



# Wyoming Charter School Application

**Proposed Charter School Name** Vitalis Charter Academy

**Date Submitted** Friday, July 26, 2024 11:50

**Contact Name** Lisa Oilar

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**Charter School Type** New Charter School

## Heading

**Authorizer to whom the charter is submitting:** Wyoming Charter School Authorizing Board (WCSAB)

**Local Wyoming School District in which the charter will be operating:** Park County School District # 6

**Date the charter school intends to open for operation** Monday, February 3, 2025

**Proposed first day of school for students** Tuesday, August 26, 2025

**Please upload Cover Sheet and Table of Contents in .pdf format**  2024 Charter School Applicat....pdf

**Please upload Component 1 (Management and Planning) of the completed charter school application in .pdf format**  I. Management & Planning.pdf

**Please upload Component 2 (Resources and Operations) of the completed charter school application in .pdf format**



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**Please upload Component 3 (Educational Programs) of the completed charter school application in .pdf format**



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**Additional Documentation (Optional)**



1043 13th Street Tear Sheet.pdf



3rd Grade Yearlong Map- VCA.pdf



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BankLetter.pdf



BreakEvenAnalysis.pdf



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Community Partners Policy- ... .pdf



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Curriculum Checklist.pdf



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Draft lease Vitalis Charter Ac... .pdf



EMPLOYEE HANDBOOK VCA... .pdf



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Enrollment Application VCA.pdf



Evidence of Coverage (1).pdf



GlennNielsonResume.pdf



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Grievance Policy VCA (1).pdf



Grievance Policy VCA.pdf



HS Course Catalog- VCA.pdf



K Report Card (1).pdf



K Report Card.pdf



LisaOilarResume.pdf



LovellMeeting.pdf



Master AGREEMENT- VCA.pdf



Non-compliance Form.pdf



OASIS Gen Hosting Contract.pdf



Organizational Chart.pdf



Parent\_Student Handbook- V... .pdf

















Petition Budget- VCA.pdf









Petition Data - petition data (1).pdf



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-  VCA US Constiution Assess... .pdf
-  VCA Weekly Schedule - ELEM...pdf

-  VCA Writing Guidelines and R...pdf
-  VCA Wyoming Constitution A... .pdf
-  Vitalis Charter School Letter ... .pdf
-  WY Facilities Dept Let.docx.pdf
-  Works Cited.pdf
-  WorlandResourceCenter.pdf

## Charter School Assurance

By checking each box, the proposed charter school is assuring that they will comply with Wyoming Statutes in the event that the waiver requests are denied by the State Board of Education.

## Management and Planning

Component 1

**Assurance #1: The proposed charter contract will be between the charter school governing board and the authorizer (W.S. 21-3-305(a)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #2: The proposed charter school guarantees the governing board will comply with the Wyoming Public Records Act (W.S. 16-4-201 through 205).**

Yes (As per 21-3-305(g)(iii), this assurance is deemed exempt from waiver.)

**Assurance #3: The proposed charter school guarantees the governing board will maintain up to date policies, rules and regulations.**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #4: The proposed charter school guarantees the governing board will comply with Wyoming open meeting requirements (W.S. 16-4-401 through 408).**

Yes (As per 21-3-305(g)(iii), this assurance is deemed exempt from waiver)

**Assurance #5: The proposed charter school guarantees that it has not entered into a contract with an educational service provider without the prior written consent of the authorizer (W.S. 21-3-303(d)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #6: The proposed charter school guarantees that the sole purpose of the charter school is not to avoid consolidation or closure of any school or district (W.S. 21-3-303(b)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #7: The proposed charter school guarantees that the applicant is not proposing to convert a private school or a nonpublic home-based educational program into a charter school (W.S. 21-3-303(c)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #8: The proposed charter school guarantees that the charter school will be a public, non sectarian, nonreligious, non home-based school which operates as a public school (W.S. 21-3-304(a)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #9: The proposed charter school guarantees that the charter school will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services (W.S. 21-3-304(c)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #11: The proposed charter school guarantees that the charter school will participate in all monitoring processes conducted by the authorizer or the Wyoming Department of Education to ensure compliance with applicable laws, rules and regulations, to verify school quality or to ensure adherence to the terms of the charter (W.S. 21-3-305(a)(vi)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #12: The proposed charter school guarantees that records provided by the charter school to the Wyoming Department of Education or authorizer that relate to compliance by the charter school with the terms of the charter or applicable state or federal laws are subject to inspection and copying (W.S. 21-3-305(a)(xv)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #13: The proposed charter school guarantees admission to the charter school will not be determined solely on academic abilities or achievements including minimum test scores or intelligence quotient scores (W.S. 21-3-304(p)).**

Yes (As per 21-3-305(g)(ii), this assurance is deemed exempt from waiver.)

**Assurance #14: The proposed charter school guarantees the charter school will be tuition free (W.S. 21-3-304(a)).**

Yes (As per 21-3-304(a), this assurance is deemed exempt from waiver.)

**Assurance #15: The proposed charter school guarantees text books and instructional resources will be provided to students free of charge (W.S. 21-9-201(a)).**

Yes

**Assurance #16: The proposed charter school shall be subject to the Wyoming Education and Accountability Act (W.S. 21-3-304(g)(ii)).**

Yes (As per 21-3-305(g)(ii), this assurance is deemed exempt from waiver.)



**Assurance #17: The proposed charter school will use an improvement process (if partially meeting or not meeting expectations) that evaluates data, and these data are used to identify goals, design interventions and strategies, monitor progress toward goals, align resources and evaluate success toward meeting goals, as defined by the Wyoming Education and Accountability Act (W.S. 21-2-204(h)(v) and (vi)).**

Yes (As per 21-3-305(g)(ii)), this assurance is deemed exempt from waiver.)

## Resources and Operations

### Component 2

**Assurance #18: The proposed charter school guarantees that buildings and facilities will meet standards for school building and facility adequacy (W.S. 21-15-115).**

Yes (As per W.S. 21-3-304(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #19: The proposed charter school guarantees that the school will have monthly fire and or safety drills (W.S. 35-9-505(b)).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #20: The proposed charter school guarantees that the flags of the United States of America and the State of Wyoming will be displayed when school is in session in, upon, or around each school building (W.S. 21-3-110(a)(xii)).**

Yes

**Assurance #21: The proposed charter school guarantees that storage and disposal of toxic chemicals and other hazardous substances used by schools in educational programs will be in accordance with state guidelines (W.S. 21-2-202(a)(xxii)).**

Yes (As per 21-3-305(g)(i)), this assurance is deemed exempt from waiver.)

**Assurance #22: The proposed charter school guarantees that pesticide application will follow a safety protocol (W.S. 35-7-375(a)(b) and 21-3-111(a)(xvix)).**

Yes (As per 21-3-305(g)(i)), this assurance is deemed exempt from waiver.)

**Assurance #23: The proposed charter school guarantees that internet access will be provided in the school (W.S. 9-2-1035(a)(iii)).**

Yes

**Assurance #24: The proposed charter school will provide a financial feasibility statement providing evidence of charter school viability to the authorizer following the first three (3) years of charter school operation (W.S. 21-3-307(a)(xxii)).**

Yes (This assurance is deemed exempt from waiver.)

**Assurance #25: The proposed charter school guarantees all personnel will complete all position specific compliance trainings required by statute or required by the charter school's insurance company (e.g., non discrimination, suicide prevention) (21-3-307(a)(vi)).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #26: The proposed charter school guarantees all employees will be subjected to criminal background checks (W.S. 21-7-401).**

Yes (As per 21-3-305(h), this assurance is deemed exempt from waiver.)

**Assurance #27: The proposed charter school guarantees all personnel that require certification will have a current or pending certificate issued by the Wyoming Professional Teaching Standards Board or the applicable state licensing board, and their assignment will be consistent with their area of endorsement (W.S. 21-7-303) and (Wyoming Department of Education Rules, Chapters 6 and 5(e)(ii)).**

Yes (As per 21-3-305(h), this assurance is deemed exempt from waiver.)

**Assurance #28: The proposed charter school guarantees all classes regardless of delivery method (e.g., on-site, virtual, technology based, independent study), will be taught by a Wyoming Teaching Standards Board certified teacher. (Wyoming Department of Education Rules Chapters 6 and 5(e)(ii)(A)).**

Yes (As per 21-3-305(h), this assurance is deemed exempt from waiver.)

**Assurance #29: The proposed charter school guarantees all teachers and leaders will be evaluated at least once annually using a process conforming to Wyoming Department of Education Chapter 29 Rules (W.S. 21-3-110(a) (xvii) and (iii)).**

Yes

**Assurance #30:** The proposed charter school guarantees the school will meet the minimum hours of pupil-teacher contact time (W.S. 21-2-304(b)(viii) and 21-4-301).

Yes

**Assurance #31:** The proposed charter school guarantees the school will operate at least 175 pupil-teacher contact days and 185 operational days or will receive approval from the State Board of Education for an alternative schedule (W.S. 21-4-301 and 21-13-307(a)(ii); and 5(a)).

Yes

**Assurance #32:** The proposed charter school will adhere to scheduled holidays, and appropriately recognize days of observance and mourning (W.S. 8-4-101(a) and (c)) and (W.S. 8-4-103 through 106).

Yes

**Assurance #33:** The proposed charter school guarantees temporary school closures (e.g., for inclement weather) will be reported to the Wyoming Department of Education (W.S. 21-13-307(a)(ii)).

Yes

## Educational Programs

### Component 3

**Assurance #34:** The proposed charter school guarantees that all children enrolled will be fully immunized or will have a waiver from immunization with documentation kept by the school (W.S. 21-4-309).

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #35:** The proposed charter school guarantees that with a written permission by parents and health care provider, students will be permitted to carry and self administer life-saving medications (W.S. 21-4-310).

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #36:** The proposed charter school guarantees that the school will have stock epinephrine auto injectors for use in severe allergic reactions with policies and trained personnel for administration. (W.S. 21-4-316).

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #37: The proposed charter school guarantees that industrial quality eye protective devices will be provided free of charge for students and staff for use in any activity that may create risk of harm to the eyes (W.S. 21-9-203).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #38: The proposed charter school guarantees that policies and training will be in place for use of seclusion and restraint in schools (W.S. 21-3-110(a)(xxxi)).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #39: The proposed charter school guarantees that the school will implement protocols for addressing the risk for concussions and other head injuries resulting from athletic injuries (W.S. 21-3-110(a)(xxxii)).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #40: The proposed charter school guarantees that the school will use a reporting system for safety concerns including anonymous reporting (e.g., Safe2Tell Wyoming); (W.S. 9-1-603(a)(ix) and (e); W.S. 21-4-314(a)(iv)).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #41: The proposed charter school guarantees that the school will adhere to the Safe School Climate Act and prohibit harassment, bullying, intimidation or retaliation against a victim (W.S. 21-4-311 through 315).**

Yes (As per 21-3-305(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #42: The proposed charter school guarantees that all students will have the opportunity to learn the Wyoming Common Core of Knowledge through curriculum aligned to current Wyoming Content and Performance Standards in all ten content areas (W.S. 21-9-101).**

Yes (As per 21-3-305(g)(ii), this assurance is deemed exempt from waiver.)

**Assurance #43: The proposed charter school guarantees that it will integrate the Wyoming Common Core of Skills into the system of curriculum, instruction, assessment and learning support (W.S. 21-9-101).**

Yes (As per 21-3-305(g)(ii), this assurance is deemed exempt from waiver.)

**Assurance #44: Programs of study are differentiated to meet the needs of students with disabilities and they ensure access to the standards for the grade level to which the student is assigned. (W.S. 21-9-101(c)).**

Yes (As per W.S. 21-3-304(g)(ii) and W.S. 21-3-304(c), this assurance is deemed exempt from waiver.)

**Assurance #45: The proposed charter school guarantees instruction will be provided in the principles of the Constitution of the United States of America and the State of Wyoming for at least three years in Kindergarten through grade eight and one year in high school (W.S. 21-9-102).**

Yes (As per W.S. 21-3-305(g)(ii), this assurance is deemed exempt from waiver.)

**Assurance #46: Programs of study are differentiated to meet the needs of students who have been identified as gifted and talented per W.S. 21-9-101(c)(ii).**

Yes (As per (W.S. 21-3-304(g)(ii) and W.S. 21-4-304(c), this assurance is deemed exempt from waiver.)

**Assurance #47: The proposed charter school guarantees foreign language instruction, aligned to the Wyoming Content Standards, will be provided in Kindergarten through grade two (W.S. 21-9-101).**

Yes (As per (W.S. 21-3-304(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #48: The proposed charter school guarantees a reading intervention program that includes evidence based core curricula for all students will be provided in Kindergarten through grade three (W.S. 21-3-401).**

Yes (As per (W.S. 21-3-304(g)(ii), this assurance is deemed exempt from waiver.)

**Assurance #49: The proposed charter school guarantees reading, writing and mathematics will be emphasized in grades one through eight (W.S. 21-9-102).**

Yes (As per (W.S. 21-3-304(g)(ii), this assurance is deemed exempt from waiver.)

**Assurance #50: The proposed charter school guarantees that English Learners and their families will receive all necessary information and materials that they can understand.**

Yes (As per (W.S. 21-3-304(g)(c), this assurance is deemed exempt from waiver.)

**Assurance #51: The proposed charter school guarantees that a student shall be given notice and an opportunity to be heard prior to the expulsion and discipline for cause (including deadly weapons) (W.S. 21-4-305 through 308).**

Yes (As per 21-3-304(c), this assurance is deemed exempt from waiver.)

**Assurance #52: The proposed charter school guarantees that currently enrolled students who are not meeting the school's academic expectations will not be dismissed, asked to transfer or removed from the school roster as a strategy to improve school performance.**

Yes (As per 21-4-304(g)(i), this assurance is deemed exempt from waiver.)

**Assurance #53: The proposed charter school guarantees that students must satisfactorily pass an examination on the Constitution of the United States of America and the State of Wyoming to receive a high school diploma (W.S. 21-9-102).**

Yes (As per 21-4-304(g)(ii), this assurance is deemed exempt from waiver.)

## Waiver Request Statement

The proposed charter school guarantees that it will comply with the Wyoming Constitution and all current state and federal laws, rules and regulations applicable to the charter school or will seek a waiver from the State Board of Education (W.S. 21-3-304(g)).

I agree

## Waiver Requests

Note: A [2011 Wyoming Attorney General Opinion](#) said "The Wyoming Teacher Employment Law (W.S. 21-7-101 et. seq.) does not apply to teachers in charter schools. Accordingly, the State Board has no need or opportunity to waive it." The teacher employment law is not included in this charter school application.

The applicant shall electronically sign through its authorized representative attesting that the information provided is accurate.



**Charter School Applications will be accepted from July 1 through July 31, 2024.**

# 2024 Charter School Application



Serving grades Kindergarten through 12  
in Cody, Wyoming and outlying areas in Wyoming

Lisa Oilar  
Primary Contact  
307-272-5223

[wypersonalizedlearning@gmail.com](mailto:wypersonalizedlearning@gmail.com)

## Wyoming Charter School Authorizing Board

Vitalis Charter Academy intends to begin serving students  
in the 2025-2026 School Year

This Charter School will not operate as a full-time virtual school.

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# I. Management and Planning

## I.A. Purpose, Mission, and Model

### Purpose

Explain how the charter school will achieve the purpose of the Wyoming public school system defined in W.S. § 21-2-304(a)(ii) - providing students “an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary career and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society.”

Vitalis Charter Academy (“VCA” or “the Charter School”) is designed to provide an innovative, effective, and personalized learning program that honors parental choice in a non-classroom based model. The Charter School will support students and parents through a wealth of educational resources to meet the needs of their unique learner.

Provide the school’s mission statement and a summary of the mission including the following:

### Mission

The Charter School mission is to educate the whole child by curating curriculum and tailoring instruction to meet individual students' social, emotional and physical needs, as well as cultivating a lifelong love of learning. Students will be encouraged to reach their innate intellectual, creative, and leadership potential through a commitment to nourish curiosity, respect, compassion, independence, and resourcefulness.

Our vision is to create a K-12 learning community in which all students, parents and mentors partner to support the cognitive, emotional and social success of our students. The Charter School, in collaboration with parents, mentors, students, and the school staff, will cultivate lifelong learners by recognizing students’ and parents’ needs for educational options. The Charter School will balance flexibility with accountability and commitment to academic excellence for families seeking a non-classroom based personalized education. The Charter School understands the need to partner with parents and students in order for students to attain their individual educational goals.

The Charter School will seek to provide opportunities for mentors, parents, students, and community members to improve student’s learning; encourage the use of experience-based and innovative teaching methods; and provide parents and students with expanded choices in the types of educational opportunities available within the public school system.

The Charter School is based on the belief that each student should be supported with the appropriate resources to realize his/her full potential. Our stakeholders will work from the understanding that:

- All students have different learning styles, abilities, and background experiences. As important as “what” a student learns is “how” a student learns.
- Parents, supported by educators with effective curriculum, are capable of providing an excellent education to their children.
- Developing an educational plan tailored to meet a student’s learning style, abilities, interests, strengths, and areas of need allows them to flourish.
- Students need to become self-motivated, organized, competent, lifelong learners, able to use different sources of information and complete tasks.
- Meaningful mentor, parent, and student relationships are a motivating factor toward success.
- Opportunities for distance learning and online education are encouraged and supported to move students into technological literacy.
- Strong core competency skills are critical to successful lifelong learning.
- Beyond core courses, providing a variety of elective course options allows students to find their individual path, passions, and life goals.

*Identify whom the school is attempting to educate, what it means to be an educated person in the twenty-first century and how learning best occurs. W.S. 21-3-307(a)(i).*

### **Whom We Attempt to Educate**

The Charter School will eventually be open to all students in grades K-12 statewide. The 1st year will start with grades K-6 in Park County, and its contiguous counties of Big Horn, Washakie, and Hot Springs. Thereafter, adding 1-3 grades and more adjoining counties each subsequent year to allow time to create a sustainable and dynamic program. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. The Charter School will not charge tuition or discriminate against any student on the basis of legally-protected characteristics.

The Charter School will seek to serve any student who demonstrates an interest, desire, and aptitude for a non-classroom based, personalized learning environment. These might be students who are high performing or potentially so, but they find too much distraction or too little stimulation in the traditional classroom environment. Alternatively, these might be students who need more one-on-one support and will thrive working in the home with their parent/guardian supporting day-to-day instruction, virtual courses or in a variety of remote learning environments, or could include instruction in school facilities made for learning activities such as a resource center. The Charter School’s non-classroom based, personalized learning model also serves students who need an alternative to daily classroom attendance. These students may work during the day or may not be motivated to attend school on a full-time campus for many reasons. The Charter School model is designed to serve all of these

students effectively through diverse curriculum options and dedicated, individualized mentor support.

### **Educated Person in the Twenty-first century**

The Charter School's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An educated person in the 21st century is able to continuously learn, perceive opportunities, and adapt talents and skills to novel situations. These characteristics and habits reveal themselves when a person adapts learned capabilities to a job or career that did not exist when those capabilities were first formed. This ability demonstrates that the curious and open-minded are by nature lifelong learners. Our model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates him or her to pursue individual interests while proceeding through the required content.

The Charter School will position its students for success by enabling students to learn at any time and place, and by deploying flexible learning, teaching, curricular, and staffing models that adapt to the uniqueness inherent in every student and learning situation. The Charter School will empower students to take ownership of their education and develop not only knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in response to the challenges and opportunities of the 21st century.

The Charter School believes that an educated person in the 21st century is someone who is self-motivated, competent, and a lifelong learner. The learner has achieved the Wyoming State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information, to construct new knowledge and to communicate effectively. The learner is able to think critically as well as challenge and question. Such a person understands the interrelation of history, science, literature, mathematics, and the arts. The student also has a thorough understanding of our national heritage and political process. The learner has determined goals and direction for the future, while celebrating his or her strengths. It is the goal of the Charter School to help instill a desire in students to use their acquired knowledge and skills to benefit their local community, as well as the world in which they live.

### **Learning Best Occurs**

We believe that learning best occurs when:

- Mentors partner with parents and students to support, monitor, and encourage growth. Learning styles will be actively used to design instruction.
- Students are offered exciting, innovative, comprehensive, and challenging curriculum options. They will also be provided options at the community college level and internships.
- There are high expectations for all students, with a focus on measurable outcomes. Formative and summative assessment tools will be used to accurately assess student

skill levels ensuring that curriculum and methodologies are appropriate for each student.

- Experiential learning is included in a student's education plan and enrichment opportunities are offered.
- Tutoring and small group instruction are provided to support independent learning.
- Student, parent, mentor communication, collaboration and involvement are supportive, productive and frequent.

Summarize the innovative teaching methods or other exemplary practices that will make the school a unique, engaging, and beneficial choice for students, including how the charter school will meet the legislative objectives defined in W.S.21-3-301(a).

The Charter School will employ innovative teaching methods that will make the school a unique, engaging and beneficial choice for students. These innovative teaching methods and other exemplary practices include, but are not limited to:

- Differentiated instruction used to provide opportunities for parents and mentors to vary their teaching methods, material, and assessments to accommodate the diverse learning needs of students with appropriate response time.
- Student choice will allow students to have a say in what and how they learn, fostering autonomy and engagement with a tailored learning experience. Student choice could involve offering options for assignments, projects, or topics of study.
- Competency-based learning focusing on students mastering specific skills and concepts at their own pace, rather than adhering to a strict timeline. Students will be encouraged to advance to more challenging material once they demonstrate proficiency.
- Personalized Learning Plans (PLPs) will be used to help parents, mentors and students develop individual plans that outline students' learning goals, strengths, weaknesses, and strategies for improvement. These plans can be adjusted over time based on progress.
- Adaptive learning technology will utilize educational technology platforms that adapt to each student's progress and provide targeted instruction and practice activities based on each student's needs.
- Formative assessment will be used to gather data on student progress and adjust instruction accordingly and will allow parents and mentors to provide timely feedback and interventions tailored to each student.
- Project-based learning will engage students in real-world projects that align with their interests and abilities. This approach will promote critical thinking, problem-solving, and collaboration skills while allowing for personalized exploration and creativity.
- Flexible learning spaces will be used to accommodate various learning preferences and needs, such as quiet areas for independent work, collaborative spaces for group projects, and access to resources like technology and manipulatives.
- Regular reflection and goal setting will help encourage students to reflect on their learning experiences, set personal goals, and track their progress over time. This will

help students take ownership of their learning journey and identify areas for improvement.

### **Charter School Model**

*Explain the proposed charter school model (e.g., project-based, placed-based, performing arts, classical, etc.), why this model was selected, how the model aligns with the purpose and mission, and why high numbers of students in the selected community would likely be interested in attending a charter school with this particular model.*

The Charter School seeks to attract and serve a group of students who can benefit from instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than can occur in a traditional classroom.

The Charter School believes that each student has unique needs and that educational success depends on personalized learning and providing the appropriate high quality resources, services, and support to meet those needs.

This learning climate is made possible by utilizing diverse curriculum options that are aligned to Wyoming Academic Content and Performance Standards, and targeted to individual learner needs. Curriculum will be delivered through a non-classroom based, personalized learning model. The curriculum will be designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in the approach will enable the student, under the guidance of the mentor and parents, to spend more intensive time and effort in areas of need. This model allows mentors to better address each student's unique learning and communication styles, cultivates independent thought, and offers alternative or supplemental learning options that prepare students for the real-life complexities of higher education or the job market in the 21st century.

This model of school was selected based on community need to serve a high number of students who chose to homeschool in 2023/24 and closely represents what they are currently doing and will continue to do with a much needed level of support. High numbers of students in these selected communities are likely to attend this model of program as WY state data shows 639 students chose to do school at home in 2022/23. These 639 students reported by the districts in the four counties filled out the required affidavit forms. This number does not include students who did not report via the homeschool form or students currently in District provided Virtual Programs. The Charter School is anticipating maximum enrollment for the opening school year of 200 students K-6. As the program grows and expands, VCA anticipates serving as many students as possible while maintaining a balanced budget and thriving program.

All timelines for enrollment, including grade level considerations and counties served, in this section may be revised upon mutual written agreement of WCSAB and the Charter School.

## I.B. Applicant, Governing Board, and Administration

### Applicants

Provide contact information for each applicant.



Lisa Oilar

[Redacted]

[Redacted]

307-272-5223



Erica Nielson

[Redacted]

[Redacted]

801-400-6064



Glenn Nielson

[Redacted]

[Redacted]

307-587-5515



Stephanie Bennett-Brown

[Redacted]

[Redacted]

307-851-1066



Tara Kelley

[REDACTED]  
[REDACTED]  
307-250-2273



Cedar Taylor

[REDACTED]  
[REDACTED]  
307-250-2842



Chelsea Slade

[REDACTED]  
[REDACTED]  
360-303-9441

*Describe how the applicant team formed and the relationship of its members to each other.*

The Founding members of the Charter School are a group of concerned homeschool parents with 30+ years collectively of homeschool, public school, administrative, and virtual teaching experience. Mounting concerns for families in the community, who were seeking alternative, more personalized educational options for their children led the group to action. The Founding members recognized a gap in support for some families, from the traditional school setting to schooling at home. Feeling a responsibility to the community's youth and their futures, the Founders are presenting this application to form the most reasonable model for a school of choice in the area. The Founding members see a need for: personalized, rigorous, uplifting, and innovative learning opportunities for K-12 students in Park County and throughout Wyoming. Starting a new charter school in Park County will give the founders, parents and students local control, better services, and the opportunity for community partnerships.

Members of the Founding group are parents, credentialed teachers, administrators, and business leaders who could potentially be employed in the Charter School after its formation. These members are highly invested in the success of the Charter School's formation and

program design. They could potentially be hired in a variety of capacities: from small group instructors, mentors and aides to office staff or administrative staff. The curriculum library, learning center, or resource centers for learning activities could be, but are not limited to, small group instruction, tutoring, and enrichment classes, which could also provide opportunities for some of the Founding members to be employed.

Indicate whether the applicants will be the initial governing board and, if not, discuss the intended future role of each applicant(s) if the application is approved.

No Founding members, after the Charter application approval, who seek employment, will be on Vitalis Charter Academy Governing Board.

Describe the process the applicants used to develop the written application, including all assistance provided by outside advisors (e.g., education services providers or consultants).

This application was developed and written through careful planning, research, and collaboration by the Founding members. This original planning team met often to thoroughly understand the requirements and guidelines set forth by State law, and the legal and procedural aspects of the application. Community needs assessments were conducted, by the Founding group, through outreach to homeschool co-ops, hours of interviews and collaboration with current and potential homeschooling families in the community, and by gathering data on educational trends collected by the Wyoming Department of Education.

Extensive research was conducted regarding successful, similarly structured charter school models and used in the formation of the mission, vision, curriculum and instructional design. This research also included interviews with school leaders of similarly modeled schools in similarly populated areas in many states. Many hours of research were conducted through engaging with professionals in the community, the state of Wyoming, and nationwide in their areas of expertise, and consultation with service providers who specialize in the model of education that will be delivered. In writing this application, all members of the Founding group were assigned roles and advisory responsibilities within the team. Support was gathered from the community through petitions and surveys as well as social media and face to face conversations. Drafts of this application were shared with key stakeholders, including parents, community members, educators and potential partners. Feedback and input from these groups refined and strengthened this application.

No education service providers or consultants were paid to develop this Charter application.

Include this assurance statement:

**The charter contract will be between Vitalis Charter Academy Governing Board and the Wyoming Charter School Authorizing Board.**

Explain the governance structure of the school. W.S. 21-3-307(a)(iv).



