

Utah Military Academy

A Utah Public Charter School dedicated to preparing cadets for life through
academic rigor, discipline, and hard work



REQUIRED INFORMATION

I. Charter School Information			
1. Name of proposed charter school Utah Military Academy			
2. Name of applicant Darren Beck			
3. Authorized agent Darren Beck			
4. Mailing address: 7892 Geronimo Drive; Eagle Mountain, Utah 84005			
5. Phone number (901) 651-0617		6. Email address dtbeck1964@gmail.com	
7. District(s) where proposed charter school is located Davis County Schools - Phase I (2014) Alpine School District, Jordan School District or the Canyons Phase II (2015) Washington County Schools, Phase III (2016)			
8. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other			
9. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Darren Beck	Dtbeck1964@gmail.com	K-12 education, virtual/blended	Chairman
Chuck Williams	chuckhole@earthlink.net	Dept of Defense, logistics; military leadership	Vicechair
Kit Workman	Utafapres1@yahoo.com	Major Air Force, JrROTC Davis County Schools	Secretary
Sherrain Reber	sherrain@gazenda.com	Lt Army Reserve,	Treasurer

		Public Relations	
Curt Oda	Curt123@juno.com	State Legislator, community relations	Member
10. Date school will start Aug 2014		11. Number of instructional days 180+	
12. Grades served 7-12		13. Hours of instruction 990 + hours	

14. Projected Enrollment (Complete growth model through the appropriate operational years):
Operational Year 1: Total: **360** Grade K: ____, Grades 1-6: ____, Grades 7-8: **120** , Grades 9-12: **240**
Operational Year 2: Total: **720** Grade K: ____, Grades 1-6: ____, Grades 7-8: **240**, Grades 9-12: **480**
Operational Year 3: Total: **1,080** Grade K: ____, Grades 1-6: ____, Grades 7-8: **360**, Grades 9-12: **720**
Ultimate enrollment: Total: **1,080** Grade K: ____, Grades 1-6: ____, Grades 7-8: **360**, Grades 9-12: **720**
Does proposed grade configuration match resident district grade configuration?
 Yes
 No

15. Target percentage of students with an Individualized Education Plan 10%	16. Target percentage of students identified as minority 20%
17. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) 30%	18. Is this a conversion? <input type="checkbox"/> Yes (include required signatures and proof of local board approval in Section 17) <input checked="" type="checkbox"/> No

19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I). **No waiver identified at this time.**

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SECTION 1: EXECUTIVE SUMMARY

VISION

The Utah Military Academy (UMA) will prepare our cadets as leaders to thrive in any competitive environment upon graduation with a focus on entrance into the military academies, ROTC scholarship programs in colleges and universities or other technically challenging opportunities related to the military culture. All of which result in maximizing their potential throughout life.

OUR PHILOSOPHY

The military culture provides a basis for a structured academic environment within which students can receive a comprehensive program of instruction that will enable them to maximize their absolute potential. Key to the military culture is exceeding all previously known individual expectations in achieving “mission accomplished.” Every student can learn; every student can lead; every student has unlimited potential to excel. We will provide this disciplined, nurturing, engaging, and challenging environment within a military framework of instruction and culture.

MISSION

We will provide a rigorous environment that focuses on aggressive academics, strong work ethic, leadership opportunities, physical engagement and task oriented assignments. We recognize that many cadets will come from challenging backgrounds that would normally lead to a failure to maximize their individual potential. We are dedicated to identifying the individual needs of all students, working to build the support mechanisms within the sphere of influence and ultimately working to change their mindset and expectations of achievement. This is critical to individual success and we insist that a military culture is a key component in that change.

Utah Military Academy recognizes academic excellence is a requirement for admission to a United States Military Academy or to qualify for ROTC scholarships. In order for students to be fully prepared for its rigorous high school curriculum, the school will admit students beginning in seventh grade in order to build and strengthen necessary academic skills.

We will also engage the family and community in supporting this culture both on campus and off. An important part of program implementation is the hiring and development of our professional staff. We recognize that many of the finest teachers may not have a military background, which will first entail a strong exposure and then complete adoption of culture among staff. It is from the demonstrated leadership of our staff that culture will be shared with cadets, family, and community.

Essential to our overall framework is a very intentional, dedicated effort to ensure cadets develop critical thinking skills, which is essential for great leaders and the maximization of potential. We will also develop a strong personal commitment to physical fitness and healthy living. We will also instill in our cadets a strong sense of ethics, morals and other characteristics of empathy that result in great leaders. The totality of a successful student will be on the path of a statesman.

EXECUTIVE SUMMARY

Utah Military Academy exists to serve the interest of students who desire a military environment. We will create this environment with a base of a strong, experienced board of directors, dedicated school leadership, and committed parents and community, who will support the work of changing students into cadets. We will demand a great deal of the students, and will support them at every turn in a task oriented process that ensures growth towards goals. “Failure is not an option.”

We will develop a strong set of Core Commitments for the cadets that will include:

- **Respect** for themselves, their fellow cadets, faculty and staff, community and country
- **Integrity** in every aspect of their life
- **Work ethic** as a backbone of all accomplishment of the mind and body
- **Expectation of excellence** as a key component of improvement
- **Gratitude** for the opportunities provided them within UMA, the community and our nation, with a focus on patriotism with determined and known purpose
- **Mind set** of achievement in the face of daunting obstacles, challenges and odds

We will provide a strong military culture:

- **A facility** consistent with the theme, function and environment consistent with the military
- **Culture** that includes proper military etiquette, rank, drill and ceremony, rigorous attention to detail, and the demands of leadership
- **Exposure** to engagements with military leaders, equipment and training opportunities, safely guided and appropriate for our students
- **Challenging** assignments that will truly push our students beyond their own expectations

We will provide a ‘no excuses’ academic environment of excellence:

- **Data driven instruction** techniques will drive the course instruction, creating an environment for attention to individual academic achievement
- **Technology** engagement that will facilitate the most recent blended learning opportunities, which share in the individual learning and data driven instruction
- **Professional staff** selected for their background with the primary focus on academic achievement, and military experience being secondary and something we are dedicated to inculcating within staff
- **Academic opportunities** beyond the classroom to include support in applying to military academies, colleges and universities
- **Extracurricular opportunities** that will provide opportunities for cadets to practice leadership and personal growth
- **Rigor** in academic delivery by the students with the expectation of students learning to demonstrate commitment to academic excellence, with our professional staff providing guidance and support at every turn
- **Dedication** of staff to mission, which is ultimately measured in the individual achievement of our cadets

We will work with the family and community:

- **Parental and family engagement** in meaningful ways that support all aspects of the cadets
- **Public engagement opportunities** such as presentation and retirement of colors, drill and ceremony, public speaking and presentations of honor
- **Exposure to leadership** as examples of excellence, opportunity and goal setting
- **Service opportunities** which will build Core Commitments leading to entrenchment of the building blocks of leadership

These areas encompass all aspects of the Utah Military Academy and will provide the framework within which our cadets will maximize their individual abilities.

Our academic model will be rigorous, standards based including strong elements of blended learning. Blended learning will enable UMA to engage the latest research based practices in the utilization of analytical software. All programs will be researched based and fit within the mission of UMA. We will have dedicated and determined professional development in all aspects of operation. This will include the blending of analytical, technology based learning; bridging to classroom instruction; bridging to extracurricular modules. All of which will develop the total blend of our academic model. We recognize that blending modules through bridging activities will result in maximized performance of the academic model. Professional development, staff team building and data driven time is essential.

