



**A World of Learning**  
Utah International Charter School

350 East Baird Circle (3605 South), Salt Lake City, UT 84115 • (385) 290-1306 • www.utahinternational.org

**Angela Rowland**  
Principal

**Board of Trustees**

**Kendrick LaFleur**  
Chair

**Amy Wylie**  
Vice Chair

**Steven Winitzky**  
Treasurer

**Wanda Gayle**  
Secretary

**Bill Anderson**

**Cynthia Bourne**

**Marisol Cardenas**

**Jean Hill**

**Doug Larsen**

**Krishna Rai**

January 14, 2016

Dear Superintendent Bates and Granite School Board:

The board of trustees of Utah International Charter School respectfully requests your approval of the amendments to the charter of Utah International that are outlined in the following pages.

The reality of the school and our population, changes in state-required student assessments, and the state's evolving process for oversight of charter schools have led us to conclude that these amendments are needed in order to promote a healthy, accountable relationship between Utah International and Granite School District.

We thank you for considering these amendments and for continuing to authorize our charter and include us in Granite School District.

Sincerely,

Kendrick LaFleur, Board Chair

## CHARTER SCHOOL AGREEMENT

Pursuant to Utah Code 53A-1a-505, the Granite School District Board of Education ("Board"), grants the Governing Board of Utah International Charter School ("Governing Board") a charter to operate a public charter school ("School").

The Board has reviewed the application submitted by the Governing Board and has approved it, subject to adherence to all requirements set forth in this agreement and in state law and board rule.

### 1. RECITALS

WHEREAS The People of Utah, through their constitution, have provided that schools and the means of education shall forever be encouraged, and have authorized the legislature to maintain and support a system of free public elementary and secondary schools.

WHEREAS The Utah legislature has authorized a new form of public school designated a public charter school to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the Minimum School Program Act.

WHEREAS all public schools are subject to the leadership and general supervision of the State Board of Education.

WHEREAS the legislature has delegated to the State Board of Education, governing boards of local education agencies, and board of trustees of a higher education institution the responsibility for authorizing the establishment of public charter schools.

WHEREAS The Board is an authorizing body empowered to voluntarily issue contracts to organize public charter schools.

BE IT RESOLVED, that the following chartering policies are adopted.

- a. Recognizing that public charter school board members are public officials and have primary responsibility for the school's governance and operation, a school's board of directors shall be appropriately constituted according to the law.
- b. To ensure that public charter schools are open and accessible to all interested parties, each school must legally notice and reasonably inform the public of its application period and enrollment procedures consistent with Utah Code and State Board rule.
- c. Believing competitive comparisons and benchmarking information are necessary for raising standards and driving continuous improvement, the charter schools office shall ensure that each Charter School Agreement contains clear, measurable performance standards.
- d. To assess the academic and operational performance of public charter schools, charter schools shall meet the required minimum standards identified, as well as meet all entity determined targets outlined in this agreement. Regular review of the minimum standards and entity determined targets should serve as an early warning system for governing boards and may be used by the State Charter School Board when evaluating a charter school.
- e. Charter Schools may request technical assistance from the Board in any area, including curriculum matters and financial concerns. In no event is the Utah State Office of Education (USOE), the State Board of Education (SBE), or the Board responsible for any financial or technical support other than the funding and technical assistance as expressly required by law. And in no event is the USOE, SBE, or the Board responsible for the outcome of any decisions the school makes based on such assistance.

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement	No violations of statute, State Board rule, or charter agreement

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Board Goal</b>
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity	100% in agreement

**2. ESTABLISHMENT OF THE SCHOOL**

**a. Application/Agreement-Binding**

The entire application is fully incorporated in this agreement, and all representations and conditions contained in the agreement are binding on the Governing Board.

**b. Compliance with Other Laws**

The Governing Board shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records as applicable. The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local. Neither the Board nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be provided by law or separate contract. The Board shall monitor the School for compliance with applicable laws and rules. Failure to comply with applicable laws and rules may result in termination of the charter.

**c. Transportation**

Neither the Governing Board nor Board is responsible for student transportation except as required in a student IEP. Parents of a student at the School shall be notified of this provision.

**d. Facilities**

- i. Prior to commencing operation of the School, the Governing Board shall provide to the Board a description of the facility, the financing for the facility, and evidence from local government inspection authorities that the School's facilities are currently safe (e.g., state or local Health and Fire Department inspection certificates) consistent with R277-471. The School shall not be allowed to operate unless and until all health and safety certificates are current.