## **Governing Board**

The Charter School will be a directly funded independent charter school and a Wyoming nonprofit public benefit corporation, pursuant to Wyoming law. Upon application approval, the Charter School will receive its full tax-exempt status from the federal and Wyoming state governments, under the federal Internal Revenue Code Section 501(c)(3) and the companion Wyoming state tax laws and regulations.

The Charter School will operate autonomously from the local School District and WCSAB, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the local School District, WCSAB, and the Charter School. The Founding members will not continue on to be Vitalis Charter Academy Governing Board (“Governing Board”). Upon approval of the Charter School application the Founding members will appoint the Governing Board members who will not be seeking employment at the Charter School.

*Provide contact information and a resume for each governing board member that includes their relationship to and participation in the community to be served.*

## **Founding Members**

Lisa Oilar ([Resume](#))  
[lisaoilar6@gmail.com](mailto:lisaoilar6@gmail.com)  
307-272-5223

Erica Nielson ([Resume](#))  
[iamcurrently@hotmail.com](mailto:iamcurrently@hotmail.com)  
801-400-6064

Glenn Nielson ([Resume](#))  
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Stephanie Bennett-Brown (resume)  
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Tara Kelley ([Resume](#))  
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Cedar Taylor ([Resume](#))  
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307-250-2842

Chelsea Slade ([Resume](#))  
[chelseamarie3@gmail.com](mailto:chelseamarie3@gmail.com)  
360-303-9441

*Explain the role of the board in providing financial oversight, and ensuring long-term sustainability of the school.*

The Governing Board will be composed of five to seven appointed members with collective expertise in education, operations, finance, and governance. Parents will be actively recruited to positions on the Governing Board. Each of the Governing Board members will serve a two-year term with terms that may be renewed.

At the Charter School Governing Board meetings, the Governing Board will, among other things, review and approve program and fiscal policies and other important items, receive staff reports, and provide direction to staff. The Governing Board will also participate in its own professional development activities to improve its capacity to effectively govern the school.

The Governing Board will meet at least quarterly or more often as necessary at the schools Central office. Members of the Governing Board and the public will be able to attend all Governing Board meetings either in person or via technology in real time.

The Governing Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. The Governing Board will adopt a Conflict of Interest Code as required by the Political Reform Act.

See Exhibit [Conflict of Interest Policy](#)

The Governing Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of the Charter School or a third party any of those duties. The Governing Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

### **Delegation to Management**

The Charter School will be operated by a set of mission-driven policies and procedures to help staff and administration perform their daily responsibilities with a focus on the Charter School's mission. The day-to-day management of the Charter School shall be delegated to the Executive Director. The Governing Board will delegate specific authority to its Executive Director ("Director") and will be responsible for the supervision and evaluation of this position. Delegated authority includes conducting the daily operations of the school, planning and developing school programs, providing educational leadership, and evaluating progress toward meeting the stated standards and goals of the school.

The Executive Director will provide reports to the Governing Board regarding school status and achievement on at least a quarterly basis. The Executive Director will be responsible for posting the agenda for such meetings, ensuring the recording of minutes and making such minutes a part of the public record. The Executive Director, the Governing Board Chair, or any 2 members of the Governing Board may call a meeting.

### **Governing Board Duties**

The Governing Board's major roles and responsibilities in providing financial oversight and ensuring long-term sustainability of the Charter School will include, but not be limited to:

1. Establishing and approving all major educational and operational policies.
2. Approving all major contracts.
3. Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.

4. Hearing expulsion recommendations at scheduled Governing Board meetings to meet the 30 day timeframe for expulsion requirements.
5. Evaluating the Executive Director who oversees the day-to-day operations of the Charter School and implementing the policy direction of the Governing Board.
6. Developing annual goals for the Charter School and long range plans with input from the Executive Director, Leadership Team, mentors, parent/guardian, and Advisory Council members.
7. Receiving reports from, and providing recommendations to the Executive Director relative to long-term strategic planning.
8. Assessing the Charter School's goals, objectives, academic achievements, student progress, financial status, and any need for redirection.
9. Evaluating the Charter School and student performance.

The Governing Board will be responsible for the accountability requirements consistent with the terms of the charter, Wyoming Charter School laws, and all other applicable laws. One of the Governing Board's primary responsibilities will be to ensure that the Charter School is meeting annual accountability targets. The Governing Board will routinely evaluate the academic, financial, and legal/compliance health of the Charter School and update the WCSAB on progress toward goals, actions, and outcomes.

The Governing Board's objective will be to oversee an academic plan and an annual update to the plan that demonstrates measurable annual progress toward meeting the Charter School's high standards for student success, and to oversee the implementation of that plan by the Charter School's Executive Director.

### **Governing Board Training and Sustainability**

Governing Board members will be committed to continuous improvement and ongoing training to assist the Governing Board in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the Governing Board will seek appropriate training and educational opportunities to more effectively govern the Charter School's operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts.

*Provide a copy of the board policies and bylaws, including how board members will be selected or elected, and any compensation to be paid to board members.*

See Exhibit [Bylaws](#)

*Include a grievance policy explaining how complaints and concerns about the charter school will be addressed.*

### **Dispute Resolution**

The Charter School will adopt policies and processes for aiding and resolving internal and external disputes.

The intent of this dispute resolution process is to (1) ensure a fair and timely resolution of disputes, (2) resolve disputes within the Charter School pursuant to the Charter School's policies, and (3) minimize the oversight burden on the WCSAB as the Charter School's authorizer.

The staff and Governing Board members of the Charter School and the WCSAB agree to resolve all disputes regarding this charter pursuant to the terms of this section.

### **Disputes Arising From Within the School**

Disputes over personnel discipline will not be covered by this dispute resolution process, and instead, will be resolved through the Charter School's personnel policies and procedures. The Charter School shall maintain comprehensive personnel policies and procedures provided in the Employee Handbook, approved by the Charter School Governing Board, that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Executive Director will resolve complaints and will administer any personnel discipline.

See Exhibit [Employee Handbook](#)

The Charter School shall establish and provide a grievance policy explaining how complaints and concerns about the Charter School will be addressed. This procedure may be used to resolve internal disputes among parents/guardians, students, Governing Board members, volunteers, and staff at the Charter School, and each shall be provided with a copy of the Charter School's Employee Handbook and Internal Complaint Review process. The WCSAB agrees to refer all complaints regarding the Charter School's operations to the Charter School Executive Director for resolution in accordance with the Charter School's adopted policies.

See Exhibit [Grievance Policy](#)

For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, VCA will establish a policy for Title IX, Harassment, Intimidation, Discrimination, and Bullying. |

### **Disputes Between the Charter School and the WCSAB**

In the event that the Charter School and the WCSAB have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. In the event of a dispute between the Charter School and the WCSAB, both parties agree to first frame the issue in writing ("Written Notification") and refer the issue to the WCSAB chair, or respective designees.

1. Meet and Confer: Upon receipt of the Written Notification, the WCSAB chair and the Charter School Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than five (5) business days from receipt of the Written Notification. In the event that this informal meeting is unsuccessful, both parties shall identify two Governing Board members from their respective Governing Boards who shall jointly meet with the WCSAB chair and the Charter School Executive Director and attempt to resolve the dispute within fifteen (15) business days from receipt of the Written Notification.
2. Mediation: If the dispute cannot be resolved at the informal meeting and confer or the joint meeting, the parties shall schedule a mediation to resolve the matter. The parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties. Each party shall bear its own attorneys' fees, costs, and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall be held within 60 business days of receipt of the Written Notification.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the WCSAB and the Charter School.

Include these assurance statements:

**Vitalis Charter Academy guarantees the Governing Board will:**

- **Comply with the Wyoming Public Records Act. W.S. 16-4-201 through 205.**
- **Maintain up-to-date policies, rules, and regulations.**
- **Comply with Wyoming open meeting requirements. W.S. 16-4-401 through 408.**
- **Comply with the Wyoming Ethics and Disclosures Act. W.S. 9-13-101 through 109.**

## **Administration**

Describe how administrative services for the school will be provided. W.S. 21-3-308(c).

- Explain whether the charter school will be an autonomous school that is entirely self-managed, or will be run by an education service provider.

The Charter School will be entirely self-managed, that is to say will make all of its decisions and governance internally. The Charter School will not be run by an education service provider. Some Charter School business will be provided or procure through administrative consultation and services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

- Include an organizational chart that describes the relationship between the governing board, school leaders, staff, and any education service providers that will play a role in operating or managing the charter school.

See Exhibit [Organizational Chart](#)

**Vitalis Charter Academy guarantees that it has not entered into a contract with an education service provider without the prior written consent of the authorizer. W.S. 21-3-303(d).**

If the charter school governing board intends to contract with an education service provider, include a term sheet that meets the requirements defined in W.S. 21-3-307(a)(xxiv)(B) and (C).

The Charter School will not be contracting with a service provider who will operate the Charter School.

If the service provider operates one or more other charter schools in Wyoming or outside of Wyoming, provide evidence of past performance and the capacity for the operation of the additional school in accordance with 21-3-307(a)(xxv).

The Charter School will not be contracting with a service provider who will operate the Charter School.

Disclose and explain any existing or potential conflicts of interest between the school governing board, the school's leadership and management team and the proposed education service provider or any affiliated business entities. W.S. 21-3-307(a)(xxiv)(C).

There are no existing or potential conflicts of interest between the Charter school Governing Board, the school's leadership and management team. There will be no proposed education service provider or affiliated business entities that pose a potential conflict of interest.

Include this assurance statement:

**The Vitalis Charter Academy guarantees that:**

- **The sole purpose of the charter school is not to avoid consolidation or closure of any school or district. W.S. 21-3-303(b).**
- **The applicant is not proposing to convert a private school or a nonpublic home-based educational program into a charter school. W.S.21-3-303(c).**
- **The charter school will be a public, nonsectarian, nonreligious, non home-based school which operates as a public school. W.S. 21-3-304(a).**
- **The charter school will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services W.S. 21-3-304(c).**

- If authorized by a district, the charter school will comply with district policies unless the policies are specifically waived by the district. (Not applicable for schools authorized by the State Loan and Investment Governing Board.)
- The charter school will participate in all monitoring processes conducted by the authorizer or the department to ensure compliance with applicable laws, rules and regulations, to verify school quality, or to ensure adherence to the terms of the charter.
- Records provided by the charter school to the department or authorizer that relate to compliance by the charter school with the terms of the charter or applicable state or federal laws are subject to inspection and copying. W.S.21-3-305(a)(xv).

## I.C. Recruitment and Enrollment

### Projected Enrollment

Explain the grade levels to be served by the charter school (e.g. K-12), how the projected enrollment was determined, and provide a chart with the projected five-year minimum and maximum enrollment.

The Charter School intends to enroll a student population that understands and values the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Admission will not be determined according to the place of residence of the student or parents, except as required by law and provisions of the Charter. Prior to admission, each student's parent/guardian(s) must sign a written agreement regarding the charter school outcomes, philosophy, program, and any other applicable requirements including special education services offered by the charter school. All students' continued enrollment shall depend upon them fulfilling the terms of the written agreement. Pursuant to applicable law, students qualified under relevant statute(s) and regulation(s) will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. Expelled students may be denied admission, based on the conditions upon which they were expelled from their previous school and their expulsion (or rehabilitation) plan.

The first year of operation the Charter School will enroll students, grades K-6, who reside in Park County and its contiguous counties (Big Horn, Washakie, and Hot Springs). Every year thereafter, adding 1-3 grade levels and counties until the Charter School reaches K-12 Statewide. The Charter School will strive to achieve a racial and ethnic balance that reflects the general population residing in the area served.

Park County and adjoining Counties Demographics:

- Population: 55,124
- Ethnicity: White 89%, Black or African American .7%, American Indian 1%, Asian 1%, Hispanic 8%
- Median Family Income: \$63,481
- Percent of population at poverty level: 11.4%



Grades	2025-26		2026-27		2027-28		2028-29		2029-30	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
K/1	42	60	30	70	40	80	40	80	40	80
2/3	38	60	30	70	40	80	40	80	40	80
4/5/6	51	80	40	100	50	120	50	120	50	120
7/8			50	100	50	150	50	150	50	150
9					25	50	25	50	25	50
10							25	50	25	50
11									25	50
12										
Total # students	131	200	150	340	205	480	230	530	255	580

This plan is based on the best data available to the petitioners at the time the plan was assembled.

*Explain the capacity for the charter school, how the capacity was determined, any enrollment caps or limitations on enrollment or class size, and the projected student-teacher ratio.*

Capacity for student enrollment minimum was determined by a Break-Even analysis, for the first year, done by Financial Consulting group DMS.

See Exhibit [Break-Even analysis](#)

The Maximum student enrollment capacity was determined by the potential limitation of Credentialed Teacher recruitment and Accreditation factors for students in multiple subjects in grades 7-12. The Charter School anticipates the need for time to develop the secondary program’s level of student support.

As the Charter School will not have traditional classrooms, “class size” will be determined by the number of students each mentor serves. A caseload of 25 students, per mentor, will be considered full-time.

## Proposed Demographics

Include a table with the projected percentage of the student population who will be eligible for Free and Reduced Lunch, identified as Special Education, and identified as English Learners. For example:

No data was available from the state regarding student demographics for homeschooled students pertaining to Free/Reduced Lunch, Special Education, & English Language Learner for this projection. Data used in the table below is representative of percentages from the local school districts for the counties who will be served the 1st year.

The table below is a projection of the percentage of the student population who will be eligible for Free and Reduced Lunch, identified as Special Education, and identified as English Language Learners based on data from the counties served.

<b>Proposed Demographics</b>	<b>Free/Reduced Lunch</b>	<b>Special Education</b>	<b>English Language Learners</b>
<b>Park Co.</b>	<b>38%</b>	<b>16%</b>	<b>1%</b>
<b>Big Horn Co.</b>	<b>45%</b>	<b>16%</b>	<b>2%</b>
<b>Hot Springs Co.</b>	<b>40%</b>	<b>18%</b>	<b>0.5%</b>
<b>Washakie Co.</b>	<b>40%</b>	<b>11%</b>	<b>2%</b>
<b>Total</b>	<b>40%</b>	<b>17%</b>	<b>1.5%</b>

## Recruitment and Enrollment Policies

Explain the process for recruiting students, including any recruiting practices prohibited by school policies (e.g., paying students to enroll).

Outreach meetings will be held in several locations in order to ensure all students in the area have an opportunity to enroll in the school. The Charter School will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all. Promotional and informational materials will be distributed in a variety of community settings. As presented above it is the objective of the Charter School to notify parents and students in the community through the following methods:

- Provide informational handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).

- Letters will be sent to families who submit requests for information via the Charter School website. The letter will include enrollment period and lottery information (location, date, time).
- Flyers announcing the enrollment period will be distributed six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

To maintain fairness and equity in admissions, the Charter School will be prohibited from engaging in recruiting practices that selectively admit students based on academic ability, race, religion, or other discriminatory criteria. VCA will accept all students who apply, up to capacity, or use a lottery system when over capacity. The Charter School will not target or exclude specific groups of students based on characteristics such as disability status, English language proficiency, or socioeconomic background. The Charter School will not make false or misleading statements in recruitment materials or during outreach efforts.

The Charter School will be transparent about the admissions process and criteria including clearly stating eligibility requirements, the lottery process, and any factors that may impact admission decisions. The Charter School will adhere to all applicable state and federal laws regarding admissions, including those related to equal access and nondiscrimination.

*Provide the enrollment policies, including open enrollment and non-discrimination.*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student. The Charter School shall admit all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all state laws establishing minimum and maximum age for public school attendance at VCA.

*Explain the admission and enrollment requirements, W.S. 21- 3-307(a)(vii) and (xii), including the application process or form, when students can apply, student or parent interview requirements, parental or student meeting attendance, entrance exams, parent or student writing assignments, report cards, test scores, disciplinary records, teacher recommendations, academic prerequisites, etc.*

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. [Student Application form](#)
2. Proof of Immunization or [Religious Waiver](#)
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, (e.g. birth certificate, passport, etc.)

6. Release of records
7. Signature and agreement on the [Master Agreement](#) (MA) and [Acknowledgment of Responsibilities](#) (AoR)
8. Acknowledgment of Receipt of [Parent /Student Handbook](#)

All students' continued enrollment shall depend upon fulfilling the terms of the Master Agreement (MA) and Acknowledgment of Responsibilities (AoR). Enrollment space will be based on need in the community and availability of qualified, trained, credentialed teachers to serve as the teacher of record (mentor or Academic Advisor).

*Include enrollment preferences in accordance with W.S. 21-3-304(c) and W.S. 21-3-307(a)(vii).*

The Charter School will give enrollment preference to students and families who demonstrate a commitment to and interest in a non-classroom based, personalized learning approach. Enrollment preferences will be based on the student residing in Park County, Big Horn County, Hot Springs County and Washakie County the 1st year. This preference will ensure that the school serves the needs of the local community and provides access to quality education for students in the surrounding area. Preference will also be given for:

1. students who have been previously enrolled in the Charter School;
2. siblings of students admitted to or attending the Charter School into available openings at the appropriate grade level(s);
3. children of the Charter School staff or Governing Board members who serve the school;

Preference will not be given for the type of student served, whether the student has an IEP, 504, is an English Language Learner, or at risk of academic failure. The Charter School will offer personalized interventions and support systems to help all students succeed academically.

These enrollment preferences can only be adhered to in accordance with relevant state and federal laws regarding charter school admissions, including non-discrimination laws. Additionally, enrollment preferences will be transparently communicated to prospective families to ensure fairness and equity in the admissions process.

Once a student has been enrolled as a student at the Charter School, they have the right to continue at the school until they have completed the highest grade offered. Students who are currently enrolled at the Charter School must complete an Intent to Re-enroll form by the end of the open enrollment period.

*Explain the procedure for blind lotteries if the enrollment exceeds the charter school capacity.*

Each year, the Charter School Governing Board will establish the maximum capacity of the Charter School. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment

period each year, applications shall be counted to determine whether the Charter School has received more applications than its capacity. In such an event, the Charter School will hold a public random drawing to determine admission, with the exception of existing students, who are guaranteed admission in the following school year. The Charter School will conduct the lottery in the spring for enrollment in the fall of that year. The Governing Board will take all necessary efforts to ensure lottery procedures are fairly executed.

At the conclusion of the lottery, all students who were not granted admission due to capacity will be placed on a prospective student list in the order drawn. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a prospective student list carry over to the following school year. If the Charter School receives applications after the open enrollment period and lottery, and before the applicable school year has started, the Charter School will place students on the waiting list in the order the applications are received.

The Charter School website will host the School Enrollment Lottery System (SELS) which offers streamlined and efficient tools for managing lottery processes, including: drawing dates, tiered application questions, student waitlist placement, etc.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

*Include this assurance statement:*

**Admission to Vitalis Charter Academy will not be determined solely on academic abilities or achievements, including minimum test scores or intelligence quotient scores. W.S. 21-3-304(p).**

## **Enrollment Costs**

*Provide a list of fees, if any, including but not limited to uniform costs, activity fees, and technology fees, and explain why these fees will not be a deterrent to enrollment for at-risk students.*

The Charter School will establish the means and ways for each family with enrolled students to participate fully with the equipment and support needed to access all curricula and programs. The Charter School, as a public school, will not charge tuition. Fees may be assessed for supplying students technology devices.

*Include these assurances:*

**Vitalis Charter Academy will be tuition free. W.S. 21-3-304(a).**

**Textbooks and instructional resources will be provided to students free of charge.  
W.S. 21-9-201(a).**

## **Parental Obligations**

*Describe any parent involvement requirements, if any (e.g., fundraising, donating funds, volunteering time), that are a condition for maintaining their children's enrollment, and explain why these parental requirements will not be a deterrent to enrollment for at-risk students.*

Parents/Guardians are an essential part of the team dedicated to each student's academic success with the school's Non-Classroom based/Personalized Learning Model. Parents who enroll their student in the Charter School must:

- Be willing to accept primary responsibility for their child(ren)'s education in the home.
- Understand and follow the Master Agreement (MA) and Acknowledgement of Responsibilities (AoR).
- Help plan the academic year for each student with the assigned VCA Mentor.
- Work with the VCA Mentor to choose the curriculum and course of study.
- Participate daily with student's learning and assignments.
- Correct and monitor student work on a daily basis so skills are completed and practiced correctly.
- Help the student organize his/her work, both for daily accountability and for meetings with the Charter School Mentor.
- Meet on a scheduled basis with the Charter School Mentor as designated by state law.
- Bring all corrected and graded work for grades K-8 to meeting with the Charter School mentor, unless previously agreed to by the mentor and parent.
- If the student(s) is in grade 9-12, the mentor will give final grades for the work completed. If a meeting is missed or assignments are missing, the mentor MUST issue a [Non-Compliance Report](#) (see [Parent/Student Handbook](#)).
- Provide appropriate, graded work samples each month for student learning records.
- Take responsibility to keep the mentor informed of successes, issues, and concerns, including questions as to whether support services might be necessary.
- Facilitate student participation in State required testing.
- Facilitate student participation in school wide assessments.
- Provide transportation to and from school activities such as state-mandated testing, field trips, and tutoring, when applicable.
- Pick up students on time at Resource Centers when classes are over.
- Maintain logs and records as requested or required.
- Acknowledge that all learning resources used (print, non-print, technology, etc.), are the property of the school and all non-consumable materials must be returned to the school when finished using them and/or at the end of the school year.

## **Grade Level Determination**

Describe the process by which the grade level of students enrolling in the charter school will be determined.

Upon enrollment in the Charter School, if a student's grade level placement has never been determined, it should be determined by age-appropriate grade level and skills assessment. By reviewing this comprehensive information the Director, mentor, and parent team will determine grade level based on student needs. If the student has never attended Public School, grade completion can be attested to by parents and confirmed by a review of a homeschooling plan, past evaluations and/or assessment results.

Elementary and middle school students in K-8 are assigned a grade level based on the year of Kindergarten entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits.

**Backfilling**

Will the school allow new students to enroll in the school during the school year?

The Charter School will allow vacant seats in the school's enrollment to be filled after the school year has begun. When a student leaves the school and a vacancy is created it can be filled by a student from the waitlist. The waitlist is created after the random lottery, organized by grade level and regularly updated as new vacancies occur. Backfilling will help the Charter School maintain a stable and balanced enrollment, which is important for financial planning, staffing decisions, and overall school operations. More importantly, backfilling will ensure that vacant seats are filled promptly and that as many students as possible will have the opportunity to benefit from the school's educational programs, even after the school year has already begun.

Explain the procedure for enrolling a student to take a vacant seat during the school year if backfilling will be allowed.

The procedure for enrolling students to take a vacant seat during the school year will be:

1. When a vacancy occurs, the Director is made aware of the available seat.
2. The school reviews the waitlist of students who have previously applied but were not initially admitted through the lottery process.
3. The school contacts students on the waitlist who match the grade level and other criteria for the vacant seat. This contact may be via phone, email, or mail, depending on the school's communication preferences.
4. Waitlisted students who are interested in filling the vacant seat will be asked to complete an enrollment application if not done previously. Additional documentation, such as proof of residency, birth certificate, immunization records, academic transcripts or report cards, and any applicable special education or IEP documentation, will also need to be provided.

5. Once the selection process is complete, VCA will notify the selected students of acceptance. This notification will include information about the next steps in the enrollment process.
6. Accepted students will be required to complete a MA and AoR and any additional enrollment forms.
7. To help new students adjust to VCA, the Charter School will offer orientation and transition support services. This may include school tours, meetings with mentors or counselors, introduction to other students and families, and information sessions for parents/guardians.
8. Once enrolled, VCA will work to integrate students into the school and their new academic program. Mentors and staff will provide additional support to help new students develop a PLP and choose curriculum that best fits their needs.

See Exhibit [Interactive Curriculum Guide](#)

9. VCA will monitor the progress of all students closely, including those who enroll during the school year. Mentors and staff will provide additional academic or social-emotional support as needed to ensure that new students are successful.

### **Re-enrollment**

*Describe how the charter school will ensure stability in the student population and promote high levels of re-enrollment.*

The Charter School will ensure stability in the student population and promote high levels of re-enrollment by:

- Tailoring education to the individual student, to foster a strong sense of belonging and engagement.
- VCA mentors and staff will frequently schedule check-ins with students and their families. Check-ins will help monitor progress, provide academic support, and build relationships, which will contribute to higher re-enrollment rates.
- Offering flexible scheduling options allows students to balance their education with other commitments such as work, extracurricular activities, or family responsibilities. This flexibility increases satisfaction among students and families.
- VCA will provide effective communication between the school, students, and families to promote connection and stability. Various communication channels will be provided, such as but not limited to, email, phone calls, virtual meetings, and online platforms, to keep students and families informed about academic progress, upcoming events, and school policies.
- The Charter School will provide responsive support services to address the diverse needs of students and families, this could include but is not limited to, academic



tutoring, counseling, special education services, and resources for English language learners.

- Although students at VCA will not physically attend school every day, the Charter School will organize community-building activities such as field trips, workshops, clubs, and social events. These activities will foster a sense of community and belonging among students.
- VCA will partner with community organizations, businesses, and educational institutions to provide additional resources, opportunities, and Community Partners Program/Vendor Course Instructors (VCI) for students. These partnerships will enrich the educational experience, increase engagement, and strengthen ties between the school and the community.

See Exhibit [Community Partners Program/VCI](#)

- Encouraging feedback from students, families, and staff, to identify areas for improvement and make necessary adjustments to strive to enhance the educational experience and increase satisfaction and loyalty.

## I.D. Academic Plan

### Academic Goals

*Provide the measurable pupil outcomes the school intends to achieve. W.S. 21-3-307(a)(ii).*

Upon approval, VCA school leadership will develop learning targets, using the mission and vision of the Charter School, to measure student progress in core subjects, non-core subjects and 21st Century Skills. Progress of learning targets will be monitored throughout the year.

The following are potential Student Learner Outcomes (SLO) required for the accreditation process. These outcomes or goals would be the culmination of meetings approved by staff and educational partners and major stakeholders. The SLO describes the skills each student will be evaluated on by the end of the year. Each skill will be linked to one or more Wyoming State (or National) Content Standards.

SLO #1 Academic Achievers who:

- All students will be self-directed, independent learners, who plan for their educational futures by setting goals and establishing priorities. This will be met by completion of personal and academic SMART goals to be evaluated at the end of the year.
- Based on Fall MAP testing data, 80% of students will show 50 percentile growth or higher in essential literacy, writing, and mathematical skills, on Spring MAP testing.
- All students will assume responsibility for their personal learning by completing 90% of their learning records by the end of the school year.

SLO #2 Effective Communicators who:

- All students will be able to read, write, speak, and listen reflectively and critically. All students will be accountable for providing evidence of meeting standards to read, write, speak, and listen reflectively and critically, appropriate to their grade level.
- All students will use technology effectively and responsibly. All students will complete instruction regarding digital citizenship from given resources. Upon completion of instruction students and learning coaches could receive technology resources through the school.

Student Learning Objective #3 Responsible Citizens who:

- All students will choose one area of Responsible Citizenship to submit a learning sample for. This sample can be chosen from one of the six categories below by the end of the school year.

1. Civic Education: Understanding the structure and functions of government at local, national, and international levels, as well as the rights and responsibilities of citizens within these systems.
2. Ethics and Morality: Learning about ethical principles and moral values that guide responsible behavior towards oneself and others in society.
3. History and Social Studies: Studying history helps citizens understand the context of current events, appreciate the struggles and achievements of past generations, and recognize patterns in human behavior.
4. Law and Justice: Having a basic understanding of legal principles, the rule of law, and the justice system is essential for respecting laws and participating in legal processes.
5. Environmental Education: Understanding environmental issues and sustainable practices is important for being a responsible steward of the planet.
6. Financial Literacy: Knowing how to manage personal finances, understand economic systems, and contribute to economic growth and stability is vital for individual and societal well-being.