At Utah Military Academy we will work aggressively to place our cadets with the military academies and scholarship ROTC programs at colleges and universities. This will require exposure to these campuses, familiarity and support in the application process and individual application support. We will work with cadets to ensure strong extracurricular activities support their academic success in being highly competitive for these honors.

The Board of Utah Military Academy consists of experienced charter school leaders, JROTC instructors, and military personnel. The group came together through mutual ties within the charter community; and is a merger of two groups that were each considering submitting a charter for a military charter school. The Board is highly skilled in all areas needed to successfully create, open, and run a charter school, as demonstrated in Appendix B: Governing Board Background Sheets. Darren Beck, a long-time leader in Utah Charter Schools chairs the Board. He is joined by Major Kit Workman (Retired) who is a JROTC instructor at Clearfield High School, Chuck Williams, former Assistant Deputy Under Secretary of Defense for Installations, First Lieutenant Sherrain Reber, and Representative Curt Oda. Together, they represent a great group of people dedicated to bringing a quality military school to Utah. Additional information is located in Appendix B.

SECTION 2: NEW AND CREATIVE

UNIQUE LEARNING STYLES AND NEEDS OF STUDENTS

The United States Armed Forces are known for having officers who are disciplined, self-directed driven leaders with strong work ethics. Nationally, military preparatory schools (public and private) have educated students for decades in a rigorous and highly disciplined environment. For some students, this environment allows them to thrive and provides a highly structured environment not generally found in the regular public high schools of Utah. Students in Utah who desire to enroll in an official United States military academy following high school have few preparatory options, as there are only ten Junior Reserve Officer Training Corps (JROTC) programs in the state and no dedicated military preparatory school. Utah Military Academy gives students a new option in preparing for future military education and service.

The blended learning model of Utah Military Academy will allow students to take all of the military education classes (specifically JROTC, once a program is officially established) as well as the other academic classes that will best prepare them for future military service. In 2012, 64.6% of students enrolled in JROTC programs nationally were also enrolled in AP and honors level coursework, and 82.5% of JROTC students have a “B” or better grade point average,¹ demonstrating the need students have for the academic rigor provided by Utah Military Academy.

NEW AND CREATIVE METHODS

Utah Code 53A-1a-501.9 states “(2) (a) The State Charter School Board shall request individuals, groups of individuals, or not-for-profit legal entities to submit an application to the State Charter School Board to establish a charter school that employs new and creative methods to meet the unique learning styles and needs of students, such as: (i) **a military charter school.**”

Currently there is not a military school (public or private) located in the state; thus the model presented by the Utah Military Academy is new to Utah. There are currently four Air Force Junior Reserve Officer Training Corps (JROTC) programs, five Army JROTC programs, and one Navy JROTC program in Utah.

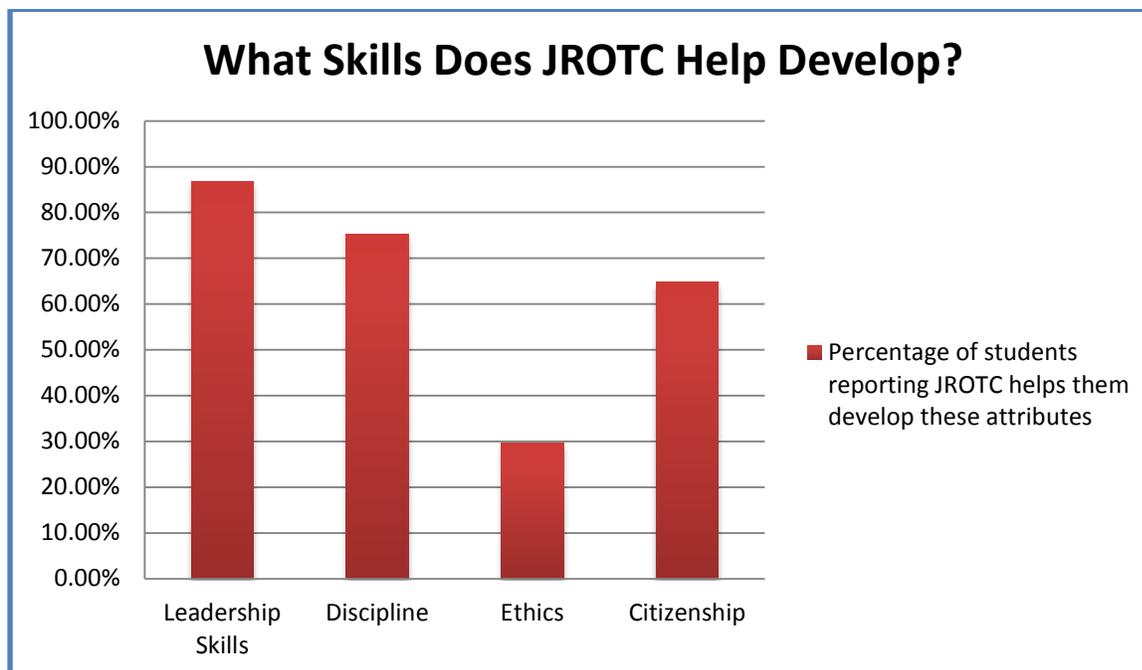
Utah Military Academy has assembled a diverse and experienced Board and is in the process of developing a partnership with Hill Air Force Base where students from Utah Military Academy will participate in internships and mentoring with base personnel to prepare for college and possible future military service.

¹ College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

SECTION 3: RATIONALE

Utah currently ranks at the bottom of the list in number of recruits per thousand youths ages 18-24 at 1.53, while the national average is 2.28². Utah Military Academy believes that Utah should at least meet the national average, and believes having a military-based school will help to increase these numbers. While there is no data available to prove the connection, Utah Military Academy believes that the lack of military schools and very limited JROTC programs contribute to this low rate of recruits from Utah.

The military curriculum and culture of the school help to build skills which are not traditionally taught in schools. A leadership class at a local high school is for the select few who are elected as student body officers, not for any student who wants to develop leadership skills. At Utah Military Academy, all students are taught leadership in the classroom as well as outside of it. A high percentage of students report that a military education has helped them develop leadership skills, discipline, ethics, and citizenship, as illustrated in Figure 1³. Each of these skills are necessary for success in life, not just the military.



² <http://nationalpriorities.org/analysis/2011/military-recruitment-2010/>

³ College Options Foundation "Annual Research Report", Peach Tree City, Georgia, 2013.

www.collegeoptionsfoundation.net

SECTION 4: STUDENT POPULATION

Utah Military Academy targets high school students who desire the rigorous program and competitive environment where leadership skills are developed, particularly those who want to pursue a career in the Armed Forces following graduation from high school. The academic rigor of Utah Military Academy combined with a military culture will prepare students desiring to attend a military academy or participate in a collegiate ROTC program a great advantage and head start, as discussed in the Market Analysis (Section Five).

SECTION 5: MARKET ANALYSIS

LOCATION

Currently, there are approximately 1,000 students enrolled in JROTC programs in the Ogden City and Davis County school districts who are receiving some military education training and experience. This number, combined with the location of Hill Air Force Base (HAFB) in Layton, Utah, makes the northern Davis County area (Layton or Clearfield) an ideal place for Utah Military Academy to locate. With so many students already interested and involved in a limited military educational experience, Utah Military Academy believes it can fill 300 seats in this market. A number of properties have been identified that would be conducive to this type of school in the Layton/Clearfield area, and vacant land near HAFB is available.

Utah Military Academy plans to open a second campus in the Camp Williams area of the Salt Lake Valley (Bluffdale/Saratoga Springs area) in the 2015-2016 school year. This location was selected due to the proximity of the Army installation, and the fact that Utah County only has one JROTC program, which is located at the alternative high school (Independence High) in the Provo City School District. Utah Military Academy will apply for an Army JROTC program at this location.