**3. OPERATION OF THE SCHOOL**

The School shall at all times be operated by the Governing Board of the School in accordance with state and federal law, and State Board rule.

**a. Enrollment**

- i. Admission and enrollment of students shall be as prescribed by state and federal law, and State Board rule. Admission is not limited based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Failure to adhere to the requirements of random selection, under state and federal requirements for lottery selection, may be grounds for termination of this charter.
- ii. The School shall report information on student enrollment as required by the Board through state and federal law, and State Board rule. When a student withdraws from the School, the School shall notify the local board of education responsible for the attendance area in which the student resides within 10 days of the withdrawal so that the local board of education may fulfill its legal obligation to verify the student's compliance with compulsory attendance laws.
- iii. Requests for the School to change its enrollment and grade configuration from that set out in its initial agreement shall be submitted to the Board. This provision will be reviewed and is subject to negotiation and amendment by the Board.
- iv. Failure to enroll the authorized number of students within three years of approval, including growth plan, may result in the school being required to remand extra students for reallocation by the SBE upon request.
- v. The School is obligated to provide free and appropriate education and related services to students with disabilities. The School may not send students with disabilities back to resident districts because the School lacks services, nor may the School 'counsel students' out of the School.

<i>Student Engagement: Performance Goals and Measures; Indicator -- Student attendance and reenrollment</i>		
Measure	Metric	Board Goal
Student attendance rate	<u>Average attendance by enrolled students over the course of the school year. All student membership / all students</u>	<u>90% or above</u> 85%
<u>Student transfer rate</u> <u>Within-year enrollment rate</u>	<u>Percentage of students continuously enrolled throughout the year</u> <u>Number of students who exited during the year divided by number of students enrolled on the last day of school.</u>	<u>20% or below</u> 80%
<u>Student retention rate</u> <u>Year-to-year reenrollment rate</u>	<u>Percentage of students re-enrolled from one year to the next (Fall Enrollment year 1 → Fall Enrollment year 2)</u> <u>Number of non-graduated students enrolled at the end of the prior school year who continue to be enrolled on October 1 of the current year, divided by number of non-graduating student enrolled at the end of the prior school year.</u>	<u>75% or above</u>
<u>Continuous reenrollment rate</u>	<u>Percentage of students continuously enrolled for all available years (Fall Enrollment year 1 → Fall Enrollment year 2)</u>	<u>70%</u>

Formatted Table

**b. Records**

- i. *Access.* Subject to state and federal laws, the SBE, its agents, and the State Auditor’s Office shall have the right to examine and copy complete records, reports, documents, and files relating to the operation of the School, or any activity, program, or student of the School.
- ii. *Public Records Law.* The Governing Board and School are subject to the Government Records Access and Management Act. This provision is effective upon the Board’s final approval of the Governing Board’s Application.
- iii. *Student Records.* The School is subject to all the provisions of the federal Family Educational Rights and Privacy Act, U.S.C. 20 § 1232g. In the event the School closes, it shall transmit all official student records as prescribed by the Board.

**c. Student Discipline**

- i. The School agrees to and shall comply with all state and federal law, and State Board rule, except as otherwise provided by law.
- ii. The School shall comply with state and federal law, and State Board rule governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et. seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).
- iii. The School shall comply with state and federal due process requirements both in notifying parents and students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the School. If the School suspends a student with special needs, it shall continue to provide to the student with all continuing education services to the extent mandated by state and federal law, and State Board rule.

**d. Instruction**

- i. As prescribed by State Board rule, the School shall provide a minimum of 180 days and 990 hours of instruction (grades two through 12).
- ii. The School shall employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the School and will not conduct a program of instruction until such time as adequate equipment and materials are available and conditions are adequate to provide for the economical operation of the school with an adequate learning environment.
- iii.

<i>Instruction: Performance Goals and Measures</i>		
<u>Measure</u>	<u>Metric</u>	<u>Board Goal</u>
<u>Teacher retention rate</u>	<u>Number of teachers employed at the end of the prior school year who continue to be employed on October 1 for the current year, divided by the number of teachers employed at the end of the prior school year.</u>	<u>85% or higher</u>
<u>Student evaluation of teachers</u>	<u>Average student rating of teacher performance of 10 teaching behaviors in a January survey of all students.</u>	<u>4 or above on a 1 to 5 scale</u>
<u>Professional development time</u>	<u>Hours of high-quality professional development per year per teacher focused on content-based English instruction, sheltered English instructions, and student-centered learning.</u>	<u>20 hours or more</u>
<u>Common planning time</u>	<u>Hours of common planning and school planning activities with fellow faculty and staff members per teacher per year.</u>	<u>20 hours or more</u>
<u>Peer observation and coaching</u>	<u>Sessions of peer observations and debriefing and feedback related to content-based English instruction strategies and other professional development priorities, per teacher per year.</u>	<u>5 or more sessions</u>
<u>Principal observation and feedback</u>	<u>Sessions of observation and related feedback and coaching provided by principal, focused on content-based English instruction strategies and other professional development priorities, per teacher per year.</u>	<u>4 or more</u>