Include the goal of enabling pupils to become self-motivated, competent and lifelong learners. W.S. 21-3-307(a)(i).

Underlying and utilized throughout each of the subject areas will be 21st Century Skills that nurture the whole child and help them become a self-motivated, competent, and life long learner. 21st Century Skills, such as, the ability to:

- think critically, creatively, and logically.
- form, maintain, and value relationships with others.
- effectively use technology.
- take personal responsibility when necessary.
- concentrate, focus, and persevere.
- gather, organize and process information.
- initiate, plan, and complete projects.
- express oneself creatively through various forms in the fine arts.
- reflect and evaluate one's own learning using effective study skills and habits.
- gain knowledge of pertinent issues of health and the development of physical fitness.
- work effectively with others in cooperative groups, employing effective leadership and conflict resolution strategies.
- understand financial management, job readiness, career development, and higher education continuance skills.

## Measures

Provide methods by which pupil progress in meeting those pupil outcomes is to be measured. W.S. 21-3-307(a)(iii).

It is a goal of the Charter School for students to demonstrate appropriate age or grade-level mastery, aligned with the state standards, in the following core areas by showing proficiency in grades K-2 and a letter grade of C or better in grades 3-12:

- **Mathematics:** students will develop abilities to make sense of problems and persevere in solving them by developing strategies for solving complex problems, understanding and applying technical vocabulary, and applying mathematical concepts. Students will develop these abilities in mathematics by developing strategies to set up and solve problems addressing a variety of situations.
- **Language Arts:** students will demonstrate strong reading, writing, listening, and speaking skills appropriate to the setting and audience. Students will develop skills to read and comprehend complex literary and informational texts independently and proficiently. Students will produce clear and coherent narrative, expository, and argumentative writing in which the development and organization are appropriate to task, purpose, and audience.
- **Science:** students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physical, earth, and life sciences.
- **Social Studies:** students will understand and apply civic, historical, and geographical knowledge in order to serve as a contributing citizen of the world.

In addition, students will have opportunities to pursue interests and develop skills in the following non-core areas:

- **Foreign Language:** students will be given the opportunity to gain experience in speaking, reading, writing, and listening comprehension in at least one language other than English.
- **Fine and Performing Arts:** students will explore their talents in, and develop an appreciation for the fine and performing arts.
- **Special Interests:** students will explore and develop their talents and interests.

See Exhibit [Example Standards Based Report Card](#)

*Explain how assessment data will be used.*

Vitalis Charter Academy will use MAP testing, a school adopted, state approved local diagnostic assessment for students in grades K-11. This test will be administered in the Fall, Winter, and Spring to monitor student growth. In addition, ongoing progress monitoring tools may be administered to show whether students are on track to achieve end-of-year targets. The results from the assessment provide standards based data necessary for meeting state and school requirements.

## Kindergarten Local Assessment

All kindergarten students will be assessed on their letters/sounds, word recognition, number sense and math concepts. Vitalis Charter Academy will encourage kindergarten students to take the Local Assessment, MAP testing, administered a minimum of two times each year. However, upon parent/guardian request, kindergarten students may take a different Kindergarten assessment.

## Reporting of Data Collecting, Analyzing, and Utilization

The Charter School will rely on the robust data collection and reporting abilities inherent in the Student Information System (SIS) and local assessment interfaces. The web-based SIS stores comprehensive data about students, mentors, courses, applications, and enrollments in a single database, enabling educators to quickly retrieve information and create custom reports. VCA staff will have access to reports that detail students' progress and challenges and can take advantage of a variety of automated interventions to help keep students on track.

VCA will use the local assessment, MAP or similar diagnostic tool, to yield easy to use reporting and ongoing progress monitoring which will provide parents and mentors with real-time insights for each student. Using advanced technology, the platform will dynamically adapt based on student response patterns, which allows the assessment to be more accurate and efficient in pinpointing students' needs as compared to traditional fixed-form tests.

More specifically, as the diagnostic adapts, it provides easier or harder questions depending on students' answers to previous questions. By adapting across grades, the diagnostic helps mentors understand the root causes behind student challenges. This is especially beneficial for mentors and parents in providing differentiated instruction, for identifying gaps spanning back multiple years, or determining where students are ready for further challenges.

Based on the diagnostic results, the local assessment provides access to individualized online and mentor-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide mentors and parents with a detailed action plan for individual instruction, as well as the tools needed to deliver that instruction.

Mentors and parents will use data and intervention procedures to assess each student's needs and deploy appropriate modifications. Mentors and parents adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, or student needs. In addition, mentors may adjust curriculum, materials, and services in order to ensure students are maximizing their potential.

**Vitalis Charter Academy shall be subject to the Wyoming Accountability in Education Act. W.S. 21-3-304(g)(ii).**

The Charter School will be subject to provisions outlined in the Wyoming Accountability in Education Act and will be held to the same standards of performance and accountability as

traditional public schools in the state. This will entail taking the same state-mandated assessments, WY-TOPP, as traditional public schools. The Charter School will be categorized by performance level accountability measures such as overall performance and progress toward meeting educational goals.

*Include additional measures as necessary to address the goals articulated.*

The School Leadership Team will develop and administer surveys for all staff members, parents, and students to measure progress toward building a positive school culture and educational program. From the data evaluation new or different strategies will be developed to improve the Charter Schools educational outcomes.

### **Improvement Plans**

It is expected that an adequate number of students will achieve growth targets, or perform as well as schools in its service area with similar school populations. Vitalis Charter Academy staff will set annual school-wide performance goals based on analysis of student assessment performance data and stakeholder feedback. When needed these goals will be addressed in VCA's School Improvement Plan.

Potential School-Wide Goals:

- Goal One: We will improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics.
- Goal Two: We will promote high daily attendance and a positive school climate by providing high-quality mentors, best practice, and interventions to ensure student success.
- Goal Three: We will establish connections and partnerships with our families and community members to increase engagement, involvement, ensure the safety and satisfaction to support student learning and achievement.
- Goal Four: We will ensure that students are on-track to graduate from high school and have access to College and Career Technical Education.

Using data and with the input and direction of the Charter School Leadership Team these goals would be restated with measurable language.

*Include this assurance statement:*

**If Vitalis Charter Academy Charter Academy is required to complete an improvement plan, the school will annually submit a school improvement plan to the Department using the forms and processes prescribed by the Department. W.S. 21-2-204(h).**

## I.E. Community Support

### Location

Describe the proposed location for the charter school, the geographic area from which the charter school intends to draw students, and the rationale for selecting the particular community or geographic area.

The Charter School will choose the best location in Cody or Powell for a Central office and Curriculum Library as well as Resource Centers based on availability of facilities to lease to fit those needs. The Central Office must have the ability to house a Curriculum Library, small group instruction area, records and technology area, Administrative office, and Staff area. Resource Centers could be smaller and located some distance from the Central office.

See Exhibit [Curriculum Library/School Office Example- Cody](#)

The Charter School intends to draw students from Park County and its adjacent counties of Big Horn, Washakie and Hot Springs. High numbers of students in these selected communities homeschool and need services to support them. A Resource Center would be made available to more remote locations to the Central Office that could include areas such as: Lovell and Worland where financially feasible.

See Exhibit [Resource Center Example- Worland](#)

### Community Need

Discuss the need for the charter school, explain how the need was identified, and analyze why the existing local schools are unable to meet the need.

This model of school was selected based on community need to serve a high number of students who are choosing to homeschool and closely represents what they are currently doing and will continue to do with or without support. When asked why parents are choosing to homeschool, most responded with a need for: more time together as a family, more curriculum choices and flexibility, more interest based learning opportunities, more flexibility in family schedule, a need to instill family values, and peace of mind knowing what their children's day to day tasks and social interactions were. Many of the identified needs and choices of these families can not be met through the limitations of the local traditional school programming.

As many districts around the state have attempted to address parents' concerns, through the creation of District run Virtual programs. Some parents have found the flexibility to teach their children at home, financial relief in the provided curriculum, and supplemental material funds. However, many parents have opted not to be a part of Virtual programs because of the required seat time at a screen, inflexible curriculum options, and lack of personal support. Many Virtual programs are backed by corporate, or education franchises located in many states and far removed from parents and students.

Discuss how input regarding the needs of students was solicited from community stakeholders, the form and nature of feedback received from community stakeholders, and how the feedback was incorporated into the proposal.

The Founding group conducted hours of informal interviews and created a survey to gather input. From this input and an opportunity through the WCSAB to form a Charter School, the Founding group began reaching out to communities in support of a non-classroom based Charter School that would support homeschoolers' needs. A website was created to connect the community to VCA's Mission and Vision, frequently asked questions, and research about the effectiveness of Personalized learning. Website access has also provided a place for the community to provide additional feedback and to get involved. Fliers, handouts and brochures were handed out at Community gatherings, co-ops, parades and the local Libraries to provide the community with access to the Surveys and information about the proposed Charter School. Meeting with community members and receiving their feedback has provided the opportunity to incorporate recommended suggestions in this proposal. When asked "What would you want to see in a non-classroom based education model that would fit your family and student needs?" some such suggestions have been:

"Trust that we are doing what is right for our child! Options to teach subjects at a deeper level than being forced to skim the surface to just check boxes. Helpful curriculum that the school has actually tried out before, multiple intervention options, and real human interaction when "evaluating" results."

"Curriculum choice, access to learning materials, arts/music education and an easy to follow strategic framework in which to keep track of my children's learning."

Additional input reflecting "what parents wanted to get away from in other schools settings" were: too much seat time, negative social interactions, too much screen time, the learning is not individualized enough for the variety of students' learning needs, the learning speed was too fast or too slow for their student, lack of time with family, and the curriculum was not values based.

Overwhelmingly, parents who are homeschooling their children want to educate their children at home.

### **Community Support**

Provide evidence of community support. W.S. 21-3-307(a)(xiii).

Community support is evident in the number of petitions that have been signed in favor of School Choice Options for our area and Vitalis Charter Academy's application: those who would seriously consider having their children attend the Charter School, those who support the Charter School but would not consider having their own children attend VCA at this time, or those who do not have children attending school any longer. Each VCA Founding member has spoken with a number of community members in favor of School Choice Options.



See Exhibit [Petition Data](#)

*Provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, survey results, etc.).*

Community outreach has occurred in the form of flyers, brochures, VCA website, social media pages, meeting announcements, and survey results.

See Exhibit Flyers [Example 1](#) [Example 2](#)

See Exhibit [Social Media Pages](#)

A [FaceBook Live](#) recording was shared and, as of the end of May, received 9.5K views on FaceBook.

See Exhibit [Brochure](#)

See Exhibit Meeting Announcements [Lovell Cody](#)

See Exhibit [Radio Ad](#)

See Exhibit News Article [Cowboy State Daily](#) [Cody Enterprise](#)

See Exhibit [Survey results](#)

## **Opposition**

*Provide a candid analysis of the opposition to the school, as well as evidence of community support (e.g., sign-up sheets from community meetings; letters of support from community members; formal partnership agreements with community organizations; letters of intent from potential students; philanthropic support, pledges of private funding or other assistance).*

The Founding group reached out via email to twelve local school districts. Four School Districts responded to our email. Two invited members of the Founding group to meet with the District Superintendent but all four said they would present material to their Boards but could not promise support. They were all reluctant to work with us because the compensation was too low and perceived competition too high. One thing has been clear, even if it was not said: the local school districts want nothing to do with authorizing a Charter School.

Another surprising area of opposition when talking to people about education in general has been the concept of supporting home learners who would not be participating in “seat time” in a “Brick and Mortar School” or “logged in” Virtual for their learning environment. A non-classroom based model of education often challenges the traditional approach to education that relies on seat time as a measurement of progress or that learning has occurred rather than the approach that VCA would like to take with a focus on competency-based education, creating an environment where students can show mastery of specific skills and knowledge rather than solely based on time spent in class. Changing this idea of learning in terms of producing a product “entrepreneur” instead of seat time “factory model” has been harder than anticipated.

There has also been a reluctance to commit support from some homeschool families who do not want government control or involvement in their family decisions for their children. Some homeschool families have had negative experiences with District sponsored Virtual Programs that change requirements frequently and are impersonal. They have viewed VCA with skepticism as “just another one of those kinds of programs” and have frequently asked “how VCA would be different.” This kind of feedback has provided the Founders with an opportunity to really delve into what homeschool families want in a government run non-classroom based charter school. They want personalized resources for their child's educational needs and support from credentialed teachers.

Some Founding members and supporters have received push back in our small communities. Specifically, one Founding member's child who was employed by a local district was informed that they would not be hired back, in a part time capacity, because of the Founding member's activity in the formation of the Charter School. Many teachers in several counties have reached out for more information privately but are afraid of retaliation or losing their jobs with the local school district if they get involved.

See Exhibit [Interested Mentor](#)

*If the application is for a converted charter school, W.S. 21-3-306(b), provide evidence of support of not less than 50% of the teachers employed by the school who teach at the school proposed to be converted, and the Parents of fifty percent (50%) of all students attending the school proposed to be converted.*

This application is not for a converted charter school.

*Describe the process to be followed by the school to ensure parental, teacher and community involvement. W.S.21-3-307(a)(iv).*

### **Parent, Teacher and Community Involvement**

VCA believes that active parent/guardian, student, and employee participation in the Charter School operations and governance will help foster long-term sustainability. The Charter School will encourage parent/guardian involvement and will ensure that all staff practice open communication to enable every parent/guardian to take an active role in the academic progress of their student as well as in the direction and governance of the Charter School.

*Describe how Parents will be involved in the charter school's education-related activities.*

The Charter School will maintain a Parent Advisory Council that will be composed of parents/guardians, students, certificated staff, and classified staff. The advisory council will play an important role in making the Charter School a school that is responsive to student, parents/guardian, and staff needs, and will provide for continual improvement. The advisory council will meet regularly and function to address and make recommendations to the school's Leadership Team and Executive Director regarding specific areas of the Charter School operations.

The Charter School academic model requires frequent outreach to parents/guardians and easy accessibility to staff. Parents/guardians will receive various email notifications regarding their student's pace and progress, and all parents/guardians will have contact with their student's Education Team per learning period.

Parents/guardians will be surveyed at least once a year to determine their satisfaction levels with the Charter School with respect to open governance, curriculum, instructional design and delivery methods, achievement of performance objectives, and other metrics that factor into the Charter School's governance and accountability.

These multiple reporting mechanisms, combined with the availability of staff to parents/guardians during and beyond normal business hours, will be designed to keep parents/guardians apprised, informed, and involved. This will put parents/guardians in a position to influence school decisions affecting their students.

The forum for major Charter School decisions will be public meetings of the Governing Board. The Charter School will post the Governing Board agendas on its website in compliance with the Brown Act, so parents/guardians will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Governing Board.

*Describe how the school administrators, teachers, and governing board will be involved in the community.*

The Charter School Director, mentors, and Governing Board play a crucial role in fostering community involvement. One way VCA will be actively engaged in a manner that develops strong social capital and networking relationships with the community will be through the Community Partners Program/Vendor Course Instructor (VCI).

See Exhibit [Community Partners Program/VCI](#)

Some other ways school leadership will get involved with the community include:

- Through community outreach programs like volunteering, fundraising events, and neighborhood clean-ups, or community service projects,
- With local businesses, nonprofit organizations, and government agencies to provide additional resources, support, and opportunities for students. These partnerships can include internship programs, career fairs, and sponsorships for school events.
- Through community events such as open houses, cultural festivals, and art exhibits. These events serve as platforms for showcasing student achievements and talents while also bringing together diverse community members.
- Through educational programs and workshops for the community on topics such as parenting skills, adult literacy, health and wellness, and financial literacy to contribute to the overall well-being and development of the community.



## II. Resources and Operations

### II.A. Buildings and Facilities

#### Facilities Plan

*Include a description of the planned buildings and facilities for the charter school, and the agreements by which these buildings and facilities are to be leased or purchased.*

The Charter School will be operated in a non-classroom based, personalized learning environment. As such, minimal facility usage is required. Vitalis Charter Academy is willing to comply with any or all guarantees that the state requires for facilities. The Charter School will maintain a Central Administrative office, through lease, wherein maintaining important student and personnel records. The Central Office location will be determined after application approval. This location will be used for administrative purposes and other similar types of activities. The Charter School will provide a maintenance and sanitation plan through the lease agreement.

See Exhibits [Potential Lease](#).

Located within the Central Office, the Charter School will maintain a Curriculum Library to facilitate the in and outbound logistics of student curriculum, technology, and supplies. Educational materials will be checked out to parents and students and are tracked through a Curriculum Library system. Potential providers for this service are OPS or Surpass.

See Exhibit [Surpass](#)

See Exhibit [Surpass terms and services](#) [Surpass Cost](#)

The Central Office will also have meeting rooms for parents, students, and mentors to meet each learning period.

Resource/Learning Centers will also be made available for communities far from the Central Office and Curriculum Library. The Charter School shall ensure that any other resource center, meeting space, or other satellite facility established by the Charter School shall be in compliance with all applicable requirements by law. Centers could be utilized for purposes such as, but not limited to, individual tutoring, small group instruction or regularly scheduled in-person classes.

Resource/Learning Centers are often viewed as the hub of where students gather for workshops, seminars, or collaborative projects. Resource Centers will utilize needed educational materials, technology, staff to assist students in their studies, and other flexible learning environments. In addition, the Charter School will offer virtual platforms for online or blended learning where students may come into a Resource/Learning Center part of the time

for scheduled sessions of a course. VCA may also provide flexible learning spaces that emphasize adaptability and versatility, where students engage in a variety of activities suited to their individual learning styles and needs. For example, students in a 4th or 5th grade Language Arts course who are Kinesthetic learners may be given an option to gather at a Learning Center or other location to work on a project, collaborate on assignments, or create a product that enhances the learning in their course. VCA students may also utilize field sites as locations for learning or places where students can engage in hands-on learning experiences, such as internships, apprenticeships, or field trips.

The Charter School is committed to providing environments that support personalized learning, student engagement, and community involvement, rather than traditional classroom structures.

*Include a letter from the Wyoming School Facilities Department verifying that all school buildings and facilities to be leased or purchased by the charter school are approved by the Wyoming School Facilities Department.*

See Exhibit [Letter to Wyoming School Facilities Department](#)

See Exhibit [Letter from Wyoming School Facilities Department](#)

### **Facility Safety**

The Charter School will comply with State Law by utilizing administrative facilities and any other Resource/Learning Center, meeting space, or other satellite facility that the Charter School may establish that are either compliant with the Field Act or facilities that are compliant with the Wyoming Building Standards Code. The Charter School will comply with all other applicable federal, state, and local building codes and requirements applicable to Wyoming charter schools, including the Americans with Disabilities Act, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance.

Include these assurance statements:

**Vitalis Charter Academy guarantees that:**

- **Buildings and facilities will meet standards for school building and facility adequacy. W.S. 21-15-115.**
- **The school will have monthly fire and/or safety drills. W.S. 35-9-505(b).**
- **The flags of the United State of America and the State of Wyoming will be displayed when school is in session in, upon, or around each school building. W.S.21-3-110(a)(xii).**
- **Storage and disposal of toxic chemicals and other hazardous substances used by schools in educational programs will be in accordance with state guidelines. W.S. 21-2-202(a)(xxii).**
- **Pesticide application on school grounds will follow a safety protocol. W.S. 35-7-375 (a)(b) and 21-3-111 (a)(xvix).**

## Technology and Media

### Describe the technology, library and media services to be provided.

The Charter School fully embraces the distance education concept and will employ every safe avenue that is best for educating students. It is also recognized that to educate the whole child in a digital world means many opportunities to be “unplugged.” The Charter School will utilize quality technology and media programs, best practices and best fit the mission and vision of the Charter School.

The Charter School is committed to supplying students and parents with the highest quality technology, library and media services. VCA recognizes these services are a large part of how the school will support student learning and the success of its programming. In an effort to bring VCA students a high quality innovative education the Charter School agrees to contract at least, but not limited to, the following material agreements for services:

- For systems and/or software to facilitate the operations of the Charter School and provide seamless student access to educational resources.
- With approved EMR vendors to supply curriculum and materials to students.
- For a high quality student information system (SIS).
- For an interactive online meeting space.
- For curriculum with a learning management system (LMS) and state approved curriculum to supply the Charter School online instructional programs.
- For Tech Support and Tech Safety for students and staff.
- For reliable internet access provided within the Central Office and Resource Centers, for student use.
- For reliable internet access provided to students, on an as needed basis.

The Charter School will utilize many technology resources to enhance the learning experience of students and help provide them with tailored educational opportunities, such as:

- Online learning platforms that offer personalized learning paths, adaptive assessments, and interactive educational content. These platforms will allow students to progress at their own pace and receive targeted support based on their individual learning needs.
- Digital curriculum resources including e-textbooks, multimedia lessons, interactive simulations, and educational apps. These resources will enable students to engage with content in various formats and explore topics in depth according to their interests and learning styles.
- Learning Management System (LMS) to organize and deliver course materials, assignments, and assessments online. The Charter School will use a LMS platform that features tools for tracking student progress, providing feedback, and facilitating communication between students, parents and mentors.

- Data analytics and personalization tools that track student performance, identify learning gaps, and recommend personalized learning pathways. These tools will leverage data on students' progress, preferences, and learning behaviors to optimize instruction and support individualized learning goals.
- Virtual learning opportunities, such as online courses, virtual tutoring sessions, and video conferencing with guest speakers or experts in various fields. These opportunities will expand students' access to educational resources and enable them to engage in learning experiences beyond the curriculum.
- Assistive technology tools and accommodations will be used for students with disabilities or special learning needs. These tools may include text-to-speech software, speech recognition software, screen readers, and adaptive devices that support students in accessing and engaging with educational content.
- Digital citizenship education to teach students responsible and ethical use of technology. This will include instruction on internet safety, digital privacy, online etiquette, and critical evaluation of online information.
- Professional development will be utilized to integrate educational technology effectively into instruction. This training will equip mentors with the skills and knowledge needed to leverage technology tools to support personalized learning initiatives and meet the diverse needs of students.
- Tech Support and IT Services to ensure that students have reliable access to technology resources and assistance with any technical issues or challenges they encounter while using educational technology tools. This support may be offered onsite or remotely to address students' needs promptly and effectively.

See Exhibit [LMS-Canvas Catalog](#)

See Exhibit [Canvas Agreement](#)

### **Curriculum Library**

A premium feature of the Charter School is its Curriculum Library. Over time as students return their non-consumable curriculum and educational materials they can be checked out and reused by other students. The Curriculum Library then becomes a hub for mentors, parents, and students to pull shared curriculum in real-time to instantly address any learning needs.

The Charter School will also provide a tech solution for parents and students to purchase needed curriculum and materials that are not provided in the Curriculum Library. VCA will contract with a library and purchasing system that interfaces with R&B communications platforms such as Surpass or Online Purchasing System (OPS). Both offer tech solutions needed for procuring approved educational resources from any location. These services would provide students with convenient access to textbooks, digital resources, course materials, and other educational supplies necessary for their academic success. Parents and students would be able to browse catalogs, view product descriptions, and make purchases online through the system.

See Exhibit [OPS Parent Portal](#)



See Exhibit [R&B Communications](#)

Service providers will offer access to digital textbooks, e-books, and online learning resources, enabling students to access course materials electronically from any internet-enabled device. Students will be able to track the status of their orders and receive notifications when their purchases are shipped or ready for pickup. Options for home delivery or school site pickup will be available, ensuring that students receive their educational materials in a timely manner.

For staff, these platforms streamline the procurement process for educational materials and supplies, allowing staff to browse catalogs, compare prices, and place orders quickly and efficiently, reducing administrative burden. It also provides tools for budget management and expenditure tracking, enabling staff to monitor spending on educational materials and supplies per student to allocate funds effectively. For example, Educational Material Resources (EMR) could come out of a student, mentor or school budget, while expenditures such as Community Partner Program/VCI come specifically out of student budgets.

These tech solutions will facilitate vendor management by centralizing vendor information, contract terms, and purchasing history in one accessible location. Staff will be able to easily communicate with community partners, determine pricing, and manage procurement agreements. It also ensures compliance with procurement policies, regulations, and budgetary guidelines by providing transparency and accountability in the purchasing process. Staff can track purchases, document approvals, and maintain audit trails to demonstrate compliance with regulatory requirements.

These platforms will integrate with other tech solutions automated through R&B Communications, such as purchase orders and library resources. The library resources will give librarians and school resource managers complete control over circulation of education materials, while providing students and families an easy way to reserve the items they need. Program features include quick cataloging for easy item and inventory entry screens, searching and reporting and managing multiple media types and automates library tasks with a sophisticated system of tracking, bulk ordering, requesting new items, and processing end of the year returns.

These tech solutions will serve students and staff in the Charter School by providing convenient access to educational materials, streamlining the procurement process, and ensuring transparency and accountability in purchasing activities.

*Provide a breakdown of the technology costs or fees to be paid by students, if such costs or fees exist.*

The first year of operation the Charter School will provide devices to augment student learning when needed. A policy for device check out, insurance protection, and replacement costs will be developed by school leadership and the Governing Board. It is the goal of the Charter School to ensure students develop the skills and knowledge necessary to interact responsibly in an increasingly interconnected world. In year two and beyond it is the goal of VCA to design a 1:1 program to pair students with a computing device that best suits their needs to create a

dynamic educational experience. The purpose of the 1:1 program will be to enhance the learning environment by expanding the opportunity for a value-added approach to globalization of the curriculum, blended learning experiences, and the creation, collaboration, and engagement with online learning content.

See Exhibit [Example Device Policy Agreement](#)

Include this assurance statement:

**Vitalis Charter Academy guarantees that internet access will be provided in the school.  
W.S. 9-2-1035(a)(iii).**

## II.B. Financial Resources

### District Agreement

Regardless of the authorizer, summarize or include the financial agreement between the charter school and the district in which the charter school will be located. W.S. 21-3-314.

Currently there are no written agreements between any local school district. Upon approval of the application by WCSAB, an official agreement will be formed between Park County School District 6 (“PCSD #6” or “the District”), and Vitalis Charter Academy based on the charter school funding formula specified in W.S. 21-3-314(c), W.S. 21-3-314(f), and W.S. 21-3-314(d). Specifically, the agreement will show that VCA will receive the full funding amounts specified in W.S. 21-3-314(c), or potentially W.S. 21-3-314(f) for operational funds. Upon approval the administration of PCSD #6 will be advised that VCA may also be requesting services from PCSD #6 as specified in W.S. 21-3-314(d) {Special Education Services} via a MOU (Memorandum of Understanding) between VCA and PCSD #6.

See Exhibit [Email to PCSD #6](#)

It is the intention of VCA to negotiate a mutually agreeable financial arrangement wherein the PCSD #6 will be made aware of where the Charter Schools Central office and resource centers will be located. VCA understands that each student attending the Charter School will be counted among the Average Daily Membership (ADM) of the school district in which the school is located, in this case, is PCSD #6 by use of the Central Office due to the potential temporary nature of the Resource Centers located in different counties. VCA further understands that, in the first year of the school’s operation, its ADM will be based upon the March 1 list of students. In addition to these funding methods, VCA will also consider negotiating with PCSD #6 about whether the district may be able to provide other centralized services, such as special education services including physical therapy, speech therapy, etc., for a fee from VCA to the district.

The Charter School could enter into a mutually agreeable MOU with the District, which would outline further details of the relationship between the District and the Charter School. The MOU may include, but not be limited to, the following:

- services to be purchased by the Charter School from the District, and the fee schedule for such services
- details of the oversight and monitoring relationship between the Charter School and the District
- the Charter School’s receipt of mandated cost reimbursement
- fiscal reporting requirements to the state, either independently or through the District

It would be a goal of the Charter School to support and except support of any educational program or program support that benefits the students of the communities served, regardless of what school the student goes to, within the bounds of the Charter and state laws. A harmonious relationship with any community School District would be a priority.