A third campus will open in 2016-2017 in Washington County in order to serve students in the southern Utah area

All three campuses will be overseen by the Executive Director and will have a site specific Commandant of Cadets (see Section Seven: Organizational Structure for additional information).

MARKET CONTEXT AND TRENDS

Utah currently ranks forty first in the country for military recruits, with 1.53 recruits per thousand youth ages 18-24, while the national average is 2.28⁴. Utah Military Academy intends to increase this rate to at least the national average, and would like to see every appointment

⁴<http://nationalpriorities.org/analysis/2011/military-recruitment-2010/>

made by a senator or congressional representative from Utah be accepted at their first military academy of choice.

Attendance at a United States Military Service Academy is by appointment only. Each Senator from the state, as well as each Congressional Representative can appoint five students to each academy every year. Additionally, the President and Vice President of the United States as well as Service Secretaries and Academy Superintendents all can appoint a certain number of students. Once these appointments are made, the individual academies select which students will be admitted. Utah Military Academy will work to prepare and educate students so all appointments from Utah are accepted to an academy and that the candidates sent from Utah are of the highest caliber.

Utah Military Academy will work to get an Air Force JROTC program housed at the school, as it is located in the close vicinity of Hill Air Force Base and a partnership is being developed with base leadership. Currently, the Air Force has four programs in Utah, but says Utah is undersubscribed, and should have eight given the population size of the state⁵. Utah Military Academy is optimistic that a JROTC program can be approved in a timely manner, and has made initial contact with program administrators.

COMPETITIVE ADVANTAGE

Utah Military Academy will be the first school in Utah dedicated to preparing students for future military careers, making it appealing to those who want to be well prepared to enter a military academy, an ROTC program at a private or public institution of higher learning, or enlist immediately after graduating from high school in one of the branches of the armed forces.

A 2013 survey found that 23.3% of students enrolled in JROTC programs nationally who eventually dropped out of the program before graduation did so because JROTC conflicted with other courses they needed to take⁶. There will not be course conflicts for students at Utah Military Academy, making it appealing to students who have had to choose between military education and other courses in their traditional high school setting.

The survey also found that of those who drop out 31.1% say it has to do with friends not participating in JROTC⁷. The emphasis on teamwork at Utah Military Academy will help each student build a network of friends who all participate in the military education components of the school, including wearing a uniform, which has been cited as a deterrent by some dropouts as well.

⁵ AFJROTC—2013 Year in Review, May 2013.

⁶College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

⁷College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

Of students participating in JROTC, 35.3% said they participate in JROTC extracurricular activities more than any other, and an additional 36.8% said they participate in JROTC extracurricular activities as much as other activities⁸. With nearly 75% of students preferring military types of extracurricular activities, the planned extracurricular activities provided by Utah Military Academy will exceed those offered by local schools.

Students who participate in a JROTC program may receive special consideration for ROTC scholarships, which will pay for up to four years of tuition, books, and fees at colleges and universities across the country. For cadets who complete two years of JROTC, one term of ROTC is waived if they enroll in college. For those who complete three or more years, an entire year of ROTC credit is granted. Additionally, those who enter the military immediately after graduating from high school are eligible to enlist in the armed services at one to two pay grades higher than other enlistees. For AFJROTC cadets who complete three or more years and enlist in the Air Force after high school, they are paid at two full grades higher and are automatically enrolled in the Community College of the Air Force⁹.

OUTREACH

Utah Military Academy will use a variety of active and passive means to market the school. Approval to advertise on HAFB has already been approved, and the Board of Utah Military Academy will work with the local school districts and JROTC personnel to recruit students who are already interested in military education. School information will be made available to guidance counselors in local school districts for students who express an interest in joining the military following high school. Contact will be made with all local military recruiters, who will be provided with information and flyers about the school. Open houses will also be held in a variety of locations at various times.

Other means of marketing the school include:

- Outreach through social media such as Facebook, Google ads, and a website
- Distribution of promotional materials in public libraries, community centers, grocery stores, farmers markets, and community gathering events
- Public Service announcements on local radio and TV
- Press releases
- Advertising in local publications
- Canvassing neighborhoods with flyers

⁸College Options Foundation “Annual Research Report”, Peach Tree City, Georgia, 2013.
www.collegeoptionsfoundation.net

⁹ Air Force Junior Reserve Officer Training Corps Fact Sheet. www.au.af.mil/au/holmcenter.

SECTION 6: GENERAL FINANCIAL PLAN

FINANCIAL PRACTICES

Utah Military Academy will have in place robust financial procedures that comply with all Utah State purchasing and finance laws and rules. The school's board will adopt financial policies consistent with UCA 63G-6a and with Rule 277-113. Strong procedures and internal controls will accompany these policies to ensure that the school's control environment protects the public money entrusted to the school for the education of its students.

UMA has drafted finance policies based on the state-published best practices and model policies and has drafted procedures based those of schools with clean audited financial statements that will be in place as the school begins operation. These sound fiscal policies and practices include the establishment of an audit committee of the Board to ensure that the environment the board established is reviewed for compliance by a certified outside party of the board's choosing, and that the board is aware of all potential shortcomings, deficiencies, and any other areas of improvement.

The Board's policies include rules and oversight in the following areas:

- Asset Protection
- Audit and the audit committee
- Insurance and bonding
- Bank accounts, investments and credit cards
- Methods of accounting
- Reporting
- Budgeting
- Fundraising
- Cash receipts and expenditures
- Depreciation schedules
- Procurement and purchasing, including emergency purchases
- Payroll and benefits
- Travel
- The use of Education Service Providers

SUCCESSFUL OPENING

Getting things in place: UMA has already accomplished many of the tasks and projects that a successful charter applicant needs to complete prior to opening—including the establishment of finance policies and a secure control environment as detailed above, marketing and research activities to build a solid base of student enrollment, the recruitment of key experts that will

serve as the school's leadership staff, the establishment of key relationships that can help find and provide business, IT, website, and other administrative services, facility partners who are already searching for suitable space, financial resources for the startup phase before state funding is available, and the most experienced ROTC team in Utah to put together this new and innovative model for Utah's students.

Marketing: The school has completed a marketing analysis of all areas where it may open a campus in the first school year. The school has budgeted \$10,000 for marketing expenses in its startup year, with an additional \$15,000 in the first operational year, which will be used to publicize the school's opening in each location and to build brand awareness for future expansion. Methods of publicity include direct mail, signage and billboards, town hall meetings, community events, Hill AFB partnerships, direct recruitment of current ROTC students in Utah, incentive programs for enrollment referrals, and other strategies that the school may undertake as circumstances warrant.

Recruitment and Hiring: In the startup year, UMA will employ, using funding through private sources (see Startup Funding section below) people in the following positions:

- An Executive Director who will oversee the operation of Utah Military Academy, report directly to the board of Directors and direct the activities of the charter school.
- A Commandant of Cadets, who will oversee all marketing, recruitment, military partnerships and hiring, and ROTC program development and implementation
- An Academic Director who will oversee the development and implementation of the academic program and hire all academic faculty and staff
- A registrar who will work under the Commandant and process all enrollment and manage student records
- An administrative assistant who works under the Academic Director processing administrative tasks school-wide

As the school opens, the full faculty and staff will include the following positions:

- 13 general education teachers, including one in Special Education
- Four ROTC teachers, whose salaries are supplemented by the US Air Force
- Three lab technicians who provide supplementary lab instruction and support to faculty
- A guidance counselor
- Maintenance and janitorial staff commensurate with the acquired facility

The budget for salaries and benefits for the above is \$1.5 million, or 49 percent of anticipated revenue.