**e. Assessments**

- i. At the beginning of every school year and prior to administering any state assessment, the School will review the State Ethics Policy with all teachers. School test proctors are then responsible to read and sign the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and document. The signed document must be kept on file at the School.
- ii. The School will administer all state mandated tests in the grade levels required by law and State Board rule as a fundamental part of the overall assessment program for the school. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.
- iii. The School will administer all required assessments in a secure and standardized manner and have a process in place to administer tests via the computer as required. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment. Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

<i>Assessment Performance Goals and Measures Indicator – Student achievement level</i>		
Measure	Metric	Board Goal
Portfolio assessments High school graduation rate.	Number of students enrolled in May who complete a portfolio review process to demonstrate and evaluate their year's learning with a grade of 70% or higher on a standardized rubric, divided by number students enrolled in May. Percentage of students graduating high school calculated using Utah's graduation rate formula	85% or higher
College entrance exam composite and subtest measures English language improvement	Percentage of students reaching score predictive of college success by disaggregated groups Average improvement in score on WIDA ACCESS test for English learners compared to their own scores the previous year.	65% 0.5 or more on WIDA's 1 to 6 scale
SAGE English language improvement Concurrent enrollment rate	Percentage of students taking at least one Salt Lake Community College concurrent enrollment course by the end of 12th grade. Median student growth percentile for SAGE English language assessment	50% 20 or above
SAGE mathematics improvement Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency on CRT, by subject, by disaggregated groups Median student growth percentile for SAGE math	55% passing Language Arts CRT. 50% passing math CRT. 50% passing science CRT. 25 or above
Proficiency levels on Scholastic Reading Inventory. SAGE science improvement	Percentage of students scoring at proficiency score on Scholastic Reading Inventory. Median student growth percentile for SAGE science	50% 30 or above
Proficiency levels on language acquisition	Percentage of students making gains on UALPA.	75%

Formatted Table

**f. Open Meetings**

The Governing Board agrees to be subject to the Utah Open and Public Meetings Act. This provision is effective upon the Board's final approval of the Governing Board's Application.

**g. Board and School Transparency**

The Board agrees to have on its website: an electronic copy of the school's approved charter, signed charter agreement, board bylaws, and articles of incorporation; the board's governance structure, including names, qualifications, and individual contact information for all governing board members; the school's student policy manual and annual school calendar; evidence of how the school performed compared to its school performance measures in its approved charter and charter agreement; and timelines and processes for new student application and registration, as well as timelines and processes for students transferring from the charter school to another school.

**h. Agreements with Education Service Providers (ESPs)**

This charter shall not preclude the Governing Board from entering into any agreement with a local board of education or other education service provider, provided that such agreements do not supersede or override any provision of this agreement.

**i. Fidelity to Charter**

The mission of Utah International Charter School is to provide a rigorous and relevant education in a small school setting for secondary students seeking global perspectives, including recently arrived immigrants and refugees. Our educational program will include English language acquisition, international languages, college prep and career readiness for a diverse student body.

Key components of the school mission as described in the charter application are: Small school, content-based English instruction, culturally responsive, student-based curriculum, sheltered English instruction, heterogeneous 2-year cohorts, professional learning communities and common teacher planning time, shared leadership with teacher autonomy and accountability, and student support within and outside the classroom.

