had increased to 20.8. Their letter naming has gone from 19.8 letters per minute to 33.8. 1st grade nonsense word fluency rose from 42.8 to 60.7 words per minute. Second through Sixth grade measured oral reading fluency which rose 27% overall so far this year.

11. What makes this school unique or needed?

Quest Academy's focus on the integration of technology as a teaching tool as well as a skill to be learned allows for students and teachers to learn together. Technology integration, a strong professional learning community, parent involvement throughout the school, a veteran principal with 30 years of experience, and a wonderful location in West Haven, Utah all come together to make Quest Academy both unique and needed.

"Integrating technology into the curriculum in today's schools should not mean finding ways that computers can help us teach the same old things in the same old ways. Instead, school leaders have the opportunity to combine technology with emerging models of teaching and learning to transform education." (Johnston and Cooley, 2001) Helping teachers learn ways to integrate technology into teaching and learning is the primary focus of Quest Academy's technology specialist.

At Quest Academy we try to give students a foundation of knowledge and skills with the freedom to experiment and apply this information to the real world. This helps each student reach his/her individual potential.

12. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

The school's curriculum is fully aligned with the Utah State Core Curriculum as evidenced by the course catalog, provided in the school's charter, which includes USOE Core Curriculum intended learning outcomes and standards. Quest Academy uses Harcourt Brace reading and Scott Foresman math, both of which have been aligned to the Utah State Core Curriculum.

13. How does the school address the needs of students with disabilities who will need Special Education services?

Quest Academy has submitted their Special Education Policy and Procedure Manual, based on the Utah Special Education Rules, to the Utah State Office of Education.

Admission Procedures

All students are enrolled at Quest Academy through the normal registration and lottery procedures. The registration form, completed after students are selected through the lottery process asks parents to identify students who have previously been receiving Special Education, 504 or ESL services in their neighborhood schools. This identification allows school personnel to request the student file facilitating appropriate educational services when school begins.

Child Find

Consistent with the requirements of Part B of the IDEA and with the Special Education Rules and Regulations, Quest Academy has developed policies and procedures to ensure that all students with disabilities residing within the jurisdiction of Quest Academy, including students with disabilities grades K-8, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. These will include a practical method for determining which students are currently receiving needed special education and related services.

Major components of the Child Find system at Quest Academy will include:

- Provision by the USOE of ongoing technical assistance to Quest Academy, charter schools, private schools, and other state agencies in implementing the Child Find system.
- Notifying all parents that special education services are available at Quest Academy through multiple sources, such as notices home, the web site, and parent teacher conferences.
- Participation in the implementation of the statewide data collection system for reporting student information, including federal child count.
- USOE on-site monitoring of Child Find procedures through the regularly scheduled UPIPS monitoring process.
- Weekly staff meetings to discuss Students of Concern. These discussions include teacher input, current testing data, and student work samples.
- Annual reviews of the student referral process to special education will be held during teacher in-service training before school starts. A refresher review is held mid-year.
- A placement meeting for current special education students will be held in May. Teachers will meet and discuss which teacher will receive which student.
- All entering kindergarten students will be administered vision screening or at the request of the parent or teacher for non-kindergarten students. Hearing screening can be administered at parent or teacher request.
- All students entering Quest Academy will be pre-screened with Star Reading and Math. This data will be used as a guide for instruction in reading and math.
- As students are enrolled in Quest Academy their cumulative file will be reviewed in regards to their academic history, attendance, and Criterion Referenced Test scores.

Evaluation

If school personnel and/or the parent determine regular education interventions have been unable to provide educational benefit then school personnel will work with the student using specific at-risk interventions. If after a reasonable period of time allowing for on-going informal evaluation, monitoring and documentation of the interventions, the student continues to struggle and the at-risk interventions have proven ineffective, then school personnel and/or the parent may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to Special Education for a full and individual initial evaluation based on educational concerns and after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or cultural basis. A variety of assessment tools and strategies will be used to gather relevant, functional, and developmental information about the student, including parental input. The following outlines Quest Academy's process for an initial evaluation:

- Quest Academy shall ensure a full and individual initial evaluation is conducted for each student being considered for special education services to determine if the student is a "student with a disability" under Part B of the IDEA and USOE Special Education Rules, and to determine the educational needs of the student. The results of the evaluation shall be used by the student's IEP team in meeting the IEP requirements outlined in the USOE Special Education Rules.
- Parental requests for evaluation shall be submitted to special education services for review and recommendation. In the case of a parental referral, every effort will be made to implement the regular education intervention procedures.
- Quest Academy has written procedures for making a referral for an individual evaluation and the actions to be taken on the referral. Procedures include implementation of effective instructional procedures which then are monitored for student response to intervention. If the student does not respond to multiple interventions over a reasonable period of time, the parent/school team decides whether a student is then referred for special education. Parents must then sign a permission to test. The formal evaluation process then begins.
- Prior written notice must be provided, and written parental consent for testing must be obtained, before a student is evaluated. Once parental consent is received by Quest Academy, the evaluation process must be completed within 45 school days of the parent consent being signed.
- The parents of a student with a disability shall be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement of the student, and the provision of FAPE to the student.
- Students referred from within the school and being evaluated for the first time may not be placed in special education and/or receive special education and related services

prior to the completion of the determination of eligibility for special education and related services and the completion of the IEP process.

Eligibility

Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student must determine whether the student is a “student with a disability” as defined in Part B of the IDEA and the State Special Education Rules. The student can be determined eligible in 13 different categories as directed by the categorical criteria and tests. Once determined eligible for Special Education and related services due to a disability, the “team” will develop an Individual Education Plan, “IEP”, and determine the appropriate educational placement, the least restrictive environment, for the student to benefit from the educational services to be delivered. There is a continuum of placements in which students with disabilities can be served. The IEP will be reviewed on an annual basis and the re-evaluation for Special Education services will take place every 3 years.