Business and Information Services: In addition to the above faculty and staff employed directly by the school, UMA will contract for Information Technology Support and business management services through outside providers. Following the school's procurement policies and state law, the school will release a Request for Proposals to qualified entities and will select the firm(s) that provide the best value and meet the school's needs. UMA has already been in contact with the owners of multiple firms to discuss the schools needs and budgets.

The school's budget for business and IT services in the startup year is \$15,000, as we have found that most ESPs in Utah are willing to provide startup services with delayed compensation until schools like UMA receive state funding and begin actual operation. By attending the required training meetings, UMA has already agreed with some providers to provide free consultation services that they typically offer new applicants as part of their overall business strategy. Budgets increase to \$100,000 in operational years.

Student and Administrative Services: The school will also contract for Special Education services in Speech Therapy and Occupational and Physical Therapy, as needed. Administrative services, except for Business Services outlined above, will be provided by the school's employees as detailed in the Recruitment and Hiring section.

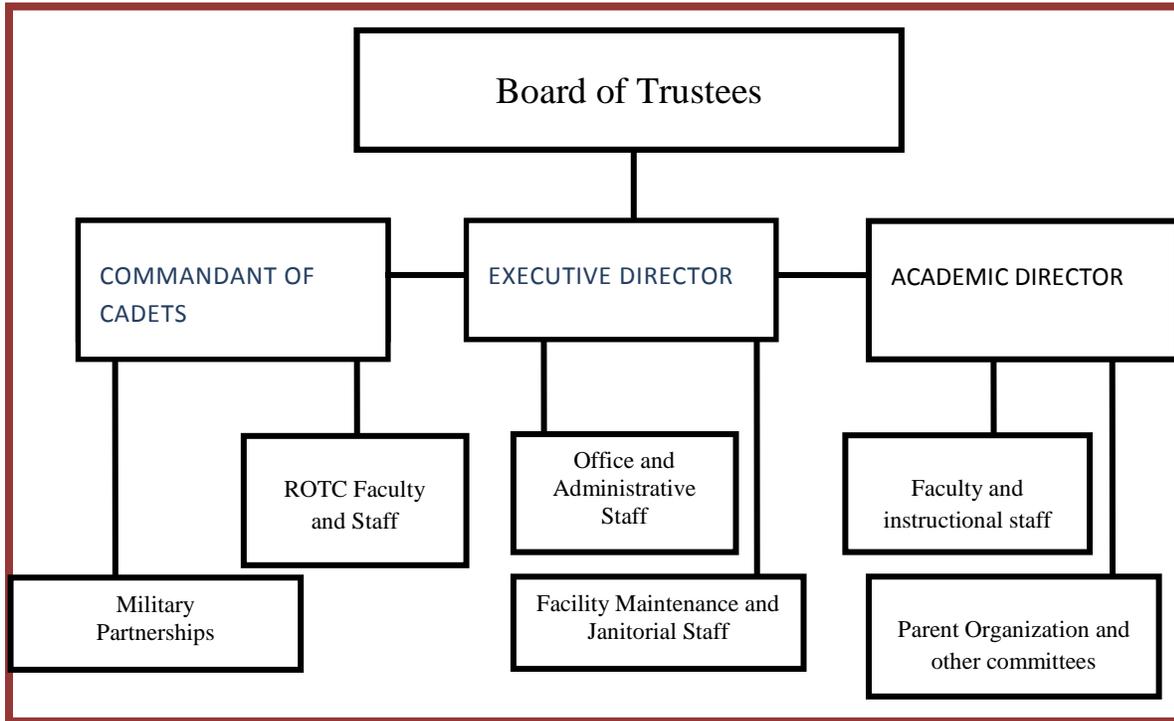
STARTUP FUNDING

Utah Military Academy has secured a potential line of credit with a firm out of California that specializes in assisting charter schools manage cash flow prior to receiving state funding. UMA will borrow up to \$200,000 from this firm in lieu of a state startup loan during its startup year. This funding will be used to execute the hiring, marketing, and implementation strategies described above. Funding will then be repaid using state funding when it becomes available, which may not be until July of 2014.

The school will also join the Utah Association of Public Charter Schools in a partnership to seek additional legislative funding, as this application is in a response to a legislative initiative for specific school proposals. If that funding becomes available, the school will need and will therefore require less funding from the private lender.

In any case, the school already has in place the funding necessary to execute its opening plan without regular state funding.

UTAH MILITARY ACADEMY



BOARD OF TRUSTEES

The Board of Trustees governs Utah Military Academy. The Board will have no fewer than three but not more than nine members. The founding board, consisting of the members listed in this application will govern the school according to the Bylaws until the school opens. Within the first school year, the board will include one member elected by the parents at the school. Should this board structure be incompatible with any future statute or rule governing Utah Charter Schools, the Board will amend its bylaws, charter, and/or board makeup consistent with such changes.

The Board will follow a Policy Governance model. Operational and management decisions and strategies will be left largely to the Administrative Leadership Team, which includes the Executive Director, the Commandant of Cadets, and the Academic Director. The Board will interact directly with parents and other stakeholders when developing policy, hearing complaints alleging violations of policy, or when reviewing the school director’s performance through surveys and verbal comment. Otherwise, communication from the school to all stakeholders will be through the school director.

Responsibilities of the Board of Trustees may include but are not limited to:

- Protect the legal interests of Utah Military Academy
- Determine the vision/mission and set policy
- Exercise sound legal and ethical practices and policies
- Advocate good external relations with the community, school districts, media, parents, and students
- Hire and evaluate the school director and business manager, or service providers performing similar functions, and hold parties accountable to board goals
- Practice strategic planning and assess performance
- Ensure compliance with state law in all areas of school operation
- Adopt policies that further the school’s interests, minimize risk, and to comply with requirements in rule or statute

Responsibilities of Board Chair

- Sets the agenda
- Presides at all meetings
- Appoints all committees
- Signs legal documents
- Chairs committee

Responsibilities of Vice Chair

- Performs duties of Chair if the Chair is absent or disabled
- Coordinates meeting agendas

Responsibilities of Treasurer

- Oversight of money received / disbursed
- Countersign disbursements w/ Chair or School Director
- Submission of monthly financial report and annual report
- Submission of annual budget
- Ensure adequate financial controls

Responsibilities of Secretary

- Writes and distributes meeting agendas to members
- Post public notice of meetings
- Keep minutes of meetings
- Attest to legal documents

MEETING FREQUENCY

The Board of Trustees meets once a month, or as needed and will give appropriate notice as required by law. Meetings will be guided by an agenda, to a) discuss the School’s operations and hear reports and updates from board members and school administrators, b) consider and adopt policies, c) provide oversight of the school performance, and d) consider requests and concerns from parents, students, and teachers. A simple majority vote of the total board membership

constitutes action by the Board of Trustees, except as noted in the Bylaws. The Board of Trustees may not act unless a quorum of board members is present.

SUB COMMITTEES

The Board of Trustees may, at its discretion, appoint and delegate special task forces or committees, or the School Director to investigate and research specific items related to school policy, procedure, programs, and curriculum and make recommendations to the board for potential action.

PARENT ORGANIZATIONS

The Parent Organization is comprised of parents/guardians whose students attend the school. The Parent Organization offer parents a means to support the school through volunteer opportunities, fundraising, community relations, and school promotional activities.