## Financial Management

Describe the person(s) responsible for managing the school's finances, their qualifications, and the systems and procedures for managing the school's finances.

The Charter School will have an internal business and fiscal department that takes care of accounting and fiscal reporting. In addition, the Charter School will contract the following material agreements for services:

- for payroll processing services
- with an accounting firm for statutory federal and state tax services
- with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit for public schools. This agreement would be made upon terms and conditions that are standard for the industry and will ensure a legally compliant annual audit of the Charter Schools finances.

The Charter School Executive Director will be responsible for overseeing the Charter School under policies adopted by the Governing Board. As stated above, the Charter School may contract with a back office provider and a student information systems software for certain operational, administrative, and financial services. The back office provider and student information system used shall demonstrate a track record of experience with non-classroom based personalized learning public charter schools, and will meet the Charter School's service needs based on mandatory state data tracking and reporting requirements.

The Founding group has sought professional guidance through a financial consultant and business service provider, Delta Managed Solutions (DMS). This professional group has years of experience working with non-classroom based charter schools. Through their guidance the Founding group has gained great confidence in the financial feasibility of this project. These financial experts have been able to review financial projections, validate assumptions and provide guidance on best practices for financial planning and management in regards to a non-classroom based, personalized learning charter school model.

Describe the process for routinely informing the governing board of the school's finances, and the intended level of financial oversight by the board.

The Charter School shall provide reporting to the Governing Board, WCSAB and as requested by the District, as necessary, including but not limited to, the following: actual Average Daily Membership reports, all financial reports required by law, and the Wyoming Accountability in Education Act (WAEA). The Charter School will be a directly-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the Charter School.

The Charter will implement an attendance recording and accounting system which complies with state law and the WCSAB requirements.

See Exhibit [Attendance Tracking](#)

The Charter School will routinely inform the Governing Board of the school's finances through:

1. Financial Reports prepared regularly with details of income, expenses, cash flow and any financial forecasts. The reports may be generated monthly, quarterly, or annually, depending on policy and requirements of the Governing Board.
2. Regularly scheduled board meetings where financial matters are discussed and will be a standard agenda item. Governing Board members will review the reports, ask questions and provide oversight to ensure financial accountability and compliance with relevant regulations.
3. Budget development including workshops or special meetings dedicated to budget planning, where board members provide input and approve the final budget.
4. Financial policies and procedures to govern how funds are managed and disbursed. The Governing Board will be responsible for approving these policies and ensuring they are followed.
5. Audit reviews conducted by external auditors will be regularly reviewed by the Governing Board to assess the Charter School's financial health and identify areas for improvement.

Effective communication and transparency between the Executive Director and the Governing Board will foster sound financial management and accountability.

The Charter School agrees to the right of the WCSAB to make random visits and inspections in order to carry out its statutorily required oversight in accordance with state law. Pursuant to Education Code, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from WCSAB.

*Describe the method through which stakeholders report concerns of fraud, waste, abuse, or non-compliance and the process for addressing these concerns.*

Vitalis Charter Academy will adopt a Board Policy for stakeholders to report concerns regarding fraud, waste, abuse, or non-compliance. The policy will include the process for addressing the concerns as well.

See Exhibit [Grievance Policy](#).

*Include this assurance statement:*

**Vitalis Charter Academy will operate in accordance with the Wyoming Uniform Fiscal Procedures Act. W.S. 16-4-101 through 125.**

## **Proposed Budget**

*Provide a proposed budget for the term of the charter. W.S. 21-3-307(a)(xv).*

See Exhibit [Proposed Budget](#)

*Explain the anticipated annual per pupil revenue and other sources of revenue.*

The budget includes a per-pupil revenue assumption of 100% of the most recent final model generated resources per Average Daily Membership (“ADM”) for PCSD #6 the anticipated district of \$12,894.78. Based on the funding history of PCSD #6, the budget assumes an estimated 2% increase in per-pupil revenue each year. The budget also assumes special education expense reimbursements beginning in Year 2 of operations.

*Describe how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to start-up costs, and the contingency plan in the case of cash flow or budget shortfalls.*

A financial plan for the Charter School, including a projected operational budget, cash flow, and financial projection for five years of operation. This plan is based on the best data available to the petitioners at the time the plan was assembled.

Vitalis Charter Academy, operated by a non-profit 501(c)3, will establish a relationship with a local bank to provide not only standard banking services, but will extend a limited line of credit to assure that start-up costs and cash flow fluctuations do not impact the operation of the school.

The Charter School will ensure there are sufficient funds to cover all anticipated expenses, including start-up costs by:

1. Developing a comprehensive budget that outlines anticipated expenses and revenues for
2. the fiscal year. Allocated resources have been based on priorities, such as hiring qualified staff, acquiring educational materials, securing facilities, and developing exceptional student programs and supports.
3. Actively seek additional funding through applying for grants from government agencies, foundations, private loans, and/or other organizations that support education initiatives.
4. Establish financial reserves to address unexpected expenses or revenue shortfalls. These reserves will serve as a buffer to help the school maintain financial stability during challenging times. Additionally, the Charter School will develop contingency plans that outline steps to take in the event of cash flow or budget shortfalls, such as implementing cost-saving measures, renegotiating contracts, or seeking emergency funding sources.
5. The Charter School will prioritize efficiency in resource management to make the most of available funds. This may involve strategic purchasing, negotiating favorable contracts with vendors, optimizing staffing levels, and implementing cost-saving measures where possible.

See Exhibit [Bank Letter](#)

See Exhibit [Potential Grant](#)

### **Annual Audit Procedure**

*Explain how an annual audit of the financial and programmatic operations of the school, including any services provided by the authorizer, will be conducted. W.S. 21-3-307(a)(viii).*

The Charter School Governing Board will select a reputable independent auditing firm and collaborate to develop an audit plan. The financial audit will focus on examining the school's financial records, transactions, and internal controls to ensure accuracy, compliance with accounting principles, and proper use of funds. The auditors review financial statements, budgets, bank statements, invoices, receipts, payroll records, and other relevant documents. They may also conduct interviews with school staff responsible for financial management. In addition to the financial audit, the Charter School will undergo programmatic audits to evaluate the effectiveness of educational programs and compliance with regulatory requirements. Programmatic audits will assess areas such as, but not limited to, curriculum development, student achievement data, special education services, and adherence to state standards and regulations.

At the conclusion of the audit, the auditing firm will prepare audit reports summarizing their findings and recommendations. These reports will be submitted to the Governing Board, the Executive Director, and the WCSAB. All reports indicating areas to improve financial management practices, internal controls, and program effectiveness will be addressed.

Auditors will follow up with the Charter School to ensure that corrective actions are taken and that the Charter School remains in compliance with relevant regulations and standards. By undergoing annual audits from an independent auditing firm, the Charter School will demonstrate transparency, accountability, and adherence to sound financial and programmatic practices, considered essential in maintaining public trust and fulfilling the schools educational mission.

### **Financial Feasibility**

*Include a description of how financial feasibility has been or will be determined.*

The proposed budget reflects a 5-year projection of financial feasibility for each year. The multi-year budgets and forecasts have positive net revenues and cash flow projections. VCA will have a highly qualified and experienced business service provider overseeing financial transactions and developing trending data as well as providing best-practice in consultation for the Charter School.

See Exhibit [Proposed Budget](#)

Provide evidence that the plan for the charter school is economically sound. W.S. 21-3-307(a)(xiv).

See Exhibit Proposed Budget above ensuring the plan of finance is economically sound.

**A financial feasibility statement providing evidence of charter school viability will be provided to the authorizer following the first three (3) years of charter school operation. W.S.21-3-307(a)(xxii).**

Through careful analysis and planning, with Delta Managed Solutions (DMS), financial consultants and business service providers, a detailed budget was designed. This budget ensures the financial feasibility of the Charter School and that it can operate sustainably and effectively.

See Exhibit [Delta Managed Services Terms](#)

DMS has created a comprehensive budget that outlines all anticipated expenses and revenues for the startup phase and the first 5 years of operation. Including categories such as personnel costs, facility expenses, instructional materials, technology infrastructure, administrative overhead, and contingency funds.

Startup costs have been identified and quantified for the initial expenses required to establish the Charter School. Examples include, facility leasing, furniture and equipment acquisition, curriculum development, legal and regulatory compliance fees, and administrative setup costs. DMS has estimated operating expenses for the first five years, taking into account staffing requirements, utilities, maintenance, insurance, curriculum materials, technology, professional development, transportation, and other recurring costs associated with running the Charter School.

DMS has estimated potential revenue sources for the charter school, including per-pupil funding from government sources, grants, and start up loans. DMS has considered factors such as enrollment projections, funding formulas, and eligibility criteria for various funding sources.

DMS has identified potential risks and uncertainties that could impact the financial viability of the Charter School, such as fluctuations in enrollment, changes in funding levels or regulations, economic downturns, competition from other schools, and unforeseen expenses. DMS will develop contingency plans to mitigate these risks.

DMS has prepared a detailed financial business plan that summarizes the budget, revenue projections, and risk assessment findings. This document has been and will be used to communicate the Charter Schools financial feasibility assessment to stakeholders, including prospective board members, funders, authorizers, and community members.

The Founding group has assessed the financial feasibility of starting Vitalis Charter Academy by conducting a thorough analysis of the startup costs, operating expenses, revenue streams, and risks, thus making informed decisions to ensure its long-term success and sustainability.

Include this assurance statement:



**A financial feasibility statement providing evidence of charter school viability will be provided to the authorizer following the first three (3) years of charter school operation. W.S.21-3-307(a)(xxii).**

## **Charter School Closure**

*Provide the plan or procedure to be followed if the school relinquishes its charter, has its charter revoked, or is non-renewed, including the individual or entity responsible for the closure and dissolution, which entity would receive all net assets or remaining equity after payment of debts, and the process for disposition and retention of records.*

Closure of the Charter School will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. In the event VCA closes, the Charter School will promptly notify staff, parents/guardians and students of the Charter School, the WCSAB, the District, the retirement system in which the Charter School's employees participate, and the Wyoming Department of Education, in writing, as far in advance as possible.

This notice shall include:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The students' school districts of residence; and
- The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification, to parents and students of the closure of the charter school, provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Governing Board's decision to close the Charter School. The Charter School website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

The Charter School will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. The Charter School will maintain student records and personnel records for a term and in a manner consistent with applicable federal and state law. The Charter School will ask the District the student resides in to store original records of Charter School students or comply with any other alternative the WCSAB recommends.

All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the WCSAB and the Wyoming Department of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADM apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The Governing Board will allocate sufficient funding for, or otherwise determine how the Charter School will fund these closure activities.

See Exhibit [Articles of Incorporation](#)

### **Reporting Financial Management to Stakeholders**

The Charter School will prioritize transparency in financial matters making financial information accessible to the public through the school's website. It is the hope of VCA to build trust with stakeholders and demonstrate accountability in financial management.

## II.C. Human Resources

### Employment Policies

Provide an employee handbook or employment policies for the proposed charter school. W.S. 21-3-307(a)(xviii). The handbook or policies must include:

- The qualifications to be met by individuals to be employed by the school. W.S. 21-3-307(a)(v).

See Exhibit [Employee Handbook](#)

### Teacher Qualifications

The Charter School has a highly specified set of qualities it requires of its teaching faculty. Pursuant to the Every Student Succeeds Act (ESSA), charter schools are free to design personnel systems and hire staff that meet the unique needs of the Charter School.

The Charter School mentor is responsible for implementing appropriate strategies that assist each student in achieving their academic potential while also modeling professional and ethical standards when dealing with students, parents/guardians and the community.

Typical activities for the mentor may include:

- Evaluate student work as prescribed by the Charter Schools grading policy, and provide feedback on graded assignments, in which students are encouraged to be actively engaged in the learning process.
- Contribute to a climate where students are actively engaged in meaningful learning experiences.
- Work with the Leadership Team and other Charter School staff to produce learning experiences suited to the grade level and to the students developmental level that will enhance student achievement.
- Communicate in a professional manner.
- Document and update student attendance in the Student Information System.
- Meet established deadlines.
- Conform with and abide by the Charter School work procedures and instructions, and the Charter School regulations and policies.
- Attend IEP meetings and complete the necessary documentation.
- When requested, participate in student and parent/guardian conferences, marketing events and proctor exams.
- Participate in committees and organizations as needed.
- Maintain effective and efficient records.
- Be flexible, resourceful, imaginative and proficient in a variety of learning methods.

- Be able to design and to tailor curriculum for individual students' needs and interests.
- Be available to assist students in-person or via phone, email and instant message.
- Be able to facilitate learning with students of varied ages and diverse learning styles.
- Be able to design, manage, and assess Personalized Learning Plans (PLPs).
- Identify, select, and modify instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Approach situations with a student-centered attitude and flexibility that promotes student success.
- Work well with a team and partake in professional development opportunities.
- Enjoy working and being with students.

The Charter School Executive Director or designee will recruit for, screen applications, interview and select individuals who meet these requirements.

All individuals providing direct instruction and/or educational facilitation for students shall meet the requirements by state law. These credentials will be maintained on file at the administrative office and will be open to inspection by the WCSAB. All employees will be expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal background check, proof of identity, right to work in the United States, and TB screening).

The Charter School may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All school staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at the school office and shall be subject to periodic inspection by the WCSAB.

All non-instructional staff will possess the experience, attributes, and skills appropriate to their position as outlined in their job description. Employees will manage the educational programs, provide instruction, and facilitate learning services that will be offered to students enrolled in the school.

### **Executive Director Qualifications**

The Executive Director at the Charter School shall possess leadership abilities and comprehensive educational values that are consistent with the Charter School's vision, philosophy and educational program. The Executive Director, along with the mentors, are the key employees of the Charter School.

The Executive Director shall possess a Master's Degree in Education or other appropriate Master's Degree. Additionally, the Executive Director shall have skills and experience in hiring and supervising mentors, technological and data-analysis experience, experience and charter-specific training in school budget and finance. The Executive Director shall possess a working knowledge of the legal requirements for charter school documentation, testing and accountability. The Executive Director should have a minimum of two years experience in non-classroom based personalized learning documentation. The Executive Director will be evaluated by the Governing Board annually.

The Charter School Executive Director will oversee the Charter School. The Executive Director should possess leadership abilities and a comprehensive educational vision that is consistent with the school mission and educational program. The Executive Director should also possess skills in hiring and supervising business personnel. As well as the ability to prioritize and appropriately schedule workload, handle stress and work diligently to complete projects in a timely manner, possess effective verbal and written communication with co-workers, families, community members, and the Governing Board, be able to use technology proficiently including computers, email, and the Internet and establish and maintain effective work relationships.

### **Staff Selection**

All positions at the Charter School are open for public application. Job openings will be posted on the Wyoming School Governing Board Association Website, the Charter School Website, and/or in the local newspapers. A hiring committee consisting of 2-5 school employees is formed by the Executive Director. Hiring committees include the Executive Director or designee and persons who may be working closely with or supervising the potential new employee. Candidates are all asked the same set of interview questions. Interview questions do not ask for information about age, marital status, religious affiliation, sexual preference, ethnicity, or socioeconomic status.

The Charter School does not discriminate in hiring on the basis of the characteristics listed in state education code (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes or association with an individual who has any of the aforementioned characteristics). Candidates' interview, past experience, and qualification will all be considered as the best candidate is recommended to the Governing Board for the position. All new employees must comply with standard school hiring procedures (including, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB risk assessment.)

- *The manner by which staff members of the charter schools will be covered under the Wyoming retirement system and federal social security. W.S. 21-3-307(a)(x).*

### **Retirements Systems**

Certificated and non-certificated employees shall participate in the Wyoming Retirement System (WRS) and Federal Social Security, as applicable to the position. No retirement benefits will be available for vendors or contractors of the school. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School will coordinate the reporting of pertinent payroll data for retirement reporting when needed. The Charter School shall maintain its own health and benefits by contracting an insurance broker or similar third party to enroll in appropriate health and wellness insurance plans when needed.

- *A description of the rights of any employee of the school district upon leaving the school district to work in a charter school and of any rights upon returning to the school district after employment at a charter school. W.S. 21-3-307(a)(xi) and 21-3-307(a)(xxi).*

### **Return Rights District Employees**

No public school district employee shall be required to work at the Charter School. Members of the Charter School staff who leave employment in the District to work at the Charter School shall not have any automatic rights of return to the District after employment by the Charter School.

Employees who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of the Charter School. District employees cannot be required to work at the Charter School, nor can the District require the Charter School to hire District employees, with the exception of District employees provided to the Charter School as part of an agreement for services paid to the District by the Charter School under a separately negotiated agreement or MOU. Charter School employees are not subject to District transfers. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Include these assurance statements:

#### **Vitalis Charter Academy guarantees:**

- **All personnel will complete all position-specific compliance trainings required by statute or required by the charter school's insurance company (e.g., Non-Discrimination, Suicide Prevention).**
- **All employees will be subjected to criminal background checks.**
- **All personnel that require certification will have a current or pending certificate issued by the Wyoming PTSB or the applicable Wyoming state licensing Governing Board, and their assignment will be consistent with their area of endorsement. Department Rules, Chapter 6 § 5(e)(ii).**

- All classes, regardless of delivery method (e.g., on-site, virtual, technology-based, non-classroom based personalized learning), will be taught by a Wyoming PTSB certified teacher. Department Rules, Chapter 6 § 5(e)(ii)(A).
- All teachers will be evaluated in accordance with W.S. 21-3-110(a)(xvii) and (iii) and Department Chapter 29 rules, and leaders will be evaluated at least once annually using a process conforming to Department Chapter 29 rules.

## **Teacher Recruitment and Retention**

*Describe the planned approach to mentor recruiting, hiring, and retention.*

The Charter School will operate differently from traditional schools by offering personalized learning plans (PLPs) and flexible schedules for students. This model of teaching will require a tailored approach to recruiting, hiring, and retaining mentors.

### **Recruiting**

The Charter School will identify educators who have experience or interest in alternative education models, personalized learning, or individualized instruction. The Charter School will be looking for mentors who are comfortable with non-traditional classroom settings and have a passion for working with diverse student populations.

The Charter School will highlight the flexibility of the mentoring role, including the ability to work with students one-on-one or in small groups, and to tailor instruction to meet individual student needs. This flexibility can be attractive to educators seeking autonomy, creativity in their mentoring practice, and provide new professional opportunities for mentors looking for a break from traditional classroom instruction.

The Charter School will offer opportunities for professional growth and development tailored to the unique needs of non-classroom based, personalized learning mentors. This might include training in personalized learning strategies, competency-based education, and/or alternative assessment methods.

The Charter School will engage with the local community to recruit mentors who are familiar with the needs and challenges of homeschool families, at-risk youth or families looking for more school choice options. VCA will partner with community organizations, attend job fairs, and network with local educators.

### **Hiring/Induction**

Upon hiring, all mentors will meet regularly with the Executive Director to create an individual plan to ensure the mentor is well-equipped and supported to achieve the school's mission and instructional goals. Newly hired staff will have a Lead Teacher to guide newly hired staff through their 1st year. Trainers/Lead Teacher compensation will be built into the budget to support this program. Allowances will be paid for advanced degrees as well.

This mentor induction program will be designed to ensure mentors will be well-equipped to achieve the school's mission and instructional goals by developing a program that includes, but

is not limited to, creating a timeline outlining the induction process, spanning the first year of the mentor's employment. The program will conduct a comprehensive orientation introducing mentors to the school's culture, mission, and instructional model. Modules and/or workshops will be developed focusing on topics such as, but not limited to, personalized learning strategies, assessment methods, and technology integration. Performance reviews will be regularly scheduled with Lead Teachers, to review instructional strategies, adherence to school policies and procedures and to provide constructive feedback for support in mentors' continuous improvement.

### **Retention**

The Charter School will create a supportive work environment where mentors feel valued and supported and provide opportunities for collaboration, coaching, and ongoing feedback to help mentors grow and improve their practice. VCA will recognize and appreciate the contributions of mentors through awards, public recognition, or other forms of appreciation. The Charter School will communicate expectations clearly during the hiring process and throughout the mentor's employment. VCA will provide opportunities for leadership roles, specialized training programs, or opportunities to contribute to curriculum development and/or school improvement initiatives. The Charter School will implement regular feedback and evaluation processes to support mentors' growth and development. The Executive Director and Lead Teachers will provide constructive feedback, coaching, and support to help mentors improve their practice and meet performance expectations. A goal of VCA will be to recruit, hire, and retain high-quality mentors who are committed to providing a personalized, student-centered education.

### **Staff Performance Evaluation**

All staff must undergo an annual performance evaluation. The Executive Director will meet with each staff member on an annual basis and review their performance. The Executive Director is responsible for monitoring mentors' credentials, qualifications and is responsible for working with each mentor in the development and management of an individualized professional development plan.

### **Compensation**

The Charter School will offer competitive salary and benefit packages to attract and retain top talent. Personalized Learning mentors are responsible for developing Personalized Learning Plans (PLPs), foster student agency and ownership, monitor progress and adjust instruction, utilize technology, provide one-on-one and group instruction and document student progress in Learning Records, so it will be important to VCA to compensate them accordingly.

Staff positions and compensation are listed on the proposed salary schedules.

See Exhibit [Draft Certificated Salary Schedule](#)

See Exhibit [Draft Classified Salary Schedule](#)



## II.D. Calendar and Schedule

### School Calendar

Include a copy of the proposed school calendar.

See Exhibit [Proposed School Calendar](#)

Include a discussion of the benefits of the proposed calendar, if such benefits exist.

The Charter School will operate 175 instructional days, commencing in late August and ending in late May. Learning periods will be established following state attendance laws for the assignment, instruction, completion, and evaluation of student work.

Include these assurances.

#### **Vitalis Charter Academy guarantees:**

- **The school will meet the minimum hours of student/teacher contact. Department Rules, Chapter 22. (May seek a waiver if deemed necessary)**
- **The school will operate for at least 175 student days and at least 185 teacher days, or will receive approval from the State Governing Board of Education for an alternative calendar. W.S. 21-4-301 and 21-13-307(a)(ii); § 5(a).**
- **The school will adhere to scheduled holidays, W.S. 8-4-101(a), and appropriately recognize days of observance and mourning. W.S.8-4-101(c) and W.S. 8-4-103-106.**
- **Temporary school closures (e.g., for inclement weather) will be reported to the department. W.S. 21-13-307(a)(ii).**

### Schedules

Include a copy of the proposed daily schedule.

There will not be any traditional daily schedules as parents, students, and mentors adjust personal learning schedules. Any future scheduling will be based on student needs.

See Exhibit [Potential daily schedule](#)

Include a copy of the proposed weekly schedule.

Weekly schedules will vary depending on the needs of students and parents.

See Exhibits [Potential weekly schedule](#)

Discuss the benefits of the proposed daily and weekly schedules, if such benefits exist.

The benefits for families, to a flexible daily and weekly schedule, are that parents can customize the curriculum to match their child's learning style, pace, and interest. It is more efficient as it allows more focus and time for other activities. There is more individualized attention and opportunity for one-on-one instruction leading to learning at a faster pace with deeper understanding. There is more opportunity for integration of life skills and exploration. Within the curriculum, more real world experiences can be explored. It allows families to accommodate family life and events without falling behind. This model can reduce stress and help navigate the balance between academics and extracurricular activities.

As elementary online modules and middle school programs develop, mentors could teach through a learning management system, online courses the Charter School develops, through Canvas.

See Exhibit [Canvas Catalog](#)

### **Attendance Tracking**

Attendance policies and practices will align with applicable laws. Attendance is claimed using a two faceted approach. In order to claim attendance, the student must engage in learning for each day claimed ("daily engagement") and additionally must complete a body of work that shows progress in student learning ("time value of work product").

Each learning period, the student, parent, and mentor will review the student's completed assignments and will assign the correlating amount of attendance so long as the student is engaged daily in educational activities. The mentor will assign learning and evaluate that learning based on individual ability and needs of the student. The mentor will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance purposes and in order to support the student in meeting or exceeding standards and achieving personal goals.

See Exhibit [Attendance Tracking](#)

See Exhibit [Document Signing](#)

### **Learning Record**

VCA's non-classroom based, personalized learning model emphasizes a non-traditional learning environment. To document educational activities and progress made by students, mentors will be required to create learning records each learning period not to exceed 20 school days.

Learning records could include but are not limited to:

- Personalized Learning Plans (PLPs) developed for each student, outlining their learning goals, objectives, and strategies tailored to their needs and learning styles.
- Documentation of courses taken online, including grades, assessments, and completion records.
- Documentation of projects completed by students, including project proposals, progress reports, and final presentations or products.
- Records of independent study activities, including topics studied, resources used, and assessments completed.

- Documentation of fieldwork experiences, internships, or apprenticeships, including evaluations and learning outcomes.
- Records of assessments administered to measure student progress and achievement, which may include standardized tests, portfolios, or performance assessments.
- Documentation of student attendance in meetings, workshops, seminars, or other learning activities.
- Records of communication between school staff and parents or guardians regarding student progress, goals, and support.
- Examples of student work that demonstrate learning and mastery of concepts, such as essays, projects, artwork, or multimedia presentations.
- Official transcripts that summarize a student's academic history, courses completed, grades received, and credits earned.

These records are crucial for monitoring student progress, ensuring accountability, and demonstrating compliance with educational standards and charter school regulations. They also help mentors and parents track individualized learning pathways and make informed decisions about each student's educational journey.

See Exhibit [Student Learning Records](#)

See Exhibit [Parent/Student Handbook](#)

## II.E. Transportation and Nutrition

### Pupil Transportation

Discuss how the charter school plans to meet the transportation needs of its pupils and whether the charter school plans to provide transportation for pupils. W.S. 21-3-307(a)(xx).

As a non-classroom based, personalized learning model, the Charter School does not provide any home to school or school to home transportation services; however, the Charter School will ensure that students with IEPs that require such transportation services receive them. The Charter School may occasionally arrange for public, rented or parental transportation for field trip-type excursions and learning opportunities.

### Food Services

Describe how the charter school plans to meet the nutrition needs of its pupils and whether the charter school plans to provide food services for pupils.

As a non-classroom based personalized learning program, the Charter School does not provide any food services. If any new laws come into effect that allow for qualified students to receive food service the Charter School will seek services. Snacks will be provided to students during testing and occasionally in small group classes. Students are also allowed to bring their own snacks or lunch when they attend activities at learning/resource centers.

## II.F. Data, Records, and Insurance

### Data and Records

Include the process for reporting data to the Wyoming Department of Education.

The Charter School will report data to the Wyoming Department of Education through these steps or any others that the department deems necessary:

1. Collect the necessary data from the OASIS (Online Application System for Instructional Support) system. This data will include student information, attendance records, grades, test scores, mentor information, and other relevant educational data.
2. Once the data is collected, it will be formatted according to the specifications provided by the Wyoming Department of Education. This may involve organizing the data into specific files or formats required by the department.
3. The formatted data is then entered into the Wyoming Department of Education's data reporting system. This involves uploading files electronically.
4. Before submitting the data, it will be verified for accuracy and completeness. This will involve running checks to ensure that all required fields are filled correctly and that there are no discrepancies in the data.

5. Once the data has been verified, it will be submitted to the Wyoming Department of Education, by sending the data files through secure electronic means.
6. After the submission, the Wyoming Department of Education will review the data to ensure its accuracy and completeness. Once the data has been reviewed, the OASIS system should receive a confirmation of successful submission and compliance with reporting requirements.