<b><u>Fidelity to Charter: Performance Goals and Measures</u></b>		
<b><u>Measure</u></b>	<b><u>Metric</u></b>	<b><u>Goal</u></b>
<u>Small school size</u>	<u>Total student population</u>	<u>480 or fewer</u>
<u>Small class size</u>	<u>Average class size</u>	<u>21 or fewer</u>
	<u>Largest class size</u>	<u>25 or fewer</u>
<u>Linguistic and national diversity</u>	<u>Percent of students speaking a language other than English at home, and percent of students born outside the US, from October 1 enrollment</u>	<u>50% or more</u>
<u>Racial and ethnic diversity</u>	<u>Percent of students who are African-American, Asian, or Hispanic</u>	<u>15% or more</u>
<u>Supportive school climate</u>	<u>Average score in school climate survey administered to all students in late winter or early spring.</u>	<u>3.5 or above on a 1 to 5 scale</u>
<u>Academic support</u>	<u>Ratio of counselors or social workers to students</u>	<u>1 or more to 200</u>
<u>Academic support</u>	<u>Hours of structured college and career planning activities per 11<sup>th</sup> and 12<sup>th</sup> grader</u>	<u>15 or more</u>
<u>Heterogeneous grouping</u>	<u>Percent of classes that are <i>not</i> tracked (separated by student ability)</u>	<u>75% or above</u>
<u>2-year cohorts</u>	<u>Percent of classes offered to 2 or more grade levels at the same time.</u>	<u>80% or above</u>
<u>Student bi-literacy</u>	<u>Percent of graduates earning a bi-literacy seal on t diploma by demonstrating competence in a language other than English.</u>	<u>50% or above</u>

**4. PERSONNEL**

The School will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

**a. Licensed Employees**

- i. All employees who hold professional licenses issued by SBE are subject to the rules applicable to licensed professionals, and their licenses may be revoked based on any of the grounds



consistent with state and federal law, and State Board rule. In addition, School personnel are subject to mandatory child abuse reporting consistent with state law.

- ii. The Governing Board shall report, as required by the SBE, the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School, as well as information regarding assignments and endorsements. All teachers must hold a valid Utah Professional Educator License or meet the SBE requirements for alternative licensing routes or Board authorization consistent with state law and State Board rule.
- iii. The Governing Board understands and agrees that it shall not employ in any capacity, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. Violation of this provision shall result in immediate revocation of the charter.

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment	All teachers properly licensed and endorsed for teaching assignments in CACTUS

**b. Criminal Background Checks**

The Governing Board agrees to conduct thorough background checks on all of its employees and volunteers who shall have significant unsupervised contact with students, consistent with state law. In addition, the Board or SBE may conduct criminal history checks on any School personnel or director or Governing Board member when it is deemed necessary to protect the financial integrity of the School or the health and safety of students or employees. Refusal by any individual to submit to a fingerprint check is grounds for termination of employment and/or revocation of the charter. The Board may consider the refusal of an individual to submit to a fingerprint check in determining whether:

- i. To grant final approval of the charter agreement.
- ii. To recommend to the Governing Board that the individual be denied employment.
- iii. To revoke the charter of the Governing Board.

<i>Indicator – Board performance &amp; stewardship</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks	All employees and board members have criminal background check on file

**5. SCHOOL FINANCIAL MATTERS**

**a. Financial and Governance Warnings**

This charter incorporates by reference, all applicable federal and state laws and regulations and State Board rules unless specifically waived. A copy of the State Board rules may be obtained at the following locations:

Website: <http://www.rules.utah.gov/publicat/code/r277/r277.htm>  
 Mail: Utah State Office of Education  
 250 East 500 South  
 P.O. Box 144200  
 Salt Lake City, UT 84114-4200

**b. Fiscal Management**

- i. The Governing Board shall comply with the same financial audits, audit procedures and audit requirements of school districts. The program, financial, and compliance audits may be conducted by the chartering entity or the Legislative Auditors Office. The Governing Board shall maintain the financial records of the School pursuant of the governing authority and the State Auditor's Office.
- ii. Generally accepted standards of fiscal management are those fiscal practices which result in a school's continued ability to meet the measures, metrics, and targets found in the performance standards below, or more restrictive performance standards imposed in a trust agreement with external entities involved in facilities finance; provisions stated below will be considered binding in the absence of more restrictive covenants entered into by the school as a result of trust obligations. Generally accepted standards of fiscal management will include but are not limited to practices outlined in statutes pertaining to the management of school district budgets (U.C.A. §53A-19).