The responsibilities of this organization include but are not limited to:

- Organizing and supporting, through volunteer service, the policies and procedures outlined by the board.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, carpooling and transportation of students, public relations, traffic control and other volunteer activities.
- Organizing and maintaining additional programs as directed by the Board.
- Raising funds for supplementary materials and activities.
- Assist the board in other areas such as serving on sub-committees, etc.

APPENDIX A: BUDGET FORM

Part II Budget Detail		
List all expected sources of revenue and the expected amount. Indicate if the revenue source is local, state, federal, private, grants, or other. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Revenue Detail		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description	\$205,000	\$2,984,797
Private Charter School startup loan	\$200,000	
Donations	\$5,000	\$12,500
Student Fees		\$37,500
Student Activities		\$5,000
Fundraising Activities and Partnerships		\$20,000
Lunch sales		\$58,968
State Revolving Charter School Loan		\$200,000
State Charter School startup grant		\$110,000
State K-12 Funding		\$1,179,313
State Special Education Funding		\$98,156
State Special Population Funding (At-Risk; Accelerated Learning;		\$10,493
State Charter School Local Replacement and Administrative Funding		\$612,833
Other State Funding (Educator Salary Adjustment, Concurrent Enrollment, Library, Supplies)		\$379,409
State Lunch Funding		\$16,200
Federal Special Education Funding		\$28,276
Federal At-Risk Funding		\$19,920
Federal Teacher Training Funding		\$4,200
Federal Lunch Funding		\$54,529
Air Force ROTC Salary Match		\$137,500

Assumptions and Enrollments

Regular Student Estimated Enrollments				Special Education Estimated Enrollments			
Grade Level	Average Daily Membership	Working Pupil Unit (WPU)	WPU's by Grade	Grade Level	Average Daily Membership	WPU Factor	SpEd WPU's
	(# of Students)	Factor			(# of Students)		
Kindergarten	0	0.55	-	Kindergarten (excl. self-contained)	0	0.55	-
1st Grade	0	0.90	-	Grades 1-12 (excl. self-contained)	36	1.00	36.00
2nd Grade	0	0.90	-	Self Contained SpEd Students (> 3 hrs in SpEd class per day)	1	1.00	1.00
3rd Grade	0	0.90	-				
4th Grade	0	0.90	-				
5th Grade	0	0.90	-				
6th Grade	0	0.90	-				
7th Grade	60	0.99	59.40				
8th Grade	60	0.99	59.40				
9th Grade	60	1.20	72.00				
10th Grade	60	1.20	72.00				
11th Grade	60	1.20	72.00				
12th Grade	60	1.20	72.00				
Total Avg. Enrollment	360		406.8	Total Avg. Enrollment	37		37.00

Other Assumptions:			
Description (# of ...)			
K-6 Teachers (CACTUS)			0
7-12 Teachers (CACTUS)	13		13
School Administrators (CACTUS)	1		1
Prior Year WPU's	406.8		406.8
Prior Year Low-Income Students	63		63
Total Other Counts			483.8

State Revenue Calculations (Based on Assumptions)

Rates for all programs should be updated annually based on current legislation

State WPU Programs				State Non-WPU Programs			
	Rate	WPU's	Projected Revenue		Rate	Base Units (see comment for unit type)	Projected Revenue
Regular State Programs:				Related to Basic Programs:			
K-12 (Regular WPU)	2,899.00	406.80	1,179,313	Flexible Allocation (WPU Distribution)	30.17	485.45	14,646
Professional Staff	0.102	41.65	120,745				
Restricted State Programs:				Other:			
SpEd- Add-On	2,659.00	36.00	95,724	School LAND Trust Program	-	360	-
SpEd- Self-Contained	2,659.00	1.00	-	K-3 Reading Achievement Prog	Multiple (see comment)	360	-
Class Size Reduction (K-8)	224.61	120.00	26,953	Charter School Administrative Costs	100.00	360	36,000
Total WPU Programs		485.45	1,422,735	Educator Salary Adjustment-Teachers	5,215.00	13	64,639
				Educator Salary Adjustments- Admin	3,104.00	1	3,104
				Charter School Local Replacement	1,689.00	361	609,729
One-Time Programs				Special Populations:			
		Base Units (see comment for unit type)	Projected Revenue	Enhancement for At-Risk Students	30.42	406.80	8,951
Teacher Materials & Supplies	Multiple		2,130	EHS- Gifted and Talented	3.79	406.80	1,542
Library Books and E Resources	0.84	361.00	450				
			2,580	Total Non-WPU Programs			738,611

Non-Calculated State Revenues (Base on prior year data)

Revenue Description	PY Amount	Adj. % from		CY Amount	Revenue Description	PY Amount	Adj. % from PY		CY Amount
		PY					PY		
SpEd- Extended Year & Stipend	2,432	100%		2,432	State Liquor Control Tax	16,200	100%		16,200
SpEd- State Programs	-	100%		-	CTE Safe and Drug Free State Act	-	100%		-
Advanced Placement	-	100%		-	UPASS	778	100%		778
Career and Tech Ed- Add-on	41,102	100%		41,102	Extended Year Special Educator	-	100%		-
Concurrent Enrollment	131,815	100%		131,815	Other State Revenue	-	100%		-
State Start-up Grant	-	100%		-					
Total Non-Calculated State Revenues									192,327

ESTIMATED Total State Funding \$ **2,356,253**

Non-Calculated Federal Revenues (Based on prior year data)

Revenue Description	PY Amount	Adj. % from		CY Amount	Revenue Description	PY Amount	Adj. % from PY		CY Amount
		PY					PY		
Federal IDEA (4524)	28,276	100%		28,276	Federal Title I (4801)	19,920	100%		19,920
Federal Lunch Prgm (4571)	11,923	100%		11,923	Title II Imp Teacher Qual (4860)	4,200	100%		4,200
Free & Red Lunch (4572)	42,606	100%		42,606	Federal- Other Federal Revenue	-	100%		-
Federal Breakfast (4574)	-	100%		-					
Federal After School Lunch (4575)	-	100%		-					
ESTIMATED Total Federal Funding									\$ 106,925

School Name: Utah Military Academy		
Part I Budget Information		
<p>Read this before you begin this page: Complete all Sections of Part II, Detail of Budget Information, before returning to this page (to open, click on each worksheet tab at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into this page. Where you see a \$0 already inserted in the columns below, a formula has been inserted. <u>Do not delete this formula</u>. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.</p>		
Budget Summary		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Total Revenues	\$205,000	\$2,984,797
Total Budgeted Expenditures (items A through H)	\$148,500	\$2,801,086
A. Salaries (100) and Benefits (200)	\$96,000	\$1,406,286
B. Purchased Professional and Technical Services (300)	\$15,000	\$163,000
C. Purchased Property Services (400)	\$14,000	\$510,800
D. Other Purchased Services (500)	\$14,000	\$140,516
E. Travel (580)	\$5,000	\$28,000
F. Supplies and Materials (600)	\$2,500	\$210,884
G. Property (includes equipment and computer hardware) (700)	\$2,000	\$132,000
H. Debt Service and Miscellaneous (800)	\$0	\$209,600
Revenues - Budgeted Expenditures	\$56,500	\$183,711
Percent of Revenue Budgeted	28%	6%

Salaries (100) and Benefits (200)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Title and number of employees during planning period and 1st operational year	\$96,000	\$1,406,286
One Commandant of Cadets	\$37,500	\$75,000
One Academic Director	\$32,500	\$65,000
One school administrative assistant	\$16,000	\$32,000
One registrar/student services manager	\$10,000	\$40,000
One Counselor		\$45,000
14 General Education Teachers		\$532,000
One Special Education Teacher		\$40,000
Four ROTC Teachers		\$200,000
One Maintenance Manager		\$35,000
Two part-time custodians		\$12,960
One Lunch Supervisor		\$16,150
Payroll Tax		\$83,623
Retirement		\$54,656
Medical/Dental/Vision		\$153,035
Unemployment and Workers' Compensation		\$21,862
School Name: Utah Military Academy		

Part II Budget Detail

Amount paid to employees of the school in permanent and paid positions. Benefits include amounts paid by school on behalf of employees which are over and above salary.
The total is populated for you in the grey cells. Do not delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.