Case Load

The principal will oversee the caseload of each special educator, taking into account the number of students, the hours of service per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Growth in the number of special education students will mean adding the appropriate staff to Quest. Basic funding should meet the needs of all students, including special education students, and with the special education funding Quest Academy will add staff when deemed appropriate. The following is from the USOE Caseload Guidelines and will be the basis for considering caseloads at Quest Academy.

Caseload Ranges

- a. Caseload size range – Special educators may serve students other than students for which they are the case manager (e.g., a speech-language pathologist may have a caseload of 25 files; however, he/she might provide services to a total of 60 students).
- b. Recommended ranges include :(These ranges are not a minimum or maximum, but a starting point for reviewing the previously stated considerations in determining caseloads.)
 - i. Self-contained classroom teacher: 10-15
 - ii. Resource teacher: 25-35
 - iii. Speech-Language Pathologist (SLP): 50-60 – SLP caseload may have a combination of files managed and other students served.

Records

All Special Education teachers will have an Access Authorization form displayed on a filing cabinet that holds the student special education records. The Access Authorization is required to record persons or agencies accessing the student’s records. Persons listed on the Access Authorization for student files do not need to sign the Record of Access .

Parent Involvement

Parental involvement is not only required by law in determining eligibility of a student for Special Education services, but parents are a critical member of the school team and are allowed to participate in meetings with respect to the identification, evaluation, educational

placements, and provisions of a Free Appropriate Public Education for the student. Procedural safeguards in the law enable parents shall be afforded complete involvement in the student's educational plan. The law states that the parent shall be part of the IEP team and equal participants along with the school personnel in developing, reviewing, and revising the IEP for their student. Parents play an active role in providing critical information regarding the strengths of their child, participate in discussions about the student's need for special education and related services and supplementary aids and services, and join with other participants in deciding how the student will be involved and progress in the general curriculum and participate in state- and school-wide assessments.

Complaints

Complaints will be handled within the guidelines established and adopted by USOE and published for review in the State Rules, and as outlined in the Quest Academy Policy and Procedure Manual. The complaint must be in writing to the Principal and a copy sent to the State Director of Special Education. If the parents are unable to file in writing, they can contact the Principal or State Director for assistance. The complaint must include the key elements identified in the complaint procedures located in the State rules.

Discipline

Consistent with the requirements of Part B of the IDEA and the State Rules, the Principal will establish, maintain, and implement policies and procedures for disciplining students with disabilities according to IDEA guidelines and State Rules. Students with disabilities can be consequence with the following, as long as IDEA procedures are followed strictly:

- Change of placement
- School Removal—ten school days or less
- Alternative appropriate interim educational setting

All rules/guidelines will be followed for conducting Functional Behavioral Assessments and intervention plans where appropriate. Manifestation Determinations will be conducted where indicated. All procedural safeguards will be followed as per the law.

ESY

Extended school year services will be provided to a student with a disability beyond the normal school year, in accordance with the student's IEP, at no cost to the parent of the student, and to meet the standards of USOE. The IEP team will determine, on an individual basis through the IEP process if ESY services are necessary for the student to receive a free appropriate public education.

Differentiated Curriculum

The Language Arts and Math curriculum, including the Science/Social Studies curriculums, described in the Quest Academy Charter, have an extensive array of differentiated instructional modes and teaching materials to meet the educational needs of a variety of learners through the tiered instructional model. Stories and readings are on tape, many hands-on learning activities involving group work facilitate peer tutoring for at-risk students. The

curricula also include ideas and suggestions for meeting the different learning modes/styles, interventions specifically for diversified language needs and students requiring additional instructional services and supports. Re-teaching lessons are included in each individual instructional plan on a daily basis. The curricula also suggest a variety of practice and support materials that parents can initiate in the home. It offers online resources and additional practice for students. It involves parents in the educational process through home notes and specific details for implementing the instructional needs of the student at home.

ADA Requirements

The site description in Section 3 assures that the building will be ADA compliant and meet all requirements for restroom access, building access, and classroom space.

- 14. Provide a copy of current school year budget and projected budget with amendments.
- 15. Provide a copy of most recent UPASS state academic information. You may attach additional academic information if desired.

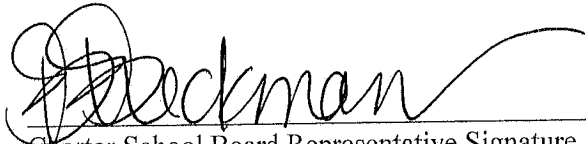
Quest Academy participates in all Utah state assessments and will be participating in the End of Level testing for the first time in the spring of 2009. A UPASS summary should be available in the fall of 2009.

- 16. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?

Academica West is under contract as a management company for Quest Academy. Brad Taylor is the CFO of AW. His resume is attached as "Brad Taylor Resume".

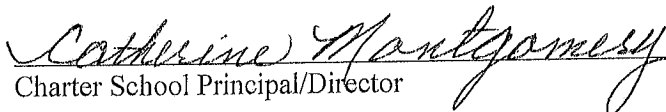
- 17. Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

Shirley Atkinson, Elementary Supervisor, on March 20th 2009, was contacted and the amendment discussed. She requested a final copy be delivered to Dr. Michael Jacobsen, Superintendent. A copy was delivered to his office on April 1st, 2009.



Charter School Board Representative Signature

3/31/09
Date



Charter School Principal/Director

3-31-09
Date