<i>Indicator – Financial performance and sustainability</i>		
<b>Measure</b>	<b>Metric</b>	<b>Minimum Standard</b>
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings	No unresolved material findings, financial condition findings, or significant findings
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	> 1.15
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	< 0.9
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	< 22%
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	Yes

Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses ÷ 365)	> 30 - 60 days cash on hand or cash reserve as required by bond covenants, whichever is greater
Adherence to Budget	(Budgeted expenditure - Expenditure) / Budgeted expenditure	Overall budget to actual expenditures within 10% of budget

**c. Insurance and Bonding**

- i. The Governing Board shall obtain and maintain insurance at a minimum in the following amounts:
  - 1) General liability of two million dollars (\$2,000,000), and five hundred thousand dollars (\$500,000) per occurrence;
  - 2) Employee dishonesty bond;
  - 3) Workers' compensation: as specified by federal law;
  - 4) Comprehensive/collision consistent with cash values of vehicles;
  - 5) Liability insurance specific to the Governing Board's financial officer or treasurer or business administrator consistent with coverage designated in State Board rule
- ii. The provisions of Paragraph i. shall not preclude any School from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.
- iii. Written proof and copies of required insurance policies shall be provided to the Board at least 90 days prior to the opening of school. The policies shall be maintained by the Board with the agreement. The Governing Board shall provide the Board with a certificate of insurance annually.

**d. Procurement**

Charter schools are subject to the Utah Procurement Code to the same extent as local boards of education are.

**6. FACILITIES**

- i. The Board may delay the opening of the School or terminate the School's charter on any of the following grounds, unless delays or failures are the result of negotiations with the Board or issues under the control of Board:
  - 1) Failure to provide evidence of groundbreaking (if applicable) before January 1 of the intended opening year of the School
  - 2) Failure to submit (if applicable) any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to the Board for review and advice prior to the charter school entering into the lease, agreement, or contract
  - 3) Failure to submit (if applicable) monthly construction and facility progress reports or failure to submit required documents in a timely manner to the USOE
  - 4) Failure to meet certain benchmark startup dates deemed critical by the Board
- ii. If the Governing Board subsequently makes substantial changes in its facility or desires to relocate to another facility, the Board shall receive written request of changes or relocation in a timely manner, including a timeline for land or facility acquisition, facility completion, and starting date at new location.

## 7. CHARTER REVIEW

### a. Review Process

a. By December 31 of each year, Utah International's principal shall provide to the Granite School Board a written report of all performance measures for the previous school year and demographic information for the current school year.

Formatted: No bullets or numbering

The charter school review process will be guided by the following core questions:

- Is the School's academic quality successful?
- Is the School's organizational quality viable?
- Is the School demonstrating good faith in following the terms of its charter and applicable law?

### b. Termination of Charter

- i. *Grounds:* The Board may terminate this charter on any of the following grounds:
- 1) Failure of the Governing Board or School to meet the requirements stated in the charter.
  - 2) Failure of the Governing Board to meet generally accepted standards of fiscal management.
  - 3) Violation of law, regulation, or State Board rule.
  - 4) Material violation of any of the conditions, standards, or procedures set forth in this agreement.
  - 5) Failure to meet the requirements for student performance under state or federal law.
  - 6) Other good causes shown.

The Governing Board may terminate this charter agreement after the end of the spring semester and prior to the beginning of the fall semester with or without cause.

- ii. *Procedures:* A charter that is terminated by the Governing Board shall be terminated consistent with state law and State Board rule. A charter that is terminated by the Governing Board shall be terminated in a manner consistent with the provisions of this agreement upon the effective date communicated in a written notice provided by the Governing Board to the Board regarding its intention to terminate the charter. The Board must receive such notice at least 60 days prior to the beginning of the fall semester.

### c. Property Ownership

Following the termination of a charter agreement and after the settlement of outstanding obligation, there is a presumption that the property of a School shall revert to the Board. A School may defeat the presumption of Board ownership with documentation that the School purchased the property with private funding, and may be requested to provide documentation that the School or its founders or directors were never reimbursed from public funds.

### d. Dispute Resolution

In the event that the School and Board have disputes regarding the terms and conditions of the charter or any other issue regarding the School and authorizer's relationship, both parties agree to follow the process below:

- i. In the event of a dispute between the School and Granite School District, the staff and Board of Directors/Trustees of the School and District agree to first frame the issue in written format, then refer the issue to the Superintendent of the District and Principal of the School. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

ii. The principal and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent and principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the principal shall meet to jointly identify a neutral, third party mediator.

iii. The principal and superintendent are required to meet at least once, but may mutually agree to meet more than once if it appears that further meetings may successfully resolve the issue. If the Parties do not successfully resolve the dispute by this informal meeting, then the Party finding the informal meeting unsatisfactory shall provide written notice to the other Party, demanding mediation. The demand for mediation may not be given prior to the first informal meeting, and shall not be given any later than ninety (90) calendar days following the completion of the first informal meeting. The demand for mediation shall be sent certified mail-return receipt requested to the other Party, and shall set forth all of the issues that Party deems outstanding that must be submitted to mediation.