Salaries (100) and Benefits (200)

	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Title and number of employees during planning period and 1st operational year	\$96,000	\$1,406,286
One Commandant of Cadets	\$37,500	\$75,000
One Academic Director	\$32,500	\$65,000
One school administrative assistant	\$16,000	\$32,000
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Payroll Tax		\$83,623
Retirement		\$54,656
Medical/Dental/Vision		\$153,035
Unemployment and Workers' Compensation		\$21,862

School Name: Utah Military Academy		
Part II Budget Detail		
<p>This will include any purchased services, from individuals or companies with specialized skills, knowledge and services, such as any service provider, accountants, architects, auditors, and consultants. Included in the amount is also any associated expenses paid to the service provider, etc. such as travel, per-diem, and miscellaneous items.</p> <p>The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.</p>		
Purchased Professional and Technical Services (300)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Description (include name or type of company and service provided)	\$15,000	\$163,000
Professional Development		\$20,000
Business and Finance Services	\$15,000	\$75,000
Special Education Services		\$35,000
Legal Services		\$5,000
Information Technology Services		\$25,000
Auditing Services		\$3,000
School Name: Utah Military Academy		

Part II Budget Detail		
<p>Amounts paid for services, rendered by organizations or personnel not on payroll of the school, to operate, repair, maintain, insure and rent property owned and/or used by the governing board or school.</p> <p>The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.</p>		
Purchased Property Services (400)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Description (include name or type of company and service provided)	\$14,000	\$510,800
Facility Lease	\$14,000	\$495,000
Facility Maintenance and Services		\$11,000
Security Expense		\$2,400
Storage		\$2,400

School Name: Utah Military Academy	
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Part II Budget Detail

Amounts paid for services rendered by organizations or personnel not on payroll of the school, and other than Professional and Technical Services (300), or Purchased Property Services (400).
 The total is populated for you in the grey cells. Do not delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.

Other Purchased Services (500)

	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Description (include name or type of company and service provided)	\$14,000	\$140,516
Liability and Property Insurance		\$12,200
Telephone and Internet	\$4,000	\$25,000
Advertising	\$10,000	\$15,000
Tuition to other schools		\$88,316

APPENDIX B: GOVERNING BOARD BACKGROUND SHEETS

Name Darren Beck

Role with school Founding Board member (Chair)

Expertise 15+ years in public education (10 in charters) as a teacher, administrator, and consultant

Statement of Intent:

Being able to bring 15+ years of education experience to a military school concept is rare enough nationally, but this is the first such effort for a charter school in Utah. I have worked in a variety of circumstances as a classroom teacher, as a county office of education program manager, as a site administrator, and as a state-level association Board member and staff member with the emphasis being to support innovative, quality schools. For a couple of years, I also traveled to other states and worked state leaders and others with the hope of developing innovative, quality schools.

The expertise I bring to the board is essentially from the school level as well as having observed numerous good and bad charter school boards over the time I have spent in education. Given my educational background, the others have determined that I would give initial leadership as the board chair. That is daunting given the wonderful leadership of our other board members. Due to their desire to get a truly innovative program going, they make it easy to feel a high degree of passion for this particular school.

Those that know me are always surprised by my willingness to engage in this sort of school. It is far removed from my background as I have no military experience whatsoever. However, I see this effort as taking my personal philosophy on another angle. Many students are not seeing college on their horizon, but this military academy not only expands the possibilities for all students who enroll in terms of post-secondary study, it increase the viability of truly committed and prepared armed forces. So many possibilities exist with this proposed school. I genuinely feel a high level of enthusiasm and passion for this effort. Working with the board and others, this can be a great benefit to the state as well as students throughout the country as it provides a model worth replicating.

Not-for-Profit History:

I worked for a number of years in survey research as a middle manager prior to gravitating to education. I worked as a classroom teacher at the elementary, middle school, high school, and adult education levels prior to spending 6 ½ years as a site administrator for two charter schools. Having observed the various levels of dysfunction on charter school boards in Utah, I also saw from successes on those and other boards that I know are able to be replicated sooner and for longer term success.

Four years of site leadership experience at the elementary level and 2 ½ years (and counting) at the secondary level with about 4 years of experience at a non-profit state association is the

background I bring to this not-for-profit. I am a big believer, especially as I get older, that I win no prizes for pretending to have it all figured out. I win greater victories, respect, and support when I speak up about not knowing it all. Being teachable, with a fair amount of confident humility, gives me greater mobility and support to get the crucial work done of meeting students where they are and providing an individualized education, to the extent anyone can do so.

Employment History:

Substitute teaching, Alpine School District and Provo School District, 1991-1992 & 1993-1994
Provided experience in how traditional school classrooms operate.

Telephone Center Manager, The Wirthlin Group, 1991-1995
Survey research, personnel management, and budget management.

Facility Manager, Venture Data, 1996-1997
Survey research, personnel management, and budget development \$50,000; Start up office.

Property Manager, Glenwood Intermountain Properties, 1997-1998
Managed apartments, managed remodel project, and budget development \$1.5 million.

Classroom teacher, Alisal Union School District, 1998-2000
5th/6th combination teacher with English only as well as Newcomer students.

Classroom teacher, Marysville Joint Unified School District, 2000-2001
5th grade teacher in a district with low performance and highly dysfunctional neighborhoods.
Classroom teacher, Sutter Union High School District, 2001-2002
Taught Spanish, advised the International Club, and coached Men's Tennis.

School Readiness Program Manager, Colusa County Office of Education/Pierce Joint Union School District, 2002-2003, Developed the birth-to-5 effort for primarily migrant worker families in a rural county included budget management and obtaining in-kind or monetary donations.

Classroom teacher, American Preparatory Academy, 2003-2004
Taught Middle School History and Spanish.

Director, The Ranches Academy Public Charter School, 2004-2008
Helped start up this K-8 school and was responsible for working with the board on budget development and management.

Board Chair and member, Utah Association of Public Charter Schools, 2006-2009
Highlight of this effort was working with the National Alliance on a strategic plan for the UAPCS.

Director, Rockwell Charter High School, 2008-2009
Helped start this 7-12 school and was responsible for budget management.

Director of Grassroots Support, Utah Association of Public Charter School, 2010-2011
Staff member of the association brought on to support the strategic plan of the association.

Grant Program Manager, East Hollywood High Dissemination Grant Project, 2010-2011
Oversaw work on this grant project that developed an online and other efforts for those desiring to start a Utah charter. This included budget management, resource allocation, and research.

Director of Strategic Development, Harmony Educational Services, 2011-2013
Worked with state level and other education leaders in Indiana, Tennessee, Hawaii, New Mexico, Nevada, Idaho, and California to develop new possibilities in educational delivery.

Co-founder, Utah Charter Network, 2011
Participated in developing this resources and services organization as a support to Utah charters with the idea of working with UAPCS.

Director of Utah Operation, Foundation for Educational Success, 2011
Worked with Ted Fujimoto's Right To Succeed to develop an educational gala in Clark County, Nevada.

Executive Director, Rockwell Charter High School, 2013
Returned to initiate significant turnaround effort at RCHS with Harmony and then hired on by the board for the 2013-14 school year.