## **Student Information System**

Vitalis Charter Academy will use a SIS or other similar school solution to provide an innovative and personalized level of student support. OASIS student information and management system is a K-12 management system developed by educators in 2003. It is a SIS designed for small schools, and includes an array of software tools to support key educational and operational needs of the K-12 environment. Schools with similar non-classroom based, personalized learning models utilize this SIS system.

See Exhibit [Potential OASIS Agreement](#)

[www.oasissis.com](http://www.oasissis.com)

The OASIS Student Information System (SIS) serves both students and staff in personalized learning charter schools by providing a comprehensive platform for managing various aspects of the educational experience.

### **For students**

OASIS maintains accurate and up-to-date records for each student, including demographic information, enrollment history, academic transcripts, attendance records, and discipline incidents. Students can use OASIS to view course offerings, register for classes, and create personalized schedules based on their academic needs and preferences. Students can access their grades, assignments, and progress reports through OASIS, allowing them to monitor their academic performance, identify areas for improvement, and track their progress toward graduation requirements. OASIS facilitates communication and collaboration between students, mentors, and parents/guardians through features such as messaging, announcements, discussion forums, and shared calendars.

Students can access their PLP through OASIS to view individualized goals, accommodations, and support services, as well as track their progress toward meeting specific learning objectives. Students can take assessments, quizzes, and exams through OASIS, and receive timely feedback from mentors on their performance, strengths, and areas for growth. OASIS can also provide access to educational resources, learning materials, digital textbooks, and online tools to support student learning and enrichment activities.

### **For Staff**

OASIS enables staff to manage student data efficiently, including enrollment, attendance, grades, transcripts, and disciplinary records, ensuring compliance with regulatory requirements and reporting standards. Mentors and staff can use OASIS to plan courses, develop curriculum materials, create assignments and assessments, and align instructional resources with academic standards and learning objectives. Staff can record and monitor student attendance, and behavior incidents in OASIS, allowing them to identify patterns, intervene when necessary, and promote a positive school climate. OASIS provides tools for mentors to manage their gradebooks, enter grades, calculate weighted averages, and generate progress reports, as well as administer assessments and analyze student performance data.

Staff can access professional development resources, training modules, and certification programs through OASIS to enhance their teaching skills, stay updated on best practices, and pursue career advancement opportunities. OASIS facilitates communication and collaboration among staff members through features such as messaging, shared calendars, collaborative documents, and discussion forums, fostering a culture of teamwork and shared responsibility for student success. OASIS also offers data analytics tools and reporting capabilities that allow staff to analyze trends, track student outcomes, identify areas for improvement, and make data-informed decisions to support continuous school improvement efforts.

*Describe how data and records will be transferred to the district in which the charter school is located, in the event the charter school is voluntarily or involuntarily closed.*

### **Data & School Closure**

Data and records will be transferred to the district in which the Charter School is located, in the event VCA is voluntarily or involuntarily closed through following recommended protocols, if in existence, outlined by the Wyoming Department of Education or WCSAB. The general process could include:

1. The charter school Director notifies the district and relevant authorities about the closure. They initiate discussions regarding the transfer of data and records.
2. The charter school conducts an inventory of all student records, including academic transcripts, attendance records, health records, and special education plans. They also compile administrative records such as financial documents, personnel records, and other relevant paperwork.
3. The school ensures that the transfer of records complies with all relevant laws and regulations, such as the Family Educational Rights and Privacy Act (FERPA) in the United States, which protects the privacy of student education records.
4. Records are securely transferred to the district or appropriate educational authority. This may involve physical transfer of paper records and electronic transfer of digital data. Special care is taken to ensure the confidentiality and integrity of the transferred information.

5. Parents, students, and relevant stakeholders are informed about the closure of the Charter School and the process for accessing their records. Information about where and how to obtain records from the district is provided.

Throughout the process, communication between the Charter School, WCSAB, the district, and any relevant stakeholders would be crucial to ensure a smooth transition and to safeguard the privacy and rights of students and staff.

*Describe the process the school will use to retain official documents for the life of the school including, but not limited to: enrollment confirmation, transcripts, and a copy of the official diploma in accordance with W.S. 21-2-202(a)(xxxiv)(A) through (K).*

The process the school will use to retain official documents for the life of the school including, but not limited to, enrollment confirmation, transcripts and a copy of the official diploma will be through the following processes:

1. When a student enrolls in the school, various official documents will be created, including enrollment forms, academic transcripts, and other records.
2. Documents will be securely stored in a designated location.
3. The Charter School will maintain digital copies of these documents for backup purposes. These digital files will be stored on secure servers with restricted access to ensure confidentiality and data integrity.
4. The Charter School will follow a retention policy outlining the duration for which different types of documents must be retained. This policy will be based on legal requirements and best practices in education administration.
5. Enrollment records will be retained for the duration of the student's enrollment in the Charter School. These records may include admission applications, enrollment forms, immunization records, and other documentation related to the student's enrollment status.
6. Academic transcripts, that document a student's coursework, grades, and credits earned, will be retained for a specified period after the student graduates or leaves the school based on state law.
7. The Charter School will create Official Diplomas which certify that a student has completed the necessary requirements for graduation and will be retained indefinitely by the school. These diplomas will be stored in a secure location and will be issued to students or graduates upon request.
8. The Charter School will maintain proper records management practices to ensure the security, integrity, and accessibility of official documents. This includes periodic review of retention schedules, regular backups of digital data, and measures to protect physical records from damage or loss.

### **Reporting Data to Stakeholders**

Student scores on local and statewide assessments will be provided to parents/guardians. Like other public schools, Vitalis Charter Academy's annual performance will be shared with the

community via the ESSA State Report Card, then published and available online at the Wyoming Department of Education website. The Charter School will provide requested reports to the WSCAB and the Charter School's Governing Board as needed.

## **Insurance Coverage**

*Include an agreement between the parties regarding their respective legal liability and applicable insurance coverage. W.S. 21-3-307(a)(xix);*

See Exhibit [Insurance Example](#)

*Include the types and amount of insurance the charter school will obtain, including liability, property loss, and personal injury.*

An example Certificate of Liability Insurance from Marsh & McLennan Agency LLC has been included to show respective legal liability and applicable insurance coverage. They insure Charter Schools with similar models and know the ins and outs of coverage for a similar sized non-classroom based, personalized learning Charter School. They also have offices in Billings for the convenience of VCA. We have chosen to work with an experienced insurance agent who can assess the unique needs of our model of school. Marsh & McLennan Agency is willing to provide adequate insurance for liability to the fullest extent possible upon the Charter School's application approval.

A range of insurance types have been recommended to protect the Charter School, staff, and students from various risks. These include: General Liability Insurance, Property Insurance, Workers' Compensation Insurance, Professional Liability Insurance (Errors and Omissions insurance), and Umbrella/Excess Liability Insurance. The Charter School will carry the necessary and required insurance to protect the Charter School and coverage amounts required for an enterprise of similar purpose and circumstance.

The Charter School shall keep on file certificates signed by an authorized representative of the Charter School's insurance carrier. WSCAB reserves the right to request complete certified copies of the required insurance policies.

*Demonstrate that the charter school is adequately insured for liability, including errors and omissions coverage, and that the authorizer is indemnified to the fullest extent possible. W.S. 21-3-308(c).*

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to the Charter School, employee or student property, for student accident, Executive Directors and Officers (D&O) Insurance, Cyber Liability Insurance, Educators Legal Liability, or any other type of insurance coverage not listed above, such insurance shall not be provided by WSCAB or the District and its purchase shall be the responsibility of the Charter School.



## III. Educational Program

### III.A. School Leadership

#### Instructional Leadership

Describe the approach to school leadership, including a biography for the intended school leader(s) with evidence of success.

An Executive Director for Vitalis Charter Academy has not been identified at this time.

The school leadership at VCA will focus on creating a student-centered, innovative and supportive learning environment that fosters academic excellence and holistic development. This leadership strategy is grounded in five key principles:

1. The Executive Director will establish a clear, compelling vision that inspires students, mentors, and the community.
2. The Executive Director will promote teamwork and shared decision-making among staff, students, and parents.
3. The Executive Director will utilize data to inform instruction and improve student outcomes.
4. The Executive Director will invest in continuous learning opportunities for mentors and staff.
5. The Executive Director will build strong partnerships with local organizations, businesses, and families to enhance educational experiences.

Explain the role of the school leader in resource allocation and management (e.g., staffing, use of funds, scheduling), and the autonomy provided to the school leader(s) in managing these resources.

The Charter School Executive Director will work full-time for the Charter School. The Executive Director will act as the contact person for the Charter School, and the main liaison between WCSAB and VCA. The Charter School Executive Director will communicate directly with the Governing Board and to WCSAB through its designees as necessary.

VCA Executive Director is fully responsible for the daily administration of the Charter School. The responsibilities of the Executive Director is clearly delineated in the corporate bylaws including but not limited to, ensuring that the Charter School is in compliance with all applicable requirements. The Director will oversee the Charter School's educational program and monitor student achievement and will be a liaison between the Charter School and the WCSAB, parents, and the community. The Director will remain current with legislation and educational trends that will benefit the Charter School and be responsible for all aspects of the School's finances, fiscal reporting and business aspects. The Director will oversee all personnel matters including hiring, evaluation and termination, secure facilities and oversee daily operation of facilities. The Director will also oversee all contracted services between educational solutions service providers for the Charter School.

The Charter School will contract with a back office provider who specializes in charter school financial management, including budget development and tracking, HR, legal compliance with all reporting requirements between the Charter School, Wyoming Department of Education and WCSAB, monitoring of all appropriate expenditure categories, insurance, accounting and payroll.

The Charter School will contract with a provider for a Student Information System (SIS). The SIS provider will keep the Charter School up to date on state and federal tracking requirements, including information needed for State reports and others. The SIS provider will monitor all aspects of student information – attendance, enrollment, student demographics, and transcripts.

The Charter School will contract with R&B Communications for various technology solutions, such as: customer relations manager, website design including custom dashboard with parent, student, mentor, admin portal, interactive curriculum guide, CanvasCart, and school enrollment lottery system. R&B solutions is a preferred provider of these technology solutions because of their experience with non-classroom based Charter Schools.

See Exhibit [R&B Communications](#)

*Describe how school leader(s) will engage in instructionally focused interactions with teachers intended to promote quality instructional practices (e.g., instructional coaching).*

The Charter School Executive Director will engage in a comprehensive approach to instructionally focused interactions with mentors through various strategies designed to promote high-quality instructional practices and foster continuous professional growth.

The Executive Director will facilitate Professional Learning Communities (PLC's) where mentors collaborate to analyze student data, share effective instructional strategies, and problem-solve instructional challenges. PLCs provide opportunities for ongoing professional development and peer support. The Executive Director will serve as a coach and trainer for Lead Teachers, working closely with school mentors to set instructional goals, develop action plans, and provide ongoing support and encouragement. Coaching will involve modeling effective teaching practices or providing resources and guidance.

The Executive Director will organize professional development workshops and training sessions focused on evidence-based instructional practices. These sessions will cover topics such as differentiated instruction, assessment for learning, small group instructional strategies, and integrating technology into teaching. The Executive Director will use student data to inform instructional decisions and target areas for improvement and will work with mentors to analyze assessment results, identify student learning needs, and adjust instructional strategies accordingly. The Executive Director will establish an instructional leadership team composed of the Executive Director and mentor leaders called the Leadership Team. This team will collaborate to develop and implement school-wide initiatives to improve instruction, such as curriculum alignment, instructional coaching programs, and peer observation protocols.

The Executive Director will ensure mentors have access to resources, materials, and professional development opportunities to support their instructional practice and will advocate for adequate funding and support initiatives to enhance teaching effectiveness. The Executive Director and Leadership Team will recognize and celebrate mentors' achievements and successes in implementing quality instructional practices. This will include public acknowledgment, awards, and opportunities for mentors to share their expertise with colleagues.

*Explain how school leader(s) will distribute instructional leadership roles among teachers and how the leader(s) will be actively engaged in learning with teachers.*

The Charter School Leadership Team along with the Executive Director, is responsible for crafting the means to achieve the outcomes delineated by the charter and implementing policies adopted by the Governing Board. The Leadership Team and Executive Director will work together to solve problems. Decisions will be made by discussion and an attempt to come to consensus.

The Charter School Leadership Team will be identified as mentors who demonstrate strong instructional skills, leadership potential, and a commitment to student success. Mentors for the Leadership Team may emerge through formal assessments, observations, peer recommendations, or self-nominations. The Leadership Team will invest in professional development opportunities to build the capacity of mentor leaders in areas such as curriculum development, instructional strategies, assessment practices, and data analysis. This may involve providing workshops, coaching, mentoring, or access to external resources and expertise.

The Leadership Team will facilitate collaborative planning processes where mentor leaders work with their peers to develop instructional goals, strategies, and resources aligned with school priorities and student needs. This collaborative approach will foster a sense of ownership and collective responsibility for achieving shared goals.

The Leadership Team may establish committees composed of mentor leaders from different grade levels or subject areas. These teams will collaborate on initiatives such as curriculum alignment, assessment development, professional learning communities, and school improvement projects. The Leadership Team will encourage a culture of continuous improvement by promoting peer observation and feedback among mentors. The Leadership Team will take on roles as instructional coaches or Lead Teachers, providing support, feedback, and guidance to their colleagues to enhance teaching practices and student engagement.

The Executive Director will empower the Leadership Team to use data effectively to inform instructional decisions and monitor student progress. Lead Teachers will lead data analysis sessions, facilitate discussions on student performance trends, and identify areas for targeted intervention or enrichment. The Leadership Team will support Lead Teachers in designing and facilitating professional development sessions based on their expertise and interests. This may involve organizing Lead Teacher-led workshops, book studies, action research projects, or instructional rounds focused on improving teaching and learning practices.

## School Culture and Climate

*Describe the desired elements of school culture, and how the school leader(s) will create a school culture that fosters high levels of student performance and parent satisfaction.*

The Charter School will strive to create a school culture that encompasses the shared commitment to provide an innovative, effective, and personalized learning program that honors parental choice. Parents and students are the backbone of the school and it is the goal of the Charter School to be parent-driven and student-centered. The Charter School values the need to support students' and parents' through a wealth of educational resources to foster high levels of student performance and parent satisfaction thereby creating a positive and supportive environment where everyone feels valued, respected, and empowered to succeed.

As the desired element of school culture, the Director and Leadership Team will cultivate a parent-driven, student-centered school culture around several key elements.

The Charter School will provide clear and consistent communication from the school regarding student progress, school events, policies, and any changes that may affect them. Regular updates through newsletters, emails, parent-mentor conferences, and Parent Advisory Council will help foster a sense of transparency and involvement.

VCA wants parents to feel included in their students' education and valued as partners in the learning process and is an integral part of the school model. Collaboration between parents, mentors, and the Leadership Team will be encouraged to create a supportive community where everyone works together to ensure student success.

The Charter School will support the diverse needs of students and families, including those from different cultural backgrounds, socioeconomic statuses, and abilities. The Charter School will treat parents and students with respect and be responsive to their concerns and feedback. These actions will establish positive relationships based on trust and mutual respect to help create a supportive environment where parents feel comfortable expressing their thoughts and working collaboratively with school personnel.

The Charter School will maintain high academic standards and expectations for students while providing the support and resources necessary to help parents meet those expectations.

The Charter School Executive Director and Leadership Team will articulate the vision and mission that reflects high expectations for student achievement, equity, inclusion, and continuous improvement. The vision and mission of the school will be communicated effectively and embraced by all stakeholders. The Executive Director will prioritize building positive relationships among students, staff, parents, and the wider community. These positive relationships will create a sense of belonging, trust, and collaboration by promoting open communication, empathy, and mutual respect.

The Executive Director and Leadership Team will set high expectations for academic achievement, character development, and 21st Century skills for all students. VCA will provide the necessary support and resources to help students meet and exceed these expectations.

The Executive Director will promote research-based instructional practices that engage students, differentiate instruction, and address diverse learning needs. Support for mentors will be provided to implement these practices through professional development, coaching, and collaboration. A culture of continuous improvement will be fostered where feedback, reflection, and data-supported decision-making are valued.

The Executive Director and Leadership Team will empower mentors and staff to take on leadership roles and contribute to the decision-making processes. They will foster a culture of distributed leadership where expertise is recognized and shared across the school community. Parents and the wider community will be encouraged to actively be involved in the life of the school. The Leadership Team will regularly communicate with parents, solicit feedback, and provide opportunities for meaningful engagement, such as parent workshops, volunteer opportunities, and advisory committees.

The Executive Director and Leadership Team will maintain transparency in the decision-making processes and hold themselves and others accountable for achieving desired outcomes. The Executive Director will communicate clear expectations, monitor progress, and take action to address challenges.

*Describe how the school climate will be measured and monitored.*

The Charter School climate will be measured and monitored through:

- Surveys that will cover safety, satisfaction with teaching methods, programs, and overall experience.
- A Parent Advisory Council that will allow for more in-depth discussions on specific aspects of school climate conducted with students, parents, and staff together to gather diverse perspectives. Focus groups of these major stakeholders could be held individually as well.
- Regular observations by the Executive Director in the Curriculum Library and Resource Centers can help assess the physical environment and interactions among students, staff, and overall atmosphere within the school.
- Keeping track of incident reports related to bullying, discrimination, or other behavioral issues can provide indicators of the school's climate.
- Monitoring attendance rates and tracking the retention rates of both students and staff will also give insights into how satisfied they are with the Charter School environment.
- Regularly soliciting feedback from parents and students through channels like suggestion boxes, online platforms, or scheduled meetings can offer real-time insights into their experiences and perceptions.

By employing a combination of these methods, the Charter School will effectively monitor and measure its school climate, identify areas for improvement, and implement targeted interventions to create a supportive and conducive learning environment.

## **Professional Development**

### *Explain the approach to teacher professional development.*

The Charter School's approach to mentor professional development will be tailored to support personalized learning philosophies, homeschool populations, differentiated instruction and personalized learning models. This approach will include flexible professional development options that can include online courses, workshops, conferences, webinars, and self-paced modules that mentors can engage with at their convenience. The Charter School will provide one-on-one coaching and mentoring sessions to support mentors in implementing effective instructional practices and addressing their specific professional growth needs. This personalized approach will allow for targeted support and feedback tailored to each mentor's strengths and areas for improvement.

The Charter School will foster teaching communities where mentors can collaborate, share resources, and exchange ideas that can promote continuous learning and professional growth. These communities may be organized by subject area, grade level, or instructional approach, allowing mentors to learn from each other's experiences and expertise. Encouraging mentors to engage in inquiry-based learning projects can deepen their understanding and encourage innovation in effective teaching strategies. These projects may involve action research, lesson study, or curriculum development initiatives focused on addressing specific instructional challenges or exploring new pedagogical approaches.

School Leadership will structure regular PLC meetings where mentors come together to analyze student data, discuss instructional practices, and collaborate on instructional improvement goals that can promote a culture of continuous improvement. PLCs provide opportunities for mentors to reflect on their teaching practice, share insights, and collectively problem-solve to meet the needs of diverse learners.

Cross-disciplinary collaboration and interdisciplinary approaches to teaching and learning, will be encouraged, to broaden mentors' perspectives and deepen their content knowledge. Collaborative planning sessions and interdisciplinary projects will be used to foster creativity, critical thinking, and innovation among mentoring staff.

Access to specialized training and certification programs related to the school's instructional model will be provided. Training and programs could include but are not limited to project-based learning, competency-based education, or personalized learning, providing options to equip mentors with the skills and knowledge needed to effectively implement innovative instructional approaches.

The Director will implement regular performance evaluations and provide constructive feedback that can help mentors identify areas for growth and development. Peer observations, instructional coaching, and self-assessment tools can support mentors in reflecting on their practice and setting professional goals.

By embracing a combination of these approaches, the Charter School will create a dynamic and supportive professional learning environment that empowers mentors to continuously improve their practice and positively impact student learning outcomes.

*Describe how teachers will work together authentically with support from the school leader(s) to improve their practice, increase teacher collective efficacy, and enhance student learning.*

School employees will show a high level of commitment to all areas of instruction and school administration, as demonstrated by, but not limited to, participation in and development of school programs, workshop/training attendance, and participation in quality improvement teams that will be established for school improvement.

The Charter School will ensure that all mentors participate in annual training to meet all state requirements, including special education and safety. In addition, mentors will be well prepared to implement standards aligned instruction. Monthly mentor meetings will provide time for staff collaboration and training and each staff member will have an annual professional development plan focused on professional growth. The plan will be developed in conjunction with the Executive Director and agreed to as part of the annual performance evaluation. The Charter School will ensure that all classified staff participate in annual training and appropriate professional development opportunities.

Professional development, which is viewed as a lifelong commitment to professional excellence, will be an integral part of the Charter School structure. Professional Development will be required of the Charter School staff, both certificated and administrative. Included will be professional workshops, seminars, and programs. The Charter School shall seek qualified professionals to guide the credentialed mentors toward their maximum potential as they assist parents in program development for each student.

### **Mentor Training**

The Charter School will seek support from several professional organizations to which it will belong upon application approval. These organizations could include but are not limited to: Charter Schools Development Center, Wyoming Charter School Association, and A+ Association for Personalized Learning. These organizations offer conferences, workshops, retreats, specific topic training, school visit consultation and training services.

In addition, mentors are encouraged to participate in training and workshops put on by the State and other professional development that is relevant. All Charter School mentors are encouraged to attend professional development training each year. Mentors will be trained on new curriculum, instruction methods and changes in day to day operations at monthly staff meetings.

All mentors at the Charter School will be required to keep their Wyoming Teaching Credentials current.

The Charter School will offer a Training/Induction Program where new mentors will be paired with experienced mentors/Lead Teachers who will provide guidance, support, and feedback throughout the school year.

### **Administrative Staff Training**

Administrative staff will regularly attend regional meetings and professional training, as well as meetings and conferences several times a year to stay abreast of changes in non-classroom based, personalized learning methods or charter school relevant information. Conferences will also provide opportunities to improve school programs and services, as well as opportunities for networking and enrichment.

### **Mentor Evaluation**

All mentors will be evaluated annually by the Executive Director through established annual evaluation meetings, using a common evaluation tool, which will be taken directly from the job description. In addition, parent satisfaction surveys will be sent out electronically or by mail annually to all parents of VCA students to give them the opportunity to anonymously (if they wish) rate their mentor's performance.

Additionally, all full-time school staff members will be required to develop annual goals that identify areas of development that will lead to professional growth. This plan will be developed in conjunction with the Executive Director overseeing the employee's job review. Some areas of growth might include:

- Serving on a recognized committee
- Serving as a Trainer/Lead Teacher for new school staff
- Presenting at a Charter School professional development opportunity
- Measurable implementation of selected best practices methodology that will be employed to improve support for student success.

The school budget will reserve funds that will make it possible for the VCA staff to participate in meaningful professional development plans.



## III.B. Learning Environment

### Health

Explain the procedure the school will follow to ensure the health of all students. W.S. 21-3-307(a)(vi).

Vitalis Charter Academy is committed to ensuring that students enrolled in this school, and all employees attend facilities that are safe and secure. The Charter School believes that a beginning step toward safer schools is the development of a comprehensive plan. The charter school intends parents, students, mentors, all supportive staff, and community agencies to develop a "Safe School Plan", including local law enforcement. The school site safety team will review these "Safe School Plan " on an annual basis, update it by March 1st and propose changes to be submitted to the Governing Board for approval. The plan should identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including but not limited to, the development of all of the following pursuant to State Law:

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act leading to suspension, expulsion, or mandatory expulsion recommendations defined by State Law
- procedures to notify mentors of dangerous students pursuant State Law
- a discrimination and harassment policy consistent with State Law
- procedures for safe facilities for students, parents/guardians, and employees of the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline adopted pursuant to State Law
- procedures for conducting tactical responses to criminal incidents

Include these assurances:

**Vitalis Charter Academy guarantees that:**

- **All children enrolled will be fully immunized or will have a waiver from immunization, with documentation kept by the school. W.S. 21-4-309.**
- **With a written permission by parent and healthcare provider, students will be permitted to carry and self-administer life-saving medications. W.S. 21-4-310.**
- **The school will have stock epinephrine auto-injectors for use in severe allergic reactions, with policies and trained personnel for administration. W.S. 21-4-316.**

### Immunizations

All enrolling students will be required to provide records documenting proof of immunizations, to the Charter School, whether complete or incomplete. Students without documentation will not be able to attend school for more than thirty calendar days, or as directed by the WDE. If a

series of immunizations are required for more than thirty calendar days students can continue to attend school while receiving required immunization. Waivers authorized by the state can be submitted based on religious objection or medical contraindication to the administration of any vaccine.

### **Prescription Medications**

The Charter School will comply with State Law regarding administration of medication in school. Parents will complete the appropriate form authorizing school staff to administer medication with physician approval as necessary. Staff will keep detailed records and logs of all medication schedules and dispense medications at the appropriate times when necessary. All medications shall be stored in a secure storage cabinet of the school facility students attend.

### **Epinephrine Auto-injectors**

The Charter School will comply with State Law regarding stock epinephrine auto-injectors for use in severe allergic reactions in school. School registration information each year will ask for information identifying students' life threatening or severe allergic reactions and treatment options. The Governing Board will adopt and implement policy for authorized personnel to administer stock epinephrine auto-injector. The Charter School will provide education and training to staff, create a set of guidelines detailing protocol and procedures related to epinephrine auto-injectors, and make this plan available on the Charter Schools website.

### **Tuberculosis Risk Assessment and Examination**

All employees will be required to undergo a tuberculosis risk assessment and examination (if necessary) prior to commencing employment/service, and whatever maintenance shot is required thereafter, as required by State Law. VCA shall maintain TB clearance records and certificates on file.

### **Bloodborne Pathogens**

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. An "Exposure Control Plan" shall be designed to protect employees from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

*Explain how the school will maintain a safe, orderly environment with measures in place to prevent violence and bullying. W.S. 21-3-307(a)(vi) and 21-4-311 through 315.*

### **Safety and Security**

The Charter School will comply with all rules and regulations in support of the Safe Schools Climate Act by creating policy and procedures, providing recommended staff training, and annual auditing procedures to gauge the schools fitness in this area.

As the Charter School will be a non-classroom-based school, with alternative learning environments, maintaining a safe and orderly environment presents unique challenges compared to traditional “Brick and Mortar” schools. The Charter School will employ some of, but not limited to, the following strategies.

For online learning environments, the Charter School will implement online safety measures that include utilizing secure platforms for communication and collaboration, providing guidelines for appropriate online behavior, and monitoring student activity to identify and address any instances of cyberbullying or inappropriate conduct.

VCA will work to build a strong sense of community among students, parents, and mentors that can help foster a positive and supportive environment. This can be achieved through regular communication, collaborative projects, and opportunities for social interaction at Resource/Learning Centers or the Central Office/Curriculum Library.

The Charter School will provide education and training for both parents and students on topics such as conflict resolution, online safety, and recognizing signs of bullying that can empower them to prevent and address issues as they arise.

VCA will facilitate peer support networks or mentorship programs that can give students additional avenues for seeking help and support from their peers in times of need. This can help reduce feelings of isolation and increase accountability among students.

The Charter School will establish clear policies and expectations regarding behavior, including consequences for bullying or misconduct, to help set the tone for the learning environment and ensure that all members of the school community understand what is acceptable behavior.

The Charter School will provide access to counseling and support services, either virtually or through community resources, that can help students and families navigate challenges and address underlying issues that may arise.

The Charter School will implement technology safeguards, such as filtering software and privacy controls like, but not limited to, BARK Parental Monitoring App. Support in offering these solutions can help protect students from online threats and ensure that their online interactions are safe and appropriate.