iv. The Party in receipt of the demand for mediation shall respond within twenty (20) business days listing any issues it deems appropriate for submission to the mediator.

v. Within twenty (20) calendar days or less of the written Request for Mediation, the Parties shall agree on one mediator. If the Parties cannot agree on a mediator, they will request appointment of a mediator by Utah Dispute Resolution. The costs of mediation shall be borne by the Parties equally. Recommendations from the mediator shall be non-binding.

vi. Any such controversies (except those for which the appropriate remedy should be injunctive relief) shall be mediated within sixty (60) calendar days of the date on the written demand for mediation, or the soonest date thereafter that the mediator is available.

## **8. OPERATION OF THE CONTRACT**

### **a. Commencement**

This agreement begins with the school year that commences immediately following or coincident with the date of this agreement. This agreement shall be automatically renewed at the end of each school year beginning thereafter, unless it is terminated by either the Board or the Governing Board.

### **b. Indemnity**

The Governing Board agrees to indemnify and hold harmless the USOE, SBE, Board, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

### **c. Assignment**

Assignment of the School to another entity is deemed an amendment to the charter and shall have prior written approval of the Board.

### **d. Amendment**

This agreement may be amended by the mutual agreement of the Board and the Governing Board. Any such amendment must be made in writing and signed by the appropriate representatives of the Board and the Governing Board.

The Governing Board shall immediately submit in writing, to the Board, notice of any proposed changes to the application or the representations or conditions contained in the original application or charter. The Board reserves the right to reject any proposed changes to the agreement once the application and agreement have been approved.

**e. Status of Parties to Charter**

This charter is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to this charter. "Parties," for purposes of this paragraph only, include the parties to this agreement as well as the local board of education. No officers, employees, agents, or subcontractors of the School shall be considered officers, employees, agents, or subcontractors of the local board of education.

**f. Notice**

Any notice the Governing Board or School is required or permitted to submit under this agreement shall be delivered to the charter school office.

**g. Severability**

If any provision of this agreement is determined to be unenforceable or invalid for any reason, the remainder of this agreement shall remain in effect, unless the charter is revoked or terminated.

To the extent any portion of the application, or the School's articles of incorporation or bylaws, violate any applicable state or federal law in the future, or are found by any court to be invalid, illegal or unenforceable, then such portion shall be severed, and the remaining portion shall remain in full force and effect until the Governing Board is able to change their application, articles of incorporation or bylaws to comply with such applicable law or court ruling.

**h. Non-Endorsement**

The Governing Board acknowledges that the granting of a charter in no way represents or implies endorsement by the Board of any method of instruction, philosophy, practices, curriculum, or pedagogy used by the School or its agents; nor does this agreement constitute a guarantee by the Board of the success of the School in providing a learning environment that shall improve student achievement.

**i. Legislative Action**

This agreement and any amendments to it and renewals of it are subject to applicable state and federal laws, and shall be deemed amended to reflect applicable changes to those laws. Upon repeal of the statutes authorizing the school charter, the charter is null and void.

**j. Counterparts**

This agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. For purposes hereof, a facsimile copy of this Agreement, including the signature pages hereto, shall be deemed to be an original.

**9. REPORTING REQUIREMENTS**

The Governing Board shall submit such reports as required by state law and the Board. Failure to submit such reports may be grounds for revocation of the charter.

**a. Children with Special Needs**

As prescribed by the SBE, and in accordance with state and federal laws, the School shall provide to the Board the total number of children with special needs, identified in accordance with state and federal laws, enrolled in the School.

**b. Electronic Data Submission**

- i. The Charter School must have an electronic student information system (SIS) and electronic fiscal system that can fulfill the following requirements.
  - 1) Produce a complete USOE Clearinghouse file multiple times a year.
  - 2) Submit electronic standardized testing "pre-load" and "all-student" files.
  - 3) Integrate with the USOE statewide student identification, SSID system.
  - 4) Integrate with the USOE UTREx system.
  - 5) Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.
  - 6) Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).
  - 7) Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

FOR THE UTAH INTERNATIONAL CHARTER SCHOOL GOVERNING BOARD:

This 21st day June of 2012

Linda Barth  
(Type or Print Name of Board Chair)

  
(Signature of Board Chair)

FOR THE GRANITE SCHOOL DISTRICT:

This 29th day June of 2012

Martin Bates  
(Type or Print Name of GSD Superintendent)

  
(Signature of GSD Superintendent)