Participant in the National Alliance for Public Charter School's Master Class program, 2007-2012. Attended 3-4 of these each year in various locations plus online offerings on various aspects of chartering. Have also attended all national conferences since the Sacramento 2006 conference. Helped organize and presented at Utah's state charter conference, 2007-2010 and participated again in 2013. Have attended various symposia offered by the Utah Charter Network, 2011-2013.

Education History:

I do not generally believe my educational background has much to do with charter schools at all, to be honest. I also believe very few people who are my age or even younger have any particular edge in this area. I believe chartering requires hands on experience and a great deal of self-initiated learning. As far as that goes, I believe it takes a great deal more than a college program to ever be ready for the curves that are thrown those who engage in chartering. And from having played and coached baseball, I would say that game offers the best learning environment for successful charter school leadership.

My BA is in History with a minor in Spanish from California State University, Chico or Chico State in 1997. I have taken various graduate courses since then as well as participated in literally hundreds of hours of conferences and trainings all over the country and online. I have read voraciously on education reform for most of the past 15 or so years.

AA, Yuba College, Fall 1982-Winter 1983 and again in Spring 1986-Spring 1987

BA, Chico State, Fall 1987-Spring 1991 (Course work from the University of Oregon, 1997, allowed me to finish my BA.)

Have attended classes at the University of Utah (1995), the University of Oregon (1997), and the University of Phoenix (2003-4) with an overall GPA of 3.5 and 17 units of graduate level work.

Earned a certificate that verifies attendance at the National Alliance for Public Charter Schools' Master Class program which certifies significant "coursework" in charter school leadership, 2007-2012. In addition to all of this, have attended hundreds of hours of trainings and meetings for charters and for public education leaders and teachers between 2003 and the present.

Name John Charles Williams

Role with school Member, Board of Directors / Governors

Expertise Military, Public Administration, HRM, Logistics, and Education

Statement of Intent:

My commitment to this proposal is to support the vision and mission of the academy to educate and develop future military leaders, and to work with other board members, staff, and student to do the same. Our job is to work with the State of Utah, establish the school, get it up and running, develop the curriculum and procedures to keep it going, recruit staff and students, and do the best job possible to make this endeavor a success. The expertise I bring is varied including: military, public administration, HRM, logistics, and education: geography, geology, history, and, political science. I also have a great deal of background in planning, developing, organizing, and executing special projects.

Not-for-Profit History:

*In 2010, I helped organize the **Support Our Soldiers Foundation**, a non-profit foundation dedicated to raising money to assist US soldiers from the Iraq and Afghanistan Wars, re-integrate into society as they recover from the wounds and trauma suffered during their deployments. I currently serve as a member of the Board of Director to SOSF. (www.sosf1.org)*

Employment History:

*August 2005 – January 2009:**Assistant Deputy Under Secretary of Defense for Installations (ADUSD-I), Office of the Secretary of Defense (OSD) / Member of the Senior Executive Service.** Office responsible for all US military installations world-wide: 571,000 buildings & structures, over \$710 billion in plant replacement value, \$55 billion annual budget, and 46,000 square miles of real estate. Responsibilities included: implementing the 2005 Base Realignment and Closure Act (BRAC); Installations Resource Management; Public / Private Partnerships & Enhanced Use Leasing; the DOD Business Enterprise Architecture; serving as the senior Geospatial lead on Installations & Environment policy; and as a senior DOD Energy official for Installations. Clearance: Top Secret / SCI – current until 2019*

*June 2004 – November 2004:**IRAQ: Regional Programs Coordinator, NE, for DOD's Projects & Contracting Office (PCO),** following Iraq's Transition to Sovereignty in June 2004. Volunteered to go to Tikrit and set up the model organization used by our teams in the rest of Iraq. Responsible for over two billion dollars in reconstruction projects in four of Iraq's eighteen governorates. Returned to PCO-Pentagon mid-November 2004.*

*October 2003 – June 2004:**IRAQ: Director of Personnel for the Coalition Provisional Authority (CPA) in Baghdad.** Sent to fill the SES billet there to solve the personnel problem in Baghdad and between Baghdad and the Pentagon operation. Consolidated all DOD (Civilian & Military), State Dept., and Federal personnel activities into one shop within CPA to include recruiting, deployment, redeployment, and pay & benefit services.*

1992 to Present: I have operated **Stone-Williams Associates**(formerly Williams Associates), a logistics-consulting firm specializing in Logistics Systems, Special Projects, and Political Consulting, originally in San Bernardino County, California, and now Washington County, Utah.

February 1989 - February 1992:**GM-15, Special Assistant to the Director, National Park Service (NPS)**, Department of the Interior, Washington, D.C. and San Francisco, CA.

- **Chief Project Consultant** - to the **Presidio Planning and Transition Office**, tasked with transferring management of the Presidio from the US Army to the National Park Service.
- **Project Manager** - Developed and started "first of its kind" system-wide recycling partnership with the NPS, Huntsman Chemical Co. & Dow Chemical Co. The plans were implemented in Grand Canyon, Yosemite & Yellowstone National Parks.
- **Program Coordinator** - Planned and implemented volunteer programs throughout the National Park System. Solicited physical and monetary support for volunteerism in the Parks from private, civic, business, and academic organizations.
- Managed the **NPS "Take Pride in America"** public lands stewardship awareness program.
- **Legislative Liaison** - represented the NPS legislative efforts to the US Congress in Washington, D.C.

December 1967 – May 1988:**Officer in the United States Air Force.** Retired as a **Lt. Colonel** with over 20 years on active duty.

Education History:

- | | |
|--|------|
| • BA, Geography - California State University at Chico, | 1967 |
| • Who's Who in American Colleges and Universities - California State University at Chico, | 1967 |
| • USAFSquadronOfficersSchool – USAFAirUniversity, Maxwell AFB, MS | 1973 |
| • MPA, Public Administration - (Summa Cum Laude) - University of Northern Colorado, | 1975 |
| • Air Command and StaffCollege | 1975 |
| • MA, Human Resources Management - (Cum Laude) - Pepperdine University, CA, | 1979 |
| • National Security Management (ICAF) - NationalDefenseUniversity (NDU) (MS Equivalent) | 1983 |
| • San BernardinoCountySheriff's Academy - San Bernardino, CA, | 1994 |

Name Kit K Workman, Major, USAF (ret)

Role with school Board member, Commandant of Cadets

Expertise Senior Aerospace Instructor, AFJROTC, Clearfield HS AFJROTC

Statement of Intent:

I will be working on the board to provide the military Junior ROTC expertise in the development of the school.

Not-for-Profit History:

I have served 18 years as the Senior Aerospace Instructor for the JROTC program at Clearfield HS. I am responsible for managing \$150,000 in uniforms, and other military equipment items. I am responsible for managing funds from the US Air Force and well as organizing fundraising events to support or various activities. We use more than \$40,000 per year to run our program of 160-180 cadets.