Open lines of communication will be maintained between mentors, students, and parents as an essential way for addressing any concerns or issues that arise. The Charter School will regularly evaluate policies, practices, and procedures related to student safety and security to identify areas for improvement and make adjustments as needed. This will involve soliciting feedback from stakeholders, analyzing data on incidents or concerns, and staying informed about best practices in the field.

## **Child Abuse Prevention and Reporting**

The Charter School will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, neglect, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to state law. All staff will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide all employees, and other persons working on behalf of the Charter School who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with state law.

## **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School will be committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School will maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at VCA (including employee to employee, student to student, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's discrimination and harassment policies.

## **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with State Law. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

## **Student Supervision**

Students shall be supervised at all times when present at any school facility by mentors, paraprofessionals, or other qualified adults according to State Law.

*Explain how the school will use a team approach, with established protocols for threat assessment and response, to address and mitigate threats of violence.*

The Charter School shall adhere to emergency preparedness procedures including drafting a handbook and policies to outline a "School Safety Plan." This plan will be drafted specifically to meet the needs of the facility in conjunction with law enforcement and fire safety. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

The Charter School will regularly audit the "School Safety Plan" for a comprehensive review of existing policies, procedures, and practices to assess their effectiveness in promoting a safe and secure learning environment. These audits will include: establishing an audit committee, reviewing current policies and procedures, comparing best practices, consulting stakeholders, conducting physical assessments, assessing staff training, evaluating incident reports and responses, reviewing technology and communication systems, assessing collaboration with law

enforcement and community partners compiling findings and developing action plans, and monitoring and reviewing progress.

#### **Vitalis Charter Academy guarantees that:**

- **Industrial quality eye protective devices will be provided free of charge for students and staff for use in any activity that may create risk of harm to the eyes. W.S.21-9-203.**
- **Policies and training will be in place for the use of seclusion and restraint in schools. W.S. 21-3-110(a)(xxxi).**
- **The school will implement protocols for addressing the risk for concussions and other head injuries resulting from athletic injuries. W.S.21-3-110(a)(xxxii).**
- **The school will use a reporting system for safety concerns, including anonymous reporting (Safe2Tell Wyoming). W.S. 9-1-603(a)(ix) and (e); W.S. 21-4-314(a)(iv).**
- **The school will adhere to the “Safe school Climate Act” and prohibit harassment, bullying, intimidation, or retaliation against a victim. W.S. 21-4-311 through 315.**

#### **Concussion Protocol**

VCA will not endorse athletic teams, however in the event a student is suspected of having a concussion or head injury, every effort will be made to provide immediate medical attention, notify parents, document the incident, recommend a medical evaluation, provide support, and follow up. VCA staff will receive training on how to follow the school’s protocols and policies for managing head injuries and other student health emergencies.

#### **Threat Assessment and Reporting**

The Charter School will have protocols in place for threat assessment and reporting to ensure the safety and well-being of students and staff. These steps will involve:

- Establish a threat assessment team composed of the Director, counselors, mentors, and sometimes law enforcement personnel trained in threat assessment procedures. This team will be responsible for evaluating and responding to potential threats.
- Staff members will receive training on recognizing warning signs of potential threats, such as changes in behavior, statements indicating violent intentions, or concerning social media activity. This training helps ensure that threats are identified early.
- The Charter School will implement anonymous reporting systems, such as tip lines like Safe2TellWY or online reporting forms, where students, staff, and parents can report concerns about potential threats without fear of retaliation.
- When a threat is reported or identified, the threat assessment team conducts a thorough evaluation. This may involve gathering information from multiple sources, including witnesses, school records, social media, and law enforcement databases.
- The team will assess the level of risk posed by the threat.
- Based on the risk assessment, the team will develop an appropriate intervention plan.

- Throughout the threat assessment process, the team will communicate regularly with relevant stakeholders, including the Director, law enforcement agencies, mental health professionals, and parents.
- All steps taken during the threat assessment process will be documented, including the nature of the threat, the evaluation process, and the interventions implemented.
- The Charter School will regularly review and update threat assessment protocols to incorporate lessons learned from past incidents and emerging best practices in threat assessment and prevention.

## III.C. Curriculum

### Common Core of Knowledge

Explain how all ten content areas defined by Wyoming Content and Performance Standards will be offered (e.g., through an integrated curriculum or through stand-alone courses, or a combination of both).

The K-8 curriculum offerings at Vitalis Charter Academy will represent a broad course of study and reflect the diversity of educational philosophies, learning styles, and academic approaches utilized for students in grades K-8. A few examples of educational philosophies include Waldorf, Montessori, Classical, Traditional Textbooks, or Unit-based Learning. As such, VCA does not formally adopt or promote any one particular type of curriculum. Mentors will work closely with parents to address all ten content area needs of the student through curriculum and instructional support in each student's Personalized Learning Plan (PLP). Changes in curriculum can be made as the academic year progresses, based on the identified needs of the student.

The Charter School's core curriculum will focus on English/Language Arts, Mathematics, Science and Social Studies. This will provide a solid, coherent foundation for learning, providing age-appropriate, sequential subject content. It is designed to allow flexibility in scheduling and methodology, while meeting state requirements, with student progress assessed by the school. Mentors will work with parents and students to choose curriculum appropriate to a student's current ability level, interests, and learning styles. Options include but will not be limited to:

- State-adopted curriculum in core subjects.
- Standards-based textbooks, workbooks, and study guides.
- Literature-based curriculum that addresses state standards.
- Supplemental instructional materials to support textbook learning.
- Educational games.
- Teacher created materials.
- A wide array of books to supplement and support reading skills and to support topic investigation in all subjects.
- Hands on kits.
- Science-exploration equipment.
- Educational software programs.
- Online educational programs and courses.
- College courses.
- Reference and Research materials.
- Elective course curriculums and supplies.

The Charter School curriculum will be performance-based with an individualized learning focus, enabling students to progress at their own pace. The goal is for students to successfully meet or exceed the course standards. Students will also have the opportunity to participate in a variety of enrichment courses and related learning activities through Community Partners Program/Vender Course Instructors (VCI).

See Exhibit [Community Partners Program/VCI](#)

Courses and learning opportunities in health, physical education, fine and performing arts, and specialized subjects or interest areas will be offered using community-based programs and individual instructors. Course offerings will be structured by curricular outlines with appropriate goals, objectives, and assessment methods. The Charter School curricula will meet research-based state content standards. Curriculum will be provided for each core subject, approved by the State of Wyoming and aligned directly to the standards. The Charter School will offer elementary, middle school and high school curriculum catalogs that provide choices in state adopted and nationally aligned curriculum to help parents and mentors develop the Personalized Learning Plan (PLP). The scope and sequence of all curriculum will be articulated in a manner that enables students to enter or return to the programs offered at traditional schools at any grade level.

See Exhibit [Curriculum Catalog](#)

See Exhibit [Curriculum Checklist Example](#)

See Exhibit [Curriculum Review Video Links Examples](#)

The 9-12 high school curriculum offerings at Vitalis Charter Academy will represent a broad course of study and reflect the diversity of educational philosophies, learning styles, and academic approaches. VCA will offer educational opportunities for college bound students through a series of Hathaway approved courses and Advanced Placement (AP) courses. Career Technical Education (CTE) opportunities will be available to all high school students who would like to learn technical trade skills. VCA will have a diversified high school course list which will allow students, parents, and mentors to customize a high school plan that will meet the unique academic needs of each student. VCA high school students will receive information on the transferability of courses to other public high schools and eligibility for college entrance through individual meetings with teachers of record/mentors and Academic Advisors and VCA guidance coordinators. VCA mentors will receive annual training in these requirements.

See Exhibit [High School Course List Example](#)

The Charter School will offer all ten content areas:

1. English Language Arts (ELA): with a focus on reading, writing, speaking, listening, and language skills, including elements such as comprehension, vocabulary, grammar, and literary analysis.
2. Mathematics: encompassing concepts and skills related to numbers and operations, algebra, geometry, measurement, data analysis, and probability.
3. Science: covering a range of scientific disciplines, including physical science, life science, earth and space science, and engineering practices by learning about scientific inquiry, concepts, and the application of scientific knowledge.
4. Social Studies: encompassing history, geography, civics, economics, and cultural understanding by learning about the past, society, government, economics, and global perspectives.



5. Fine and Performing Arts: including standards for visual arts, music, theater, and dance by developing skills in creative expression, appreciation of the arts, and understanding of artistic techniques and traditions.
6. Physical Education and Health: focusing on promoting physical fitness, motor skills, healthy behaviors, and personal wellness including exercise, nutrition, safety, and mental health.
7. Foreign Languages: covering proficiency in speaking, listening, reading, and writing in languages other than English and learning about language and culture to communicate effectively in a global society.
8. Career and Vocational Education: preparing students for careers and post-secondary education by providing skills and knowledge in areas such as career exploration, technical skills, employability, and workplace readiness.
9. Computer Science and Information Technology: focusing on digital literacy, computer programming, computational thinking, and technology applications to use technology effectively and understand its impact on society.
10. Personal Finance: addressing financial literacy skills such as budgeting, saving, investing, banking, credit management, and consumer awareness to make informed financial decisions for their future.

These ten content areas will be offered to students through:

- Personalized Learning Plans (PLPs): that outline the specific standards and learning objectives students will work towards mastering in each content area. PLPs for each student will be developed based on their academic strengths, weaknesses, interests, and goals.
- Competency-Based Progression: where students advance through the curriculum at their own pace, demonstrating mastery of standards before moving on to new concepts. This ensures that all students meet the required standards, regardless of their starting point or learning speed.
- Curriculum Mapping and Alignment: to the state standards for each content area ensures that instructional materials, resources, and assessments are aligned with the standards to facilitate mastery-based learning.
- Flexible Learning Environment: provides students with access to a variety of instructional resources and learning modalities, including online courses, textbooks, multimedia materials, and hands-on activities. This will allow students to choose the resources and methods that best suit their learning preferences and needs.
- Personalized Instruction: tailored to meet the unique needs of each student, providing additional support or enrichment as needed and utilizing data from assessments, observations, and student feedback to inform instructional decisions and interventions.
- Project-Based Learning: that incorporates project-based learning experiences will allow students to apply and demonstrate their understanding of state standards in real-world contexts. Projects will be customized to align with students' interests and career goals while addressing multiple content areas simultaneously.
- Digital Learning Platforms: are educational technology tools that will be leveraged to deliver personalized instruction, track student progress, and provide immediate

feedback. These platforms can offer adaptive learning experiences that adjust to each student's level of mastery.

- **Mentor Facilitation and Support:** to guide students through their personalized learning journey. Mentors can provide scaffolding, support, and targeted instruction to help students achieve their learning goals.
- **Assessment and Accountability:** in the implementation of systems for formative and summative assessments to measure student progress and proficiency in meeting state standards. This will ensure that assessments are aligned with standards and provide meaningful feedback to students, mentors, and parents.
- **Continuous Improvement:** that is regularly reviewed and adjusted for instructional practices, resources, and support structures based on student outcomes and feedback. The Charter School will engage stakeholders in the evaluation process to identify areas for improvement and implement evidence-based strategies to enhance student achievement.

Include this assurance:

**Vitalis Charter Academy guarantees that all students will have the opportunity to learn the Wyoming common core of knowledge defined in W.S. 21-9-101 through curriculum aligned to current Wyoming Content and Performance Standards in all ten content areas.**

### **Research to Support Personalized Learning**

Research on personalized learning has shown promising results in student growth and achievement. Studies have found that personalized learning approaches lead to increased academic performance. It often fosters higher levels of student engagement. When students have more control over their learning pace, content, and methods, they tend to be more motivated and invested in their education. Personalized learning allows educators to tailor instruction to meet the unique needs of each student. By identifying students' strengths, weaknesses, and learning preferences, mentors can provide targeted support and interventions, leading to improved learning outcomes. Personalized learning relies on data to inform instruction. By collecting and analyzing data on students' performance and progress, educators can make informed decisions about the most effective instructional strategies and interventions to support each student's learning path.

Some research suggests that personalized learning approaches can contribute to long-term success beyond academic achievement. Students who experience personalized learning may develop stronger critical thinking skills, problem-solving abilities, and a growth mindset, which are essential for success in higher education and the workforce. Personalized learning has the potential to help close achievement gaps by addressing the individual needs of students, including those from diverse backgrounds or with learning differences. By providing targeted support and interventions, personalized learning can help ensure that all students have access to high-quality education and opportunities for success. Surveys and anecdotal evidence often show that students have positive perceptions of personalized learning. When students feel that

their learning experiences are tailored to their needs and interests, they are more likely to feel empowered and motivated to succeed.

Several organizations and researchers have been actively involved in ongoing research and evaluation of personalized learning in education. Some notable examples include: the Bill & Melinda Gates Foundation, the Chan Zuckerberg Initiative, the RAND Corporation, the Center for Reinventing Public Education, and the Learning Accelerator, a nonprofit organization that works to promote the widespread adoption of personalized learning in schools.

### **Skills for Success**

*Describe any intentional efforts to be made to incorporate skills for success (e.g., the common core of skills, deeper learning competencies) into the curriculum.*

The Charter School will provide intentional efforts to incorporate skills for success into the curriculum by designing learning experiences and activities that explicitly target the development of key skills necessary for personal, academic, and professional success. Some specific strategies will be to identify the skills to cultivate, such as critical thinking, communication, collaboration, creativity, problem-solving, resilience, adaptability, and leadership. Then align learning objectives, activities, and assessments to these skills. Rather than assuming students will develop skills incidentally, intentional curriculum design will include explicit instruction in targeted skills. This might involve dedicated lessons, exercises, or modules focused on skill development, providing students with frameworks, strategies, and opportunities to practice and refine these skills.

Then, skills for success are integrated across various subjects and disciplines, allowing students to apply and reinforce them in different contexts. For example, a history lesson might incorporate critical thinking skills by analyzing primary sources, while a science project might require collaboration and problem-solving.

The Charter School will prioritize providing students with authentic, real-world learning experiences that mirror situations students will encounter in their personal and professional lives. This might involve simulations, case studies, projects, or field trips that challenge students to apply skills in meaningful contexts. The Charter School will also recognize that students have diverse backgrounds, interests, and learning styles; intentional curriculum design includes strategies for differentiation and personalization. This ensures that all students have opportunities to develop and demonstrate skills at their own pace and in ways that resonate with their individual strengths and preferences.

Assessment strategies will be designed to evaluate students' mastery of targeted skills. This might include performance assessments, portfolios, rubrics, peer evaluations, self-assessments, and authentic tasks that allow students to demonstrate their skills in context. Opportunities for reflection and feedback will be incorporated where students can assess their own progress, set goals for improvement, and receive constructive feedback from peers, mentors, and other instructors. This promotes metacognition and self-regulation, key components of skill development.

The Charter School will regularly evaluate and refine instructional practices based on feedback from students, mentors, and stakeholders. This ongoing process ensures that the curriculum remains responsive to the evolving needs of students and the demands of an ever-changing world. By incorporating these intentional efforts into the curriculum, VCA can effectively nurture the development of skills for success and prepare students to thrive in academic, professional, and personal endeavors.

*Include this assurance:*

**Vitalis Charter Academy guarantees that it will integrate the Wyoming common core of skills defined in W.S. 21-9-101 into the system of curriculum, instruction, assessment, and learning support.**

### **Other Wyoming Content Requirements**

From this list, include the assurances applicable to the school's grade level configuration and delete the assurances which are not applicable:

**Vitalis Charter Academy guarantees:**

- **Instruction will be provided in the cultural heritage, history and contemporary contributions of American Indians. W.S. 21-4-602.**
- **Instruction will be provided in the principles of the constitution of the United States and the state of Wyoming for at least three years in kindergarten through grade eight and one year in high school. W.S. 21-9-102.**
- **Secondary students will have the opportunity to enroll in courses that meet the Hathaway success curriculum requirements. W.S.21-16-1307.**
- **Foreign language instruction, aligned to the Wyoming content standards, will be provided in kindergarten through grade two. W.S.21-9-101.**
- **A reading intervention program that includes evidence based core curricula for all students will be provided in kindergarten through grade three. W.S.21-3-401.**
- **Reading, writing, and mathematics will be emphasized in grades one through eight. W.S. 21-9-102.**

### **Wyoming Content and Performance Standards**

*Explain the curriculum with examples of curriculum documents showing alignment to the Wyoming Content and Performance Standards (e.g., alignment matrices, curriculum maps, proficiency scales).*

Standards-based curriculum in a non-classroom based, personalized learning charter school can be explained as an educational approach that aligns teaching, learning, and assessment with Wyoming Content and Performance Standards through a variety of instructional materials.

See Exhibit [Example Alignment Matrices](#)

See Exhibit [Example Courses Catalog](#)

The Charter School will use many curriculum options that are aligned with state standards. This ensures that the content taught is in line with the educational standards established by the Wyoming Department of Education.

See Exhibit [Example Curriculum Map](#)

These standards have outlined the knowledge and skills that students should acquire at each grade level in the ten content areas. Clear learning objectives will be outlined according to what students are expected to achieve by the end of the academic year. These objectives serve as a roadmap for teachers, parents, and students, guiding instruction and learning activities throughout the school year. Students' mastery of the standards will be assessed through various methods such as tests, projects, presentations, and portfolios. Assessment data will be used to determine whether students have met the learning objectives and to identify areas where additional support may be needed.

The Charter School will provide students with personalized learning where students have more autonomy over their learning, standards-based curriculum can be adapted to accommodate individual student needs and interests. Parents and mentors can tailor instruction and assignments to ensure that each student is working towards mastering the standards at their own pace.

Transparency and accountability will be clearly defined by what students are expected to learn and how their progress will be measured. Parents, mentors, and students will easily be able to track progress towards meeting the standards and address any areas of concern.

By focusing on mastering academic standards, students at VCA will be better prepared for success in college, careers, and beyond. The skills and knowledge acquired through standards-based curriculums will provide a solid foundation for lifelong learning and achievement. Overall, the standards-based curriculum choices used at VCS will ensure that students receive a high-quality education that is rigorous, relevant, and aligned with state and national educational standards.

*Explain how curriculum, instruction, and classroom assessments will be aligned to Wyoming Content and Performance Standards in terms of content and cognitive complexity.*

The Charter School will align curriculum choices, instruction and assessments to Wyoming Content and Performance Standards in terms of content and cognitive complexity by curriculum development, instructional planning, differentiation, using the standards descriptions of cognitive complexity to specify the depth of understanding and thinking skills required to master each standard. Parents and mentors will design instructional activities and assessments that scaffold students' progression through different levels of cognitive complexity, from basic recall and understanding to higher-order thinking skills such as analysis, evaluation, and synthesis. Assessments will be designed to align with the content and cognitive complexity of the state standards. This may include a mix of formative assessments and

summative assessments that measure students' progress towards mastering the standards at various cognitive levels.

Clear rubrics and assessment criteria will be developed to provide students with transparent expectations for success and to guide parents' and mentors' evaluation of student work. Rubrics will often align with the language and descriptors used in the state standards, helping to ensure consistency and alignment across assessments. Regular analysis of assessment data monitoring students' progress towards meeting state standards will be utilized to inform instructional decision-making. Parents and mentors will reflect on the effectiveness of instructional strategies and make adjustments as needed to better support student learning and achievement.

See Exhibit [Sample Writing Rubric](#)

*Explain how the Wyoming Performance Standard will be prioritized within the curriculum.*

The Charter School will offer a wide and diverse range of curriculum offerings that provides students with many options and pathways to prepare them to meet their individual educational, personal, and post high-school goals. In order to accomplish this, the Charter School will contract with multiple curriculum vendors to offer the most up to date, quality curriculum possible. The curriculum is chosen by the Education Team.

Each student will have a budgeted amount of funds, "Instructional Funds", to spend on purchasing curriculum, supplemental materials, online synchronous or asynchronous courses that are aligned to state standards.

See Exhibit [Instructional Funds proposed Board Policy](#)

VCA families will have additional support in making the most effective curriculum decisions through created lists and software solutions that match the curriculum to most effectively meet the students' various needs. Curriculum selection is based on State Standards, student's learning style, student's working level, and the educational philosophy being followed. The Education Team will have hundreds of options for curriculum choice.

See Exhibit [Interactive Curriculum Guide](#)

### *High School Curriculum*

Core High School and elective courses will cover all the essential subjects within each of the ten Wyoming Content and Performance Standards. The high school curriculum options used to meet performance and content standards will be vetted by VCA Leadership Team and Academic Advisors to ensure that each high school student receives a high-quality and rigorous state standards-based education. The Charter School will offer live online instruction in combination with either award-winning digital curriculum choices or standards-based, textbook curriculum choices. Qualified students are able to take concurrent enrollment courses at community colleges.

In addition, high school students have additional curriculum options through a collection of approved web-based curriculum community providers such as Apex, Blue Tent, High School Math Live and Williamsburg. In-person community providers that offer the opportunity for hands-on enrichment are also paired with an in-house syllabus course taught by a single subject teacher to allow for both social engagement and rigorous content oversight.

See Exhibit [HS Course Catalog Example](#)

The Charter School graduation requirements will meet or exceed State law requirements, and students are counseled on how to meet additional college or career requirements based on their post-secondary educational goals. The Charter School graduation requirements will include rigorous university preparatory courses in English, mathematics, science, social science, foreign languages, and fine and performing arts and the curriculum challenges each student to think beyond the subject matter.

The Charter School will provide the Education Team with a recommended course sequence. VCA students may choose an alternative sequence that suits their personalized graduation plan as long as graduation requirements are met and the courses are aligned to State Standards.

In addition to student planning sessions, the Leadership Team will provide staff training on meeting high school graduation requirements, meeting college entrance requirements and personalized career preparation.

### **Student Activities**

*Discuss any co-curricular activities and extracurricular activities to be offered by the school, and the strategies to encourage participation in activities.*

The Charter School will offer a wide range of co-curricular and extracurricular activities to complement students' educational goals. Some examples could be, but are not limited to, hosting virtual clubs and interest groups where students with similar passions can connect and engage in discussions or projects. Examples include coding clubs, book clubs, debate clubs, and art clubs. Encouraging students to participate in community service projects to foster a sense of social responsibility and empathy. Students might engage in activities like volunteering at local shelters, organizing fundraisers for charity, or participating in environmental clean-up efforts.

The Charter School could organize or facilitate participation in virtual competitions and contests to showcase students' skills and talents. These could include academic competitions, coding challenges, science fairs, or creative writing contests. Creating an online mentorship program that pairs students with mentors in their areas of interest can provide valuable guidance and support outside of the school setting. Mentors could be professionals or experts in various fields who offer insights, advice, and networking opportunities.

The Charter School could leverage technology to organize virtual field trips to museums, historical sites, or scientific institutions or invite guest speakers, such as authors, scientists, entrepreneurs, or artists, to give presentations or workshops online. By promoting physical

fitness and wellness, important for students' overall well-being, the Charter School could offer virtual fitness classes, yoga sessions, mindfulness practices, or health education workshops to encourage healthy habits.

To encourage participation in these activities, the Charter School will employ various strategies, like, regularly communicating with students and parents about the available activities, their benefits, and how to get involved. VCA will use multiple channels such as emails, newsletters, social media, and school websites to promote upcoming events and opportunities.

The Charter School recognizes that students have diverse interests and schedules. By offering a variety of activities at different times to accommodate various preferences and commitments students are allowed to choose activities that align with their interests and goals. Incentives could be provided for participation and achievement in co-curricular and extracurricular activities. This could include certificates, badges, or even academic credit in coursework for certain activities. Recognition of students' contributions could be given through awards ceremonies, virtual showcases, or public acknowledgments.



## III.D. Instruction

### Instruction and Assessment

*Explain how the approach to instruction and assessment will be tailored to the mission and the school model.*

The unique approach of a non-classroom based charter school provides the opportunity to tailor instruction and assessment to the individual student and their needs. The Charter School will use the assessment tool MAP (Measure of Academic Progress) for students grades K-11. It provides students with an innovative diagnostic assessment that dynamically adjusts to each student's performance. The focus of this online assessment tool is reading, math, language usage and science. Students grades K-11 will be assessed at the start of the school year to establish reading, math, and science levels to help determine curriculum and instructional needs. Students will be assessed a minimum of two times each year, preferably in September and again in March. Results will allow the Education Team to track students' progress over time. Regular assessment and feedback will enable mentors to intervene promptly if a student is falling behind or adjust instruction to maintain momentum if they are progressing well.

MAP helps the Education Team effectively assess students and then provide individualized instruction based on each student's unique needs. This assessment information provides a "road map" to each student's readiness level and instructional remediation when needed. By assessing the student's current understanding and readiness to learn, parents and mentors can accurately provide activities and content that are appropriately challenging but not at frustration level. Using MAP testing data will provide individualized instruction that supports students at their current level of development while also guiding them toward more advanced levels of understanding and skill mastery.

Results from MAP testing will be used to set personalized learning goals for each student and through establishing clear objectives based on their current proficiency levels helping students to be motivated to work towards achieving measurable improvements in their academic performance.

The School Leadership Team will use data generated on student assessments to identify trends, determine areas of focus for instruction, and make evidence-based decisions to improve teaching and learning outcomes at both the individual and group levels.

Tailored to the mission and model of the Charter School, learning emphasizes differentiated instruction to meet the diverse needs of students. MAP testing data will help mentors identify students who may require additional support, enrichment, or different instructional approaches, ensuring that each student receives instruction tailored to their unique learning requirements.

Results from MAP testing will be shared with parents to provide insights into their child's academic progress and areas for growth. This will foster collaboration between parents and mentors, empowering parents to support their child's learning journey effectively.

MAP testing results will be used to demonstrate student growth and achievement, which will be used for accountability purposes. By showcasing tangible evidence of academic progress, the Charter School will uphold accountability standards, justify the educational approach, and funding allocations. It will also be used in a continuous improvement cycle by enabling the Charter School to evaluate the effectiveness of instructional strategies and interventions. By analyzing test data and reflecting on instructional practices, the Charter School will identify areas of strength and areas for improvement, driving ongoing refinement for the school.

The instructional and assessment approach using MAP testing will be effectively tailored to the school model by enabling individualized instruction, goal setting, progress monitoring, data-driven decision making, differentiated instruction, parent engagement, accountability, and continuous improvement.

*Describe any classroom management strategies or practices that will be common across the school and expected in all classrooms.*

Personalized learning for student's grades K-12 will be key to the Charter School program and success. Each student will be assigned a teacher of record/mentor to work with the parent/guardian and student to develop a Personalized Learning Plan (PLP) that takes into consideration the student's academic skill level, interests, talents and learning styles. The plan will incorporate the most appropriate learning methods for that child as the foundation for success with particular attention devoted to English/Language Arts, Mathematics, Science, and Social Studies and the mastery of the Wyoming State Standards.

Instructional methods incorporated into the PLP may include the following:

- Individualized direct instruction with parents and/or mentor.
- Independent coursework.
- Experiential learning and field studies.
- Computer-based instruction.
- Online inquiry.
- Concurrent enrollment at Wyoming community colleges for high school students ready to handle advanced work.

The majority of daily instruction will occur in the home with parent support and supervision. The Charter School mentors will communicate frequently with families to support their educational needs. This will be accomplished through face-to-face meetings, phone calls, emails and text. At least once every twenty school days a formal Learning Period meeting will occur with the family and student to complete the required attendance and progress reports. The learning period meetings will include the following:

- Review and evaluate work completed.
- Evaluate progress toward academic and personal goals.
- Collect work samples from all subject areas to create a student portfolio showing work progress throughout the year.
- Document state standard accomplishments.

- Discuss expectations.
- Give assignments for the next learning period.
- Adjust curricula based on student progress and needs.
- Review and adjust student learning plan and pacing if needed.