Additionally, I am serving with the Utah Air Force Association (AFA). I have served as the State Vice President, the State President, and the President of the association's Aerospace Education Foundation (AEF). The Utah AFA and AEF is a 501(c)3 organization. The Air Force Association promotes, advocates, and educates on the role of air power in the United States. The AEF is the education arm of the AFA. We raise money to support aerospace and STEM education in the state. I manage a budget of about \$60,000

Employment History:

Officer, United States Air Force, 1979-1995. Helicopter Pilot, Combat Camera Officer. While in the Air Force I served in a number of positions from Mobility Officer responsible for the rapid worldwide mobilization of troops and equipment; I served as Public Affairs Officer, responsible for writing press releases, dealing with media, and providing public unit briefings; I served as Flight Examiner and Chief of Training for the Air Force's 1st Helicopter Sqn., responsible for managing training for the Air Force's elite flying squadron in Washington DC; I also served as Operations Officer for the largest combat camera squadron in the Air Force, where I managed the day to day operations and deployments of military assets; I was the Officer in Charge of the Joint Combat Camera Center, Pentagon, responsible for directing worldwide assets to document all military operations and provide those images to military and government agencies; My last assignment was Chief of Visual Information for HQ Air National Guard. I was responsible for HQ directives and field support for more than 50 Visual Information Centers throughout the United States.

Senior Aerospace Officer, Air Force Junior ROTC, 1995-Present. I am responsible for the day to day activities of the JROTC program at my high school. Coordinate all events, funding, academics, and oversee a cadet staff in these efforts. Coach or manage various teams tied to the JROTC.

Education History:

BA- Communications, Brigham Young University, 1975-1979

Central Michigan University-1987 (Started Master Program in Public Admin had to quit because of military transfer)

MS- Human Resources Management, Chapman College, 1988-89

31 Graduate Credits- History, Weber State University, 2004-Present

Name Sherrain M. Reber

Role with school Board Member

Expertise Public Affairs, Office Organization, Management,

Statement of Intent:

As an officer in the United States Army Reserve Command, I am passionate about military benefits, discipline and the highest levels of professionalism. I have extensive training in leadership and have experience in public relations, planning and executing communication strategies, and media facilitation.

Not-for-Profit History:

My experience with not-for-profits is mainly volunteering my expertise in marketing and grass roots management.

Over ten years of my work experience is building businesses from the ground up. I have established SOPs for accounts payable, accounts receivable, inventory, supply, human resources, pay roll and customer service, etc. Not having had essential systems in place, has taught me to find the answers, which is more empowering than being shown a process.

As a public affairs officer, my work is thorough with vetted research to ensure accurate reporting. We are trained in ethics because it's the background of journalistic integrity and gives us legitimacy as a source of information.

As commander of a mobilizing detachment, group organization is key. Every soldier within the unit understands the chain of command from the Commander in Chief to their own position. In order to accomplish the amount of work required from reservists, it is imperative to delegate responsibility and ensure proper training. Clear guidance is given to them about their responsibilities as a Soldier and as a professional in public affairs. Quarterly counseling's are conducted so that they receive useful feedback and can analyze their strengths and weaknesses.

For the period of 22 months, my position was as the 96th Special Troops Battalion's Human Resources Officer, my current position requires that I counsel the Brigade Commander as needed, and I have been a part of the executive level of business planning since 1995.

For these reasons, my experiences in any organization, but particularly a newly established entity would be highly valuable.

Employment History:

As a First Lieutenant (Adjutant General/Public Affairs Officer) and Commander (358th Public Affairs Detachment) in the United States Army Reserve I embody the Army Values of respect, loyalty, selfless service, personal courage, honor, integrity, and duty.

I am responsible for ensuring my Soldiers are ready to go to war when called upon to do so. This is a heavy position of responsibility that requires honest self assessment of the team and our training. This is something that I will take with me into a charter school environment, understanding that educating our future leaders and citizens bears an equal level of dedication.

I am accustomed to changing environments and problem solving. It is not enough to merely train students on a system within a given set of parameters; but teaching them to think critically, see the big picture, and find solutions is imperative to having success in life. Ensuring proper training is conducted to the Army standard is also a top priority. After every training exercise we conduct reviews of our performance. Having a base line standard and self awareness are the tools for improved skills and constant progress.

My background in Government Relation and Regulatory Affairs at Omni Lytics, Inc from 2006-2008 allowed me to break new ground as the first company to seek U.S./Canadian regulatory approval, management, and compliance for all products through NAFTA. According to the trade agreement, the approval process saved the company nearly 8 months in product registration time – taking it to the market faster. Knowing regulation and taking the time for research is imperative when making companies profitable.

I also maintained a trusted and professional relationship with Utah's Congressional Representatives and staff as well as other critical government Agency employees.

I worked for Congressman Rob Bishop from 2002 to 2006 as a Grass Roots Manager/Staff Assistant/Constituent Relations Specialist. I assisted the Congressman, Chief of Staff, and legislative aides as needed, conducted research, acted as a congressional liaison, attended briefings, distributed press releases, wrote speeches, etc.

I was the main point of contact for managing thousands of constituent requests and concerns annually.

During his first congressional race, I was responsible for developing precinct support and organization as well as distribution of campaign materials. I assisted and supported staff members during conventions, Town Hall Meetings, and other special events.

At LIMITED INC., from 2001 to 2002, I was an assistant manager. We maintained over one million dollars in monthly inventory and trained and supervised over 20 employees.

While working at SCREAMDESIGN.COM, 1999 to 2001, as a Marketing Manager, I established and maintained professional relationships with media vendors, news representatives and

various public and private organizations. I also drafted, edited, and published newsletters and press releases and oversaw marketing campaigns.

While employed at VYZYNS as the Office Manager, June 1995 to 1998, I established accounts payable, receivable and integrated the invoice system. I also developed the supply and inventory system. All of these operating procedures were built from the ground up due to the fact that this was a brand new business.

My entire work history qualifies me to operate a charter school as related to the development of academic programs, operations of a small business, and background in financial management because I have conducted overseen training and education of soldiers, interns, and subordinate employees and understand the necessity of assessment to improve motivation, communication, and student comprehension.

I have been an integral member of the executive team in many small businesses and am accustomed to identifying problems and solving them. Regardless of my position, I have been sought out for special tasks and acted as an advisor to key leaders. I am accustomed to developing standard operating procedures and am skilled in both internal and external relationship building. Personnel and processes are two of the most important pieces to organizational success. And after working in large government agencies, I also know when to implement a common sense approach to problem solving.

My experience in financial management is less extensive than in other areas. The businesses in which I played an integral role in the accounting process where successful and sold at a profitable margin.

Education History:

Intercultural Peacebuilding (Conflict Resolution/Mediation) – Brigham Young University – 2009
Comprehensive Crisis Management Course – Asia Pacific Center for Strategic Studies, 2008
Bachelor of Arts in International Relations – Brigham Young University, 1995

Military Education:

Family Readiness Group, Chain of Command - 2013
Company Team Leader Course - 2013
Anti-Terrorism Officer Basic Course - 2013
Combat Lifesaver Course - 2013
DVIDS Leader Course - 2013
DVIDS Operator Course - 2013
Public Affairs Qualification Course - 2012
HR Supervisor Course - 2012
Pre Command Course - 2012
ITRS - 2011
Combat Lifesaver Course - 2011

BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Curtis Oda

Role with school Board member

Expertise Have served on numerous boards and current am a sitting member of the Utah House of Representatives. I am a huge supporter of Charter Schools. Being in the insurance industry, I understand risk and loss control. I understand that board members may, by statute, be personally liable for the acts of the board. As such, I will only serve if there is, in place, an indemnity clause in the bylaws and a Directors & Officers Liability policy in force.

My US Marine Corp Officer Training will be valuable as this proposed school has military a military focus.

I am also a certified firearms instructor. As such, can be involved in making sure students of this school are taught properly in safety and use.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this proposal as it has been written.

I have no direct experience with charter schools. But I have been on a public school's community council, two principal selection committees for a Jr. High, and was on the Governor's Education Excellence Commission for a year. As I said before, my insurance business background, military training, having served on prior boards, current service in the Utah Legislature and firearms certifications are critical to a school of this type.

Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

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