The Charter School will utilize Learning Period Meetings as an essential component of the school. These meetings will occur at least once per learning period and are a time when the Education Team meets to review student's completed assignments/body of work, to assign work, and assess progress in learning targets. During this meeting, mentors document student progress toward measurable student goals and indicate the standards in which the student made progress. This progress is documented in the student information system. During this meeting, the mentor also collects work samples which are used as authentic evidence of the student's abilities and assesses their progress. The teacher will also ensure that an appropriate amount of progress was made by the student for the number of days of attendance being claimed. The mentor and parents then plan the next learning period's assignments.

*Describe how instructional time will be structured to maximize active learning and student engagement, and how student engagement will be monitored and measured.*

The Charter Schools instructional time will be structured around a variety of educational options to maximize active learning and student engagement. VCA instructional time will include flexibility, autonomy, and individualized pacing. Playing a vital role in instructional time will be the Personalized Learning Plan (PLP), where every student has a PLP tailored to their unique needs, interests, and learning styles. PLPs will outline learning goals, objectives, and strategies for achievement. Students will also have the flexibility to choose when and where they engage in learning activities, whether it's at home, in a library, resource center, or elsewhere. Learning would not be confined to traditional school hours, allowing students to learn at their own pace and according to their own schedules. Instructional time is also structured around project-based learning experiences, where students work on real-world projects that are relevant and meaningful to them. Projects could be interdisciplinary and incorporate various subjects, fostering critical thinking, problem-solving, and collaboration skills.

For in person instruction, at a resource/learning center, the Charter School will schedule small group workshops and tutorials that provide opportunities for students to engage in discussions, receive personalized support from their mentors, and collaborate with peers.

For online instruction the Charter School will utilize online learning platforms and resources to offer students access to a wide range of educational materials, including videos, interactive lessons, simulations, and educational games. These resources will support self-directed learning and allow students to explore topics at their own pace. Teachers will conduct regular check-ins with students to monitor online course progress, provide feedback, and adjust learning plans accordingly. Assessments in these online courses would be ongoing and varied, including quizzes, projects, presentations, and portfolios, to gauge student understanding and mastery of concepts. The Charter School will monitor student engagement through a combination of

qualitative and quantitative measures, such as participation rates, completion of assignments, depth of engagement with learning materials, and feedback from students and parents.

Using learning analytics tools will be used to track students' online activity and progress. Surveys and interviews will be conducted to gather insights into students' levels of motivation, interest, and satisfaction with their learning experiences.

The Charter School will vary online instructional time by using: self-paced courses, flipped classroom model, synchronous virtual classes, asynchronous virtual classes, hybrid models, online platforms dedicated to project-based learning, adaptive learning systems, virtual simulations and laboratories, online discussion forums and gamified learning platforms.

By making available these diverse online instructional structures active learning and student engagement can be maximized. The most effective approach will depend on the specific needs, preferences, and goals of the learners.

*Explain how teachers will promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.*

The Charter School mentors will promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments that have clear learning objectives, authentic and relevant tasks, choice and personalization, collaborative learning, inquiry-based learning, scaffolded support, feedback and reflection, public audience, integration of technology, and celebration of learning.

Mentors will clearly articulate the learning objectives and expectations for any project or performance assessment assigned. Students should understand the purpose of the task and the skills or concepts they are expected to demonstrate.

Mentors will design projects and performance assessments that are authentic and relevant to students' interests, experiences, and real-world contexts. Students will be provided with opportunities to make choices and personalize their projects based on their interests, strengths, and learning preferences.

Mentors will encourage collaboration and teamwork by incorporating group projects or collaborative tasks into the curriculum or courses designed when appropriate. This collaboration will promote deeper understanding through peer interaction and discussion but also enhance student engagement and social-emotional skills.

Mentors will structure projects and performance assessments around open-ended questions or problems that require critical thinking, problem-solving, and inquiry. Students will be encouraged to explore and investigate topics independently, fostering curiosity and a sense of discovery.

Mentors will provide scaffolded support to help students successfully complete assignments, projects and performance assessments. Mentors can provide guidance, resources, and

checkpoints throughout the process to assist students in navigating complex tasks and overcoming challenges.

Mentors will offer timely and constructive feedback throughout the learning process. Feedback should focus on both strengths and areas for growth, helping students improve their work and develop metacognitive skills. Students will be encouraged to reflect on their learning process, identify strategies that were effective, and set goals for future improvement.

The Charter School will create opportunities for students to share their projects or presentations with a public audience. This could include presentations to peers, parents, community members, or experts in the field. By presenting to an authentic audience student motivation and accountability can be enhanced and it reinforces the relevance of students' work.

The Charter School will encourage integration of technology tools and resources to enhance the quality and presentation of student projects. By utilizing multimedia platforms, digital tools, and online resources VCA will support creativity, expression, and communication skills.

The Charter School will celebrate students' achievements and accomplishments at the culmination of projects or performance assessments. By showcasing student work through exhibitions, presentations, or digital portfolios VCA will help to recognize and honor students' effort.

These meaningful learning experiences will promote deeper understanding, foster student engagement, and cultivate essential 21st-century skills in student learning at VCA.

*Explain how the school will determine whether students have achieved proficiency for the Wyoming Performance Standards.*

Mentors will assess student progress using a variety of methods including, but not limited to:

- Learning Period Meetings at least once every 20 school days
- Progress Reports every 6 weeks
- Evaluation and grading of course specific assignments
- Observation of student performance and discussion based assessments
- Norm and criterion referenced tests, school-wide assessments
- Oral presentations
- Learning Target Checklists
- Student portfolios
- WY-TOPP Testing, ACCELL for EL students

The Charter Schools success shall be measured not only by absolute levels of achievement, but also by comparative measures against students in the county and the state who have backgrounds and demographics similar to the Charter School students upon their enrollment in the Charter School. This comparison will be based on WY-TOPP results, as that is the only assessment tool common to all schools in counties served.

The Charter School will develop learning targets, based on the Wyoming State Standards, for core and non-core classes. High school students will need to cover at least 80% of the learning targets in each course to earn full credit for that course. Mentors monitor progress and document unmet targets to guide assignment of student work.

The Charter School will determine whether students have achieved proficiency in Wyoming Performance Standards through comprehensive assessment and evaluation processes. The school ensures that its curriculum, instruction, and assessments are aligned with Wyoming Performance Standards. This alignment ensures that what students are taught and assessed reflects the knowledge and skills outlined in the standards. The Charter School will employ various assessment strategies to measure student proficiency in each content area covered by the Wyoming Performance Standards. This may include formative assessments, summative assessments, standardized tests, performance tasks, portfolios, and other authentic assessments.

Clear rubrics and criteria will be established to define proficiency levels for each standard. These rubrics outline the specific criteria students must meet to demonstrate proficiency, providing a transparent framework for assessment. Proficiency will be assessed using multiple measures to capture the full range of student abilities and competencies. This ensures a comprehensive understanding of each student's proficiency level rather than relying solely on one assessment method.

Assessment data will be collected, analyzed, and disaggregated to identify patterns and trends in student performance. This analysis helps the school identify areas of strength and areas needing improvement, as well as individual student needs. Students who have not yet achieved proficiency receive targeted support and interventions tailored to their specific learning needs. This may include additional instruction, remediation, enrichment opportunities, or Personalized Learning Plans (PLPs).

The school regularly monitors student progress towards proficiency throughout the academic year. This ongoing monitoring allows educators to track student growth over time, identify areas of progress, and adjust instruction as needed. Parents, teachers, and other stakeholders are involved in the assessment process and informed about student progress towards proficiency. Clear communication channels are established to ensure that all stakeholders are aware of student performance and can collaborate to support student learning.

The Charter School will engage in continuous reflection and improvement to refine its assessment practices and instructional approaches. This will include analyzing assessment data, seeking feedback from stakeholders, and making adjustments to better support student achievement of the Wyoming Performance Standards.

*Explain the process for identifying students with a need for additional learning support to achieve proficiency for the Wyoming Performance Standards.*

The Charter School will use data from the statewide assessments and local assessments to discern which numerically significant subgroups are not achieving growth target goals and may need additional learning support to achieve proficiency. Identified as students will receive

additional individualized assistance, and, where appropriate, tutoring, remedial instruction, and other intensive interventions. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Academic performance will be assessed through graded lesson assignments, unit and module assignments, unit tests, course final exams, mentor observation, local assessments, and annual statewide testing to include grade-specific WY-TOPP. Annual ACCESS assessments will be reviewed for designated EL students and annual progress towards IEP goals will be analyzed and updated for special education students.

Individualized assessments or diagnostic tests will be conducted to further identify specific areas of weakness or gaps in understanding for students who are not meeting proficiency levels. Mentors will use assessment data to pinpoint the root causes of student difficulties and tailor intervention strategies accordingly.

All major stakeholders will hold collaborative review meetings to discuss and analyze student performance data and observations for group or subgroups and of results of individual students.

Students identified as needing additional support, will have outlined in their PLP specific goals, targeted interventions, accommodations, and resources tailored to address each student's individual learning needs and facilitate progress towards proficiency as determined by the students Education Team. The Charter School will implement targeted interventions and instructional strategies based on the findings from data analysis and PLPs. Mentors and parents will provide additional instructional support, small-group instruction, one-on-one tutoring, differentiated assignments, technology-enhanced learning opportunities, or other interventions as appropriate.

Mentors and parents will continuously monitor student progress towards proficiency through ongoing formative assessment, data collection, and progress monitoring. PLP's will be reviewed regularly based on student progress and to adjust interventions as needed to ensure effectiveness. The Charter School will maintain open lines of communication with parents about student progress, interventions, and support services.

The Charter School will foster collaboration between mentors, support staff, and other stakeholders to coordinate efforts and provide consistent support for students. VCA will reflect on the effectiveness of interventions and instructional approaches through data analysis, feedback collection, and ongoing evaluation. Mentors will adjust support strategies, instructional methods, and resources as necessary to address evolving student needs and maximize progress towards proficiency.

### **Grading and Reporting**

*Provide the grading policy, including how student grades will be reported to the school, students, and parents.*

See Exhibit [Parent/Student Handbook](#)

See Exhibit [Example Standards Based Report Card](#)

The Charter School recognizes the important role of assessment and should promote and support reflection and self-evaluation on the part of students, staff, and parents. Through this process, mentors work together with parents and students to determine grades. The Charter School will utilize several assessment and evaluation tools to accomplish the task of assigning grades, such as but not limited to: mentor evaluation, student portfolios, rubric evaluation, and performance exams.

Mentor evaluation of student progress will include review of completed assignments, evaluation of curriculum worksheets, projects, and special assignments. Summative assessments will be used at the conclusion of units, sequences of lessons, and/or courses. Chapter and unit tests, final exams, final drafts of writing projects, and project exhibitions or presentations are all examples of summative assessments.

Mentors, students, and parents will collaborate and collect student work at each learning period meeting to create a student portfolio. The portfolio will contain a collection of work representing each course on the student's Master Agreement and all aspects of the student's learning experiences. It will include: academic curriculum, examples from co-curricular activities, and samples of work from community activities. The portfolio will be used to evaluate student mastery of grade level standards and progress while providing information for future instruction and student needs.

Performance rubrics will be developed by the Charter School. They will be holistic and analytical in nature and include a matrix of narrative statements or examples differentiating varying levels of quality in student work. The rubrics will enable students to become more involved in and aware of their own ability to evaluate the quality of their work.

The Charter School will utilize a norm referenced/performance based internal assessment program in addition to the state required WY-TOPP. These exams will describe student performance in comparison to similar age or grade level groups. Such assessments may include but are not limited to Dynamic Indicator of Basic Early Literacy Skills (DIBELS) or Acadience for grades K, and MAP for grades K-11. The internal assessments will be administered to all students at the start of the school year or upon enrollment. The exam will be used to both evaluate schoolwide skill levels as compared to similar grade level groups and to evaluate each student's mastery of grade level standards. The detailed analysis of student skills and mastery will be used to help the Education Team select curriculum and course levels appropriate to the student's needs in Language Arts and Mathematics.

Students' PLP's will be designed to include frequent evaluation of student work. Evaluation of assigned work and examinations tied to the specific curriculum in the student's PLP will measure student performance in each course. Instructional staff performs systematic reviews of student work that include, but are not limited to, review of assignments, assessment of skills progress and evaluations of the quality and quantity of work completed. The Education Team has the responsibility for monitoring and measuring student progress and performance.



On an ongoing basis, students will be provided with various forms of individual course level assessment, including norm referenced tests, criterion referenced tests, parent and teacher observation, performance-based skill demonstrations, self-reflection and feedback on completed projects. Approximately every 6 weeks, mentors will create a report of student progress. Course grades will be issued at the end of each semester K-12. Grades K-2 will show proficiency levels in core courses and Pass/Fail in elective courses and grades 3-12 will receive letter grades based on the scale listed below.

VCA will require that all mentors submit a formal written assessment (Report Card) of a student's progress each semester. Report cards are a means for feedback and praise of the student's accomplishments.

#### Letter Grade Scale for Grades K-12

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

#### Optional Grading Scale for K-2

I	Student can do Independently
A	Student can do with Assistance
SA	Student can do this with Significant Assistance
N	Student cannot do this OR Not yet covered

Student progress toward the development of conceptual thinking, problem-solving skills, and other 21st Century skills, as well as, content mastery will be assessed using multiple measures that both improve learning and provide assurances of accountability. Mastery will be measured using assessments that are formative, summative, holistic, standardized, narrative, and norm-referenced. The approach developed by the Charter School staff will allow individual student achievement to be tracked over time, to evaluate the progress of groups of students, and to assess progress for the whole school, year to year. Information gained will be used to set goals toward program improvement.

When developing the high school program and adding grades 9-12 to the Charter School, all rules and regulations will be consulted and abided by through an accreditation institution like

Cognia. As grading and reporting are considered courses may need to be repeated and transcripts created.

Transfer credits are awarded on a case-by-case basis. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits.

Courses that may be repeated for credit will be listed in the course description. Courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation.

### **Reporting Data to Stakeholders**

Student scores on statewide assessments will be provided to parents/guardians. Like other public schools, the Charter School annual performance will be shared with the community via the state's Accountability Reports, which are then published and available online at the Wyoming Department of Education website.

The Charter School will provide requested reports to the District and the Charter School's Governing Board as needed.

### III.E. Learning Supports

Each student's learning is assessed regularly with a variety of assessments, depending on the student's curriculum, at the LP meeting with the Education Team. If the student is showing signs of struggling with their learning, the mentor will engage the parent and student in a conversation about individualized supportive measures currently being utilized for the student. Adjustments in the curriculum and instruction could be made at that time. Examples of supportive measures to adjust curriculum and instruction include but are not limited to: changing the learning platform, changing the curriculum, requiring additional mentor support, intervention, and/or additional assessments.

Students have the opportunity to take a learning styles assessment in order to personalize their curriculum to how they best learn. Curriculum choices are generated through the Interactive Curriculum Guide in VCA's software solutions system. The system will generate a list of curriculum that can be used according to the student's learning styles assessment.

See Exhibit [Interactive Curriculum Guide](#)

Vitalis Charter Academy will maintain an expansive list of service vendors and product vendors to support each student's PLP. Student Instructional Funds will be used to facilitate the learning of the enrolled student through both online and print curriculums, local community resources, technology tools, and supplies.

#### **Multi-Tiered Supports**

*Describe the multi-tiered system of support, or a similarly effective approach to intervention, to be used to identify and provide additional support to all students experiencing difficulties to help them demonstrate proficiency for the Wyoming Performance Standards.*

Parents and students will have consistent access to their mentor for support and/or assistance. It may be advantageous and/or necessary for the mentor to meet with the family several times within the twenty day reporting period if a student needs academic support or the parent needs assistance with instruction or the use of curriculum. In addition to their mentor, students will be supported by VCA staff to include, but not limited to, the Executive Director, Librarian/Curriculum Specialist, Reading Specialist, Math Specialist, Writing Specialist, Subject Specific Tutors, High School Coordinator/Academic Advisor, and Community Partner Program opportunities, when available.

The Charter School will operate a resource center in Cody. The resource center will provide students with learning opportunities for all grade levels in writing, math and science, academic specialist intervention services, college and career readiness classes, meeting space for tutoring, library, administration of internal and statewide assessments, and computer-based study. Special education services will also be provided at the center.

The Charter School personalized model will serve students who have skills above or below grade level in each subject area. Students above grade level in any subject area will be

encouraged to embrace rigorous and challenging curriculum choices that may include coursework above grade level, college prep courses for high school students, enrollment in online courses, and concurrent enrollment in community colleges.

Students working below grade level in any subject area will also be supported through the personalized nature of the program. Internal assessment will be used to pinpoint student skill levels and the information will be used to select curriculum and/or supplemental materials to eliminate skill gaps. If a student assessment indicates that a student has skills below grade level, an intervention plan will be developed. The Education Team will work together to develop a plan that will include one or more of the following strategies: extra support and assistance from the assigned teacher, academic specialists, and consistent use of supplemental materials. Student progress toward grade level skill mastery will be consistently evaluated. If a student is not making progress he/she may be referred to the school's Student Success Team (SST) process for further evaluation and support. The SST process will be part of a tiered framework of interventions or may lead to special education assessment and evaluation.

The Charter School may use the MTSS framework, or other frameworks like RtI, that utilizes three tiers of intervention to meet the needs of students who are working independently or in small groups within the educational environment. The Leadership Team and school staff will determine the interventions used at each tier, however, for VCA, it may look like this:

#### **Tier 1: Universal Supports:**

- Each student's Personalized Learning Plan (PLP) outlines their academic, behavioral, and social-emotional goals and is designed with the Learning Team to provide a framework for supporting students' individualized learning needs.
- All students will have access to a wide range of online resources, digital platforms, and tools that support personalized learning. These resources may include adaptive learning programs, virtual libraries, multimedia tutorials, and educational games.
- Each student participates in Learning Period Meetings where they regularly check-ins with mentors to review progress, set goals, and receive feedback. Progress is monitored using a combination of assessments, including MAP assessments, teacher observations, and student self-assessments.

The goal of the Charter Schools Tier 1 Universal supports would be to provide high-quality instruction ensuring that all students receive effective, evidence-based instruction aligned with academic standards, universal screening where all students are assessed at regular intervals to identify those who may need additional support, differentiated instruction to meet diverse learning needs, and implementing programs and strategies to develop students' social and emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

#### **Tier 2: Targeted Supports:**

- Students who require additional support in specific areas, such as math or reading, may participate in small group workshops or seminars led by mentors, content specialists, or

peer tutors. These sessions focus on addressing common learning challenges and providing targeted instruction and practice.

- Students have access to virtual tutoring sessions with certified teachers or trained peer tutors. These sessions provide personalized support and guidance tailored to students' individual learning needs and preferences.
- Students who need extra time or support to master certain concepts or skills may be provided with extended learning opportunities, such as additional practice exercises, enrichment activities, or project-based learning tasks.

The goal of the Charter Schools Tier 2 Targeted supports would be: small group instruction that provides additional support for students who need extra help in specific areas, such as reading or math, offer supplemental instructional programs targeted interventions or interventions focused on specific skill areas, such as phonics instruction or math fluency practice, monitor students' progress frequently to assess the effectiveness of interventions and make data-driven decisions about next steps, implementing a system (CICO) where students check in with an adult at the beginning and end of each day to track progress in goal areas and receive feedback, and pairing students who need extra help with peers who can provide support and assistance under the supervision of a mentor, school staff member or another adult.

### **Tier 3: Intensive Supports:**

- Students who require more intensive support receive individualized interventions tailored to their specific learning needs. These interventions may include one-on-one tutoring, targeted remediation programs, or specialized instructional strategies designed to address skill gaps or learning disabilities.
- Students with significant academic, behavioral, or social-emotional challenges may be eligible for specialized services and supports, such as counseling, behavior therapy, or assistive technology accommodations. These services are provided by trained professionals in collaboration with mentors, parents, and other stakeholders.
- Families play a critical role in supporting students' academic success, especially in a personalized learning environment. Tier 3 interventions may involve providing families with additional resources, training, and support to help them effectively support their child's learning at home.

The goal of the Charter Schools Tier 3 Targeted supports would be to provide highly individualized interventions tailored to the specific needs of each student. Often delivered in a one-on-one or small group setting, implementing intensive Reading or Math intervention programs that are research-based and designed to address significant skill deficits. Conduct assessments, such as Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP). To identify the function of a student's challenging behavior and develop a plan to address it. Provide students with disabilities access to specialized instruction and related special education services to support their learning needs. Coordinate wraparound services with community agencies and support services to address students' comprehensive needs, such as counseling, health services, or family support.

The Charter School will utilize a multi-tiered system to identify and provide support to all students experiencing difficulties demonstrating proficiency for the Wyoming Performance Standards. These interventions will provide personalized, flexible, and responsive supports that meet the diverse needs of individual students. They will be implemented in collaboration with students, families, mentors, and other stakeholders to ensure that all students have the opportunity to succeed academically, behaviorally, and socially.

*Explain how the intervention time will be scheduled within the school day.*

In a non-classroom-based personalized learning charter school, scheduling intervention time within the school day will require planning to accommodate the unique needs of individual students while maximizing instructional time and flexibility. Some intervention time might be scheduled using in person or virtual sessions scheduled at a set block of times throughout the day for specific grades, subjects, or individually to provide flexibility in students schedules. These designated block times will be set aside for intervention sessions, small-group instruction, or one-on-one meetings with mentors or support staff. These blocks of time allow students to focus on specific academic areas or receive targeted support without disrupting the flow of their personalized learning experience.

Students could also schedule appointments with mentors or support staff for additional assistance or intervention during designated office hours or open periods throughout the day. This will allow students to seek help as needed and receive personalized support tailored to their individual learning needs.

Intervention time may be embedded within students' regular coursework and learning activities, rather than being scheduled as separate sessions. Mentors could integrate targeted interventions, remediation, or enrichment opportunities directly into students' personalized learning pathways, providing support as students progress through their assignments and projects.

The Charter School may also utilize online platforms and resources to provide intervention support outside of traditional school hours. Students can access instructional videos, tutorials, practice exercises, and other resources asynchronously to supplement student learning and receive additional support as needed.

The Charter School will schedule intervention time by using ongoing assessment data and progress monitoring to make informed decisions. Mentors and VCA Leadership Team will regularly review student performance data to identify areas of need, determine appropriate interventions, and adjust scheduling as necessary to support student success.

*Explain the enrichment or extended learning opportunities to be provided during this time for students who have already demonstrated proficiency.*

For students who have already demonstrated proficiency, enrichment learning opportunities can be extended through maintaining flexibility in the curriculum and learning pathways to

allow proficient students to pursue their interests, passions, and career aspirations. Also, by providing support and guidance to help students customize their learning experiences and set ambitious goals for their academic and personal growth. The Charter School will offer advanced coursework or accelerated learning opportunities for students who have mastered grade-level standards and are ready for more challenging material. This could include honors or Advanced Placement (AP) courses, dual enrollment programs with local colleges or universities, or specialized elective courses in areas of interest.

*Explain any extended time opportunities (e.g., after school programs, Saturday school) to be provided with a description of the supports available to students during this time.*

The Charter School will provide extended learning opportunities to help students improve academic performance, which may include:

- Community Partners Program/VCI
- Intensive skills development programs
- Summer school (if applicable)
- Virtual field trips
- Interactive simulations and games
- Enrichment Clubs and activities
- Internships
- Community service
- Science fairs
- Writing Contests
- Math competitions
- Travel and cultural experiences

All extended learning activities will be aligned to the mission and vision of the Charter School, state standards, and curriculum enrichment.

### **Students with Disabilities**

*Describe the services, personnel, and processes to meet the needs of students with disabilities.*

Students who have disabilities are ideally supported by the personalized nature of our program. When a student has an IEP the Education Team is expanded to include the assigned resource teacher and any specialist(s) working with the student. Curriculum and pacing are tailored to meet the student's IEP goals and the achievement of state standards.

The Charter School understands that the Charter School has the obligation to serve students with exceptional needs and that the Charter School, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education ("FAPE") in the least restrictive environment ("LRE"). The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited

to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall receive state and federal revenues, in accordance with the State allocation plan. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all State policies and procedures; and shall utilize appropriate state forms.

The Charter School may seek resources and services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from the State, subject to State approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School anticipates enrolling students with IEPs or enrolling students who may require testing for appropriate placement and possible services. The Charter School will work proactively and cooperatively with families, the teaching staff, and WCSAB to adhere to state and federal mandates in servicing Special Education students including, but not limited to: testing; creating and updating IEPs; special services as provided by the Charter School staff, outside providers or by the District, etc. VCA will ensure that:

- VCA employs admissions and enrollment practices that are non-discriminatory toward students with IEPs.
- Students with special education services are under the guidance of and receive support from the Charter School's Special Education Coordinator.
- Special Education Coordinator ensures that the staff working with students with IEPs are trained in how to fulfill the requirements of the IEPs and in how to appropriately support students with special education services.
- The student will experience the least restrictive environment (LRE) and is an appropriate placement for the student as dictated by law.
- The Charter School will request and obtain student's cumulative files and other documents in a timely fashion.
- The Charter School will review student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

VCA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (OCR). VCA will comply with all Wyoming laws pertaining to special education students. VCA will comply with guidelines determined by the local education agency (LEA).



Per federal law, all students with disabilities will be fully integrated into the programs of VCA, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending VCA is properly identified, assessed and provided with necessary services and supports.

VCA will meet all the requirements mandated within a student's IEP. The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work to provide an appropriate placement and services. VCA will make time and facilities available to meet the needs of the student's IEP. VCA will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and instructional setting modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the LEA, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to VCA, which will then forward such written notice to the LEA within two school days. Students at VCA who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, VCA will work within the guidelines of the LEA's established referral and assessment process that brings together the parent/guardian, student, and school staff to address any problems that interfere with a student's success at the Charter School. This process will entail search and serve, a Student Success Team referral, assessment and IEP review.

### **Search and Serve**

Upon the commencement of VCA's school year, all students will be evaluated as a means to assess student academic skill levels and needs. No assessment or evaluation will be used for admission purposes. Through collaboration between the staff and Director, VCA will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Director and staff will then convene the Student Success Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school assessments, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the Director, and other VCA support staff will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, instructional setting accommodations, strategies and techniques to enhance that student's

ability to be successful. If the Student Success Team finds that the intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. VCA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

### **Interim and Initial Placements of New Charter School Students**

If a student enrolls at VCA with an existing IEP, VCA will notify the LEA (where applicable according to the LEA policies) within five days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, VCA shall work with the LEA to implement the existing IEP at VCA or as otherwise agreed by the parent/guardian.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who show potential signs of needing special education and related services. VCA's internal method for referral for assessment will be the Student Success Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by VCA within 15 days. VCA will notify the LEA (where applicable according to LEA policies) of the assessment request within five days of receipt. Parents will be informed that special education and related services are provided at no cost to them.

If VCA, in collaboration with the LEA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

### **Assessment for Students with Disabilities**

The Special Education Coordinator will be responsible for gathering all pertinent information and sharing such information with the LEA (where applicable according to LEA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Mentor observations
- Interviews

- Review of school records, reports, and work samples
- Parent input

Unless conflicting with the LEA policies and procedures, VCA will follow the following assessment guidelines. If a conflict with the LEA policies and procedures exists, then the LEA policies and procedures will govern. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.

The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment. The student will be evaluated in all areas related to his/her suspected disability. Assessments will be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.

Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.

Assessment tools will be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.

A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. VCA, in coordination with the LEA will be responsible for scheduling, coordinating and facilitating the IEP meeting.

VCA staff qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **Development and Implementation of IEP**

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. VCA, in collaboration with the LEA, will ensure that all aspects of the IEP and implementation are maintained. VCA will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the mentor. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education

programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed.
- The Student, if appropriate.
- The Director or administrative designee.
- At least one special education teacher.
- The assigned teacher of record/mentor.
- A LEA representative.

If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. VCA views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and LEA policies. Upon the parent or guardian's written consent, the IEP will be implemented by VCA, in cooperation with the LEA. The IEP will include all required components and be written on official forms.

The student's IEP will include, among other information required by law, the following:

- A statement of the student's present levels of academic achievement and functional performance.
- The rationale for placement decisions.
- The services the student will receive and the means for delivering those services.
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
- Measurable annual goals and short-term objectives focusing on the student's current level of performance.
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided.
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

For students 16 years of age and older, measurable postsecondary goals will be noted related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes.

- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After the student has received a formal assessment or reassessment.
- When a parent or mentor feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request).
- When an Individual Transition Plan is (ITP) required at the appropriate age.
- When VCA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting students needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or staff member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, VCA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which will be the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The goals and objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

### **Special Education Staffing**

VCA is committed to assuring all IEPs are properly implemented and all students requiring services are adequately served. VCA will employ the appropriate number of teachers with a Special Education Credential to accommodate the number of special education students enrolled with VCA. In addition to properly credentialed teachers the school will either hire or contract with other needed service providers (Occupational Therapy, Speech, Assistive Technology, Vision Specialist, etc.) as needed to meet IEP goals and services. The Special Education staff and the Director of VCA will be the primary VCA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All

teaching staff at VCA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

SVA's Special Education Coordinator will have duties that include:

- Ensuring that all aspects of the IEP are followed.
- Arranging for all support staff of the student to attend the team meetings.
- Communicating with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights.
- Consulting quarterly with the Director to ensure that the objectives and goals of students with IEP's are being met.
- Completing the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintaining a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines.
- Providing a report of student progress on the same schedule as students in general education.

### **Special Education Professional Development for VCA Staff**

The Charter School Director, general and special education teaching staff, as well as other appropriate staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the LEA. VCA will seek professional development opportunities for its staff through trainings facilitated by the WDE, colleges and/or the University, private companies and/or other agencies.

### **Section 504 of the Rehabilitation Act**

VCA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the school shall be accessible for all students with disabilities in accordance with state law.

VCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of VCA. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student, a qualified staff member, mentor and other qualified persons knowledgeable about the student. The 504 team will review the student's existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the

IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, mentors and any other participants in the student's education, including vendors and tutors, must have a copy of each student's 504 Plan. The Director will ensure that mentors include 504 Plans with lesson plans for anyone involved in the student's education. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

*Explain how the charter school will ensure that students with disabilities have the same access to educational opportunity as their non-disabled peers.*

VCA's personalized learning approach works extremely well with students who have special needs. The personalized learning approach ensures that each student implements an individual plan specified in the Master Agreement. This plan will be enhanced by the special needs student's IEP to provide an additional level of specificity for the individual student's educational program design.

The Charter School will ensure that students with disabilities will have equal access to educational opportunities through planning, collaboration, and the implementation of inclusive practices. All pupils will have access to standards-aligned materials and additional instructional materials as described above.

Another way the Charter School can ensure that students with disabilities have the same access to educational opportunities as their non-disabled peers is by ensuring that accommodations and modifications outlined in students' IEPs are seamlessly integrated into their personalized learning experiences. This may include providing access to assistive technology, adjusting pacing or presentation of materials, and offering alternative assessment methods.

Through collaboration with the IEP Team, the Charter School will create a school culture that engages families of students with disabilities as partners in their child's education. VCA will keep parents informed about their child's progress, involve them in the decision-making processes, and provide resources and support to help them advocate for their child's needs.

*Explain how students who are Individuals with Disabilities in Education Act (IDEA) eligible will receive a free and appropriate public education in the least restrictive environment.*

### **Special Education Reporting**

VCA will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions.
- The basis of exit from VCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the VCA Director and the Special Education Coordinator. They will



ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director and/or the Special Education Coordinator will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents/guardians of students with an IEP at VCA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with mentors and other support staff, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

VCA will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. VCA will utilize the Notice of Procedural Safeguards used by the LEA in which it is a member.

### **Dispute Resolution**

VCA reserves the right to make its own arrangements for legal representation in and resolution of legal disputes pertaining to special education. In the event that a parent/guardian files a request for a due process hearing or request for mediation, VCA shall defend the case. VCA may initiate a due process hearing or request for mediation with respect to a student enrolled in VCA if it determines such action is legally necessary or advisable.

### **Complaint Procedures**

Parents/guardians also have the right to file a complaint with the school, LEA, and/or Wyoming Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

### **Special Education Strategies for Instruction and Services**

VCA will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. VCA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's

needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by qualified personnel.

*Explain whether the school or the district in which the charter school is located will have primary responsibility for special education at the school, including identification and service provision.*

The Charter School will have primary responsibility for the special education program provided for students at VCA including identification and service provisions described above.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, state law, and applicable policies and practices of the WCSAB.

*Describe the comprehensive evidence-based strategies to be implemented to reduce barriers to learning for at-risk students, and reduce the risk of dropout.*

The Charter School is committed to properly serving students who have not attended school for a period of time, are credit deficient, are "at risk" academically, or have diagnosed learning disabilities. It is anticipated that the usual assessment measures used by the Charter School will not accurately measure the effectiveness of the school's intervention and its success, especially during the first year of enrollment. Even if low performing students make significant improvement from their low skill levels at enrollment, they won't compare well to grade-level peers until a year or two into the program. In order to properly assess these student's progress, staff must consider each student's progress from a low initial benchmark to higher performance over time. The Charter School will emphasize the "rate of recovery" for those students. The following is an example of the "rate of recovery": a new at-risk 9th grader may enter the school with math skills at the 4th grade level, and increase that to the 6th grade level during the first year of enrollment. That two-year growth in core mathematics skills is a significant improvement, but still measures below grade level on state standardized tests. The Charter School, however, will consider such progress successful and measure the amount the performance gap was narrowed, and monitor ongoing gains as time, practice, and success combine forces in that student's life. Special education students, with IEP goals set annually, will demonstrate growth by meeting those goals each year.

The Charter School will design evidence-based strategies to support at-risk students and reduce the risk of dropout. The approach will be multifaceted, ultimately supporting students academic success and holistic development. Strategies will include but is not limited to:

- Develop PLPs for each student, identifying their strengths, weaknesses, learning styles, and personal interests.
- Regularly update PLPs based on ongoing assessments and student progress.
- Assign each at-risk student a mentor or counselor who provides academic, social, and emotional support.
- Conduct regular check-ins to address any issues or concerns and provide guidance.
- Offer flexible scheduling options to accommodate students' diverse needs, such as work schedule, evening classes, or online learning modules.

- Allow students to progress at their own pace, adjusting coursework as needed.
- Collaborate with community organizations, businesses, and mentors to provide additional support and resources.
- Offer internships, job shadowing opportunities, or career counseling to engage students in real-world experiences.
- Utilize technology platforms for personalized learning, adaptive assessments, and interactive educational content.
- Provide access to devices and internet connectivity for students who may not have them at home.
- Implement social emotional learning (SEL) curriculum to develop students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Train mentors and staff in trauma-informed practices to create a supportive environment.
- Involve parents and families in the educational process through regular communication, workshops, and family events.
- Provide resources and support for parents to help them understand and navigate the educational system.
- Offer tutoring, academic intervention programs, and small-group instruction to address individual learning needs.
- Provide access to specialized services for students with learning disabilities or other challenges.
- Incorporate diverse cultures, and experiences into the curriculum to make learning relevant and engaging for all students.
- Foster a respectful and inclusive learning environment where students feel valued and supported.
- Regularly assess student progress and adjust strategies as needed based on data analysis.
- Monitor attendance, academic performance, and social-emotional well-being to identify early warning signs of potential dropout.

*Describe the early warning data system or intervention team process to be used to identify students at-risk of academic failure.*

Implementing an early warning data system and intervention team process is crucial for identifying students at-risk of academic failure and providing timely support. The Charter School will: collect data, establish thresholds, implement an early warning system, form an intervention team, and intervention protocol, develop a student support plan, implement the plan and monitor, review data and make adjustments, communicate and collaborate, and make continuous improvements.

The Charter School will collect data on various indicators such as attendance, behavior, course grades, standardized test scores, and socio-economic factors. Use a data management system to compile and analyze the data regularly to identify trends and patterns. Determine thresholds for each indicator that signal a student may be at-risk of academic failure. For example, a

threshold for attendance might be missing more than 10% of school days in a semester. Develop an early warning system that automatically flags students who meet or exceed the established thresholds.

The Early warning system should be dynamic and adjust thresholds based on individual student characteristics and contextual factors.

Should be composed of an intervention team of mentors, supportive staff, the Director, and other relevant stakeholders. A team leader will be designated as responsible for coordinating interventions and monitoring progress. Protocol will be developed outlining the steps to be taken when a student is flagged by the early warning system. Appropriate interventions will be determined based on the specific needs of each student, which may include academic support, mentoring, counseling, or family involvement.

A personalized support plan will be created for each at-risk student in collaboration with the intervention team, student, and parents/guardians. Goals, strategies, and timelines will be clearly defined for implementing interventions and monitoring progress.

The Charter School will implement interventions according to the student support plan and regularly monitor their effectiveness. Ongoing training and support will be provided for mentors and staff involved in implementing interventions. Periodic review of data will occur to assess the impact of interventions and make adjustments as needed. VCA will use data-informed decision-making to refine the early warning system and intervention protocols over time. Open communication with parents/guardians will be maintained throughout the intervention process, providing regular updates on student progress and involving them in decision-making. VCA will foster collaboration between school staff, community organizations, and other stakeholders to leverage resources and support student success.

The Charter School will continuously evaluate the effectiveness of the early warning system and intervention process through feedback loops and stakeholder input. VCA will identify areas for improvement and implement changes to enhance the system's efficacy in identifying and supporting students at-risk of academic failure.

*Explain the planned approach to identifying students who are on track to be chronically absent and strategies to be used to minimize chronic absenteeism.*

The Charter School will identify students who are on track to be chronically absent by utilizing a tailored approach that accommodates the unique learning environment. Some strategies the Charter School will employ to minimize chronic absenteeism are: tracking of completed assignments, virtual student logins, participation in online activities, and engagement with learning materials. Using a system to monitor student attendance and identify patterns of absenteeism will establish early warning indicators for chronic absenteeism in a non-classroom based learning environment. Thresholds for absenteeism will be set based on these indicators and regularly review student data to identify those at risk. Automated alerts and notifications will be set up within the virtual learning platform to flag students who are approaching or exceeding the thresholds for chronic absenteeism.

Mentors will reach out to students individually to understand the reasons behind their absenteeism and offer personalized support. Alternative learning options, flexible schedules, or additional resources will be provided to accommodate students' needs and address barriers to attendance. Counselors will be assigned to at-risk students who can provide academic, social, and emotional support. Check-ins will be conducted via calls, emails, or messaging platforms to maintain regular communication and address any concerns. Engage families and caregivers in the learning process by providing regular updates on student attendance and progress. Offer workshops, webinars, or one-on-one meetings to support parents in helping their children maintain regular attendance.

The Charter School will provide flexible learning options such as asynchronous coursework, recorded lectures, or interactive modules that students can access at their own pace. Students will be allowed to complete assignments and assessments within flexible deadlines to accommodate their schedules and preferences.

The Charter School will facilitate peer support networks or study groups where students can connect with their peers, share experiences, and encourage each other to stay engaged.

### **English Language Learners**

#### *Provide an evidence-based plan to identify and serve English learners.*

The Charter School will develop an English Learner Master Plan to serve English Learner ("EL") students, including long-term English Learners ("LTELs") or English Learners at risk of becoming LTELs, which addresses their needs, meets all state and federal mandates, and, which has a goal of exiting students from EL status. The Charter School ACCESS testing will be facilitated and proctored by trained, qualified members of staff. The Charter School will work with teachers to provide EL support in the general education setting. The Charter School will meet all applicable legal requirements for ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

EL students that are at risk for becoming long term EL students, will be monitored and given extra targeted support services.

### **Identifying students as EL**

EL students are targeted for ACCESS initial assessment testing when the Home Language Survey, administered on enrollment forms, indicates that their primary home language is a language other than English.

- All students identified as ELs via the home language survey will take the ACCESS initial assessment within 30 calendar days of enrollment if they have not previously been identified as an English Learner by a public school or for whom there is no record of results from an administration of an English language proficiency test.

- All EL students will take the ACCESS summative assessment every year during the testing window until reclassified as fluent English proficient.
- Parents/guardians will be notified of ACCESS results within 30 days of when the Charter School receives the testing results.
- All Charter School students will be in an English Language Mainstream academic program with an EL Support Course. The mainstream curriculum is supported by certified teachers and includes vocabulary, visual, and thematic based support. EL students will be accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

### **Criteria for Reclassifying EL students**

The following criteria will be used together to determine whether to reclassify a student as proficient in English:

- Summative ACCESS Overall Score
- Teacher Evaluation
- Parent Consultation
- Basic Skills Relative to English Proficient students including standards based report cards, local assessments, and WY-TOPP.

For ELs with significant cognitive disabilities, the Charter School will also have additional reclassification criteria under “special circumstances”, who may be reclassified upon agreement from the IEP team, when appropriate.

### **EL Support Class/Curriculum**

The EL support class/curriculum will cover the state ELD Standards and focuses on building skills in academic vocabulary and reading/writing across the curriculum. High School students will have the option of receiving elective credit for the course. The course aids EL students by providing scaffolding to build skills in academic reading and writing in all content area courses. Students will be placed in the course based on their status as an EL student until they have been reclassified. English Language core courses will be chosen based on academic level and elective courses will be chosen based on student interest and need (i.e. the EL support course). Parents/guardians will be included in all correspondence regarding student progress.

Include this assurance statement:

**Vitalis Charter Academy guarantees that English learners and their families will receive all necessary information and materials in a language that they can understand.**

### **Gifted and Talented students**

Describe the approach to be used to identify and provide qualitatively differentiated instruction for gifted and talented students. W.S. 21-9-101(c)(ii).

High achieving students are identified via the same process of investigation, observation, and analysis used to identify low-achieving students.

The Charter School will offer individualized support for high achieving students such as differentiation, one-on-one instruction and access to higher level materials. The Charter School will also offer a gifted and talented program for our advanced learners which includes access to additional support by trained professionals in gifted education, specialty academic classes, and learning experiences geared specifically for the learner.

One of the benefits of a personalized learning model is that it allows high achieving students to work at an accelerated pace and to go in further depth as needed. Students can customize their education and accelerate in one subject area and not others depending on their individual achievement levels and needs.

High achieving students are afforded opportunities that foster the student's academic success and challenge the student further. The Charter School will offer Advanced Placement ("AP"), honors courses, and community college dual enrollment. In addition, qualified middle school students may take high school and community college courses. These students will also be encouraged to participate in supplemental programs such as the National Honor Society. An Academic Advisor will offer guidance through the college admission process, creating a four year plan, concurrent enrollment, and assistance with the college application process during senior year. Exceptional students who wish to accelerate through the curriculum and graduate early will have an opportunity to do so with an Academic Advisor and Director approval.

## III.F. Student Discipline

### Student Discipline Policies

Provide a student handbook that includes the academic and behavioral expectations for students, policies related to student discipline, and the policies and procedures for suspension and expulsion of students. W.S. 21-3-307(a)(ix).

Include this assurance statement:

**Vitalis Charter Academy guarantees that, in accordance with W.S. 21-4-305 through 308, a student shall be given notice and an opportunity to be heard prior to the expulsion and discipline for cause (including deadly weapons).**

See Exhibit [Parent/Student Handbook](#)

The Charter Schools academic and behavioral expectations for students will include: academic excellence, personalized learning, independent study skills, critical thinking and problem-solving, effective communication, digital literacy, respect and support, responsibility and accountability, engagement and participation and excellent behavioral expectations.

Students are expected to strive for academic excellence and demonstrate mastery of grade-level standards and learning objectives. They are encouraged to set ambitious goals, take ownership of their learning, and engage actively in the learning process.

Students are expected to actively participate in their personalized learning journey, taking advantage of the flexibility and autonomy provided by the non-classroom-based environment to pursue their interests, passions, and academic goals.

Students should demonstrate strong independent study skills, including self-regulation, time management, organization, and self-directed learning. They are expected to manage their time effectively, set priorities, and meet deadlines for coursework and assignments.

Students are expected to develop critical thinking skills and apply problem-solving strategies to analyze complex problems, evaluate evidence, and generate creative solutions. They should demonstrate the ability to think critically, reason logically, and communicate effectively in various contexts.

Students are expected to communicate effectively and respectfully with mentors, peers, and other members of the school community. They should participate constructively in class discussions, collaborate with others, and seek clarification or support when needed.

Students should demonstrate proficiency in digital literacy skills, including navigating online platforms, accessing digital resources, and using technology tools for learning purposes. They should practice responsible and ethical use of technology and demonstrate awareness of online safety and security.

Students should take responsibility for their actions, choices, and academic progress. They are accountable for their learning outcomes and should actively seek feedback, reflect on their strengths and areas for growth, and take initiative to address challenges or obstacles.

Students are expected to treat others with respect, empathy, and kindness, and engage in a supportive learning environment. Students are expected to actively engage in their learning, participate in class activities, and contribute to a positive and collaborative learning community. They should demonstrate curiosity, enthusiasm, and a willingness to take risks and explore new ideas.

In addition to academic expectations, students are expected to adhere to behavioral guidelines and expectations outlined in the school's Parent/Student Handbook. This includes expectations related to attendance, respect for others, appropriate behavior in virtual or digital environments, and adherence to school policies and procedures.

### **Suspension and Expulsion**

In order to promote the learning and protect the safety and well-being of all students in the Charter School, VCA staff shall enforce disciplinary rules and procedures for student suspension and expulsion in accordance with the Charter School Suspension and Expulsion Policy and Procedure, when adopted by the Governing Board. The Suspension and Expulsion Policy may be amended as needed without the need to amend the Charter, provided that the amendments



comply with legal requirements. Parents and students will be given this Policy within the Parent/Student Handbook when enrolling in the school. The Policy will include a list of the offenses for which students in the Charter School must and may be suspended or expelled by law. The Suspension and Expulsion Policy and Procedure will be updated by the Governing Board as needed, giving parents, students and staff an opportunity to review and to make recommendations for revisions to the Policy.

The Charter School will comply with Section 504, IDEA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified as an individual with disabilities. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act or who is qualified under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures.

For classes and activities held at Resource centers, policies for discipline will be developed with input from parents, students, and staff. These policies will be designed to meet the particular needs of each center, types of activities, and grade levels of students participating. These policies will be revisited every school year and updated as needed.

### **Student Dismissal**

*Describe the situations where students would or could be asked to leave the school without following the policies and procedures for suspension or expulsion.*

The Charter School will follow Wyoming Law according to W.S 21-4-306 as grounds for suspension or expulsion of a student identified as:

- (i) Continued willful disobedience or open defiance of the authority of school personnel;
- (ii) Willful destruction or defacing of school property during the school year or any recess or vacation;
- (iii) Any behavior which in the judgment of the local board of trustees is clearly detrimental to the education, welfare, safety or morals of other pupils, including the use of foul, profane or abusive language or habitually disruptive behavior as defined by subsection (b) of this section;
- (iv) Torturing, tormenting, or abusing a pupil or in any way mistreating a pupil or a teacher with physical violence;
- (v) Possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104(a)(iv) within any school bus as defined by W.S. 31-7-102(a)(xl) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve.

Include this assurance statement:

**Vitalis Charter School guarantees that currently enrolled students who are not meeting the school's academic expectations will not be dismissed, asked to transfer, or removed from the school roster as a strategy to improve school performance.**

## **Student Retention**

Describe the process by which enrolled students advance from one grade level to the next, the policy or conditions under which a student will be required to repeat a grade when they don't meet academic or behavioral expectations, and the conditions under which the grade level placement of a student could be lowered (e.g., a 3<sup>rd</sup> grade student moved to 2<sup>nd</sup> grade).

The Charter School will adopt a Grade Retention Policy to apply to all students requesting grade retention.

The Charter School will be committed to the success of each student. Retention is an academic intervention that has a student repeat a grade level that has already been completed.

Retention of a student and the repeating of the academic content can happen naturally within an non-classroom based personalized learning model and doesn't typically need to be formally reflected in the student's assigned grade level. Therefore, a thorough evaluation of a request to retain a student will be conducted before approving a retention request.

The Charter School will only review retention requests at the end of each school year, after the student has been enrolled in the school for the majority of the current school year.

The parent/guardian must submit the following to the Director or designated person by the last day of learning period 7:

1. A written request by the parent/guardian for the retention of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year to help the student meet grade-level standards
4. Evidence and documentation to show that the student has not yet met grade-level standards (this may include, but is not limited to assignment and work records, assessment scores, work samples, report cards). Please note the school may request additional documentation as needed.

A retention meeting will be held during learning period 9 with the students Education Team and any other designated persons. The team will review the information and decide if retention is an appropriate determination. If the team cannot come to a consensus, then the Executive Director holds the responsibility of making the final decision. The parents/guardians will be notified via email of the official determination within two school days of the retention meeting.

If the request is denied, the parent/guardian has the right to appeal. If the retention request is approved, then the parent/guardian must sign the Parent/Guardian Retention

Acknowledgement Form before the student's grade level will be changed in the school SIS system.

### **Grade Acceleration**

The Charter School shall adopt a Grade Acceleration Policy to apply to all students requesting grade acceleration.

The Charter School will be committed to the success of each student. Acceleration is an academic intervention that moves students through an educational program at a rate faster or at an age that is younger than typical. The goal of acceleration is to remove any barriers that may be preventing the student from progressing at their current academic levels.

Acceleration of the academic program can happen naturally within a non-classroom based personalized learning model and doesn't typically need to be formally reflected in the student's assigned grade level. Therefore, a thorough evaluation of a request to accelerate will be conducted to determine if the student's assigned grade level is serving as a barrier for them to continue progressing academically.

The Charter School will only review acceleration requests at the end of each school year, after the student has been enrolled in the school for the majority of the current school year. Rare exceptions may be made by the Executive Director to review an acceleration request earlier. The Parent/guardian must submit the following to the Executive Director by the last day of learning period 7:

1. A written request by the parent/guardian for the acceleration of a grade level.
2. Explanation of why the request is being made.
3. Evidence and documentation to show that the majority of the standards and academic expectations for the grade level being requested to skip have been met (this may include, but is not limited to, assignment and work records, assessment scores, work samples, and report cards). Please note that the school may request additional documentation as needed.

An acceleration meeting will be held during learning period 9 with the students Education Team and any other designated persons. The team will review the information and decide if retention is an appropriate determination. If the team cannot come to a consensus, then the Director holds the responsibility of making the final decision. The parents/guardian(s) will be notified via email of the official determination within two school days of the acceleration meeting. If the request is denied, the parent/guardian has the right to appeal. If the acceleration request is approved, then the parent/guardian must sign the Parent/Guardian Retention Acknowledgement Form before the student's grade level will be changed in the school SIS system.

### III.G. Graduation

***Only high schools that grant diplomas need to complete this subsection.***

Vitalis Charter Academy graduates will be:

Effective Communicators who:

- Read skillfully and engage with text.
- Write confidently and well.
- Speak effectively and deliver presentations.
- Are thoughtful, considerate, and active listeners.
- Express ideas, solicit input, and work effectively in group / collaborative situations.
- Have the skills to communicate with other people and resolve interpersonal conflicts.
- Are able to explain their thinking.
- Use a variety of technologies to share ideas and information.

Critical Thinkers who:

- Persevere in solving complex problems.
- Understand and analyze information from a variety of sources.
- Work effectively with others.
- Know and apply varied and creative problem-solving strategies.
- Know and apply mathematical concepts and skills to solve real world problems.
- Question and verify the validity of information.
- Use effective research strategies.

People Dedicated to the Pursuit of Personal Excellence who:

- Support claims with valid evidence.
- Are aware of their unique skills, talents, and interests.
- Are ready to pursue career or college options after high school.
- Demonstrate financial awareness and independent living skills.
- Make healthy lifestyle choices.
- Are culturally aware and appreciate diversity.
- Value and participate in the arts.
- Demonstrate responsibility, integrity, and respect for self and others.
- Demonstrate active participation and service within their community.

#### **Graduation Requirements**

*Include required courses students must pass to earn a high school diploma that meet or exceed the requirements set by the State Board of Education. W.S.21-2-304(a)(iii).*

Students entering the Charter School high school program through the K-8 program, as well as students who transfer from other high schools, will meet with their mentor and the Academic Advisor to establish a high school graduation plan aimed at meeting the student's post-

secondary goals. A thorough high school guide and course catalog will be utilized to guide student program planning.

See Exhibit [High School Course Catalog](#)

See Exhibit [Parent/Teacher Handbook](#)

In order to earn a high school diploma, students will be required to complete 270 high school credits in designated areas. Students will have the opportunity to choose a plan of study according to their educational and post high school goals. The Charter School's graduation requirements and high school course of study will be aligned with college admission requirements and will be consistent with Accreditation Guidelines.

There will be two general paths of high school study as outlined below:

1. College Preparation Path of Study (Hathaway approved coursework)

Students who plan on attending a 4-year college or university directly after high school must complete a rigorous college prep course of study. Completion of these rigorous courses with a C or better will develop a level of proficiency that makes the student eligible to enter the University system upon graduating high school.

2. General Education Path of Study

General Education courses provide students with a basic level of academic rigor for core courses. These courses meet the Wyoming Content Standards for all subjects and meet VCA's high school graduation requirements. However, general courses do not satisfy admission requirements for Hathaway directly after high school. Students following this educational path generally enter a community college, trade or vocational school, or transition into the workforce after graduating high school.

VCA high school students will be offered a variety of curricular choices in a number of formats:

- Traditional texts from a variety of publishers at varied levels of instruction.
- Curriculum courses and supplemental support for all core and elective courses.
- Custom course material developed by the mentor, student and parent.
- Extensive vendor course selection for enrichment and co-curricular activities.
- Concurrent enrollment in community college courses.

A wide array of online curriculum options will be offered to students pursuing the general education and college prep graduation tracks. Online publishers may include but will not be limited to the following options: Apex, Accelerate, Edmentum, Odysseyware Academy, and eDynamic Learning. Selected courses will be aimed at long term goal accomplishment in core subject areas, Foreign Language requirements, and elective units to support student passions, interests, and Career Technical Education (CTE) pathways. VCA Academic Advisors will oversee progress in the courses and assign credit upon completion.

The Charter School high school students will be encouraged to take advantage of community college courses offered at the college and/or online as part of their Personalized Learning Plan

(PLP). These courses may be used to fulfill core courses, foreign language requirements, fine and performing arts requirements, and elective course credits in areas of interest. Courses taken at a community college will earn high school credit while building a college transcript aimed at post-secondary education goals.

In an effort to support students in making college and career decisions, students will also be offered credit for:

- *Employment in the community*

The Charter School will offer Career Exploration elective credits to students working in the community within the guidelines of a valid work permit. Students will report hours and complete a description of skills gained and/or practiced each learning period. This experience will expose students to real world experiences and build a work resume for post high school employment and success.

- *Participation in an internship and/or service learning opportunity*

Internships and service learning opportunities will give students practical experience in a workplace while gaining exposure to a career of interest. The experience will help students see the relevance of what they are learning in high school, help them gain an understanding of what it means to have a job, and help them in their development of an educational and career plan for the future.

- *Completion of additional specific career coursework*

The Charter School will support students completing elective coursework in a career path of interest using traditional curriculum or online courses.

- *Completion of a Career Technical Education Pathway*

The Charter School will offer Career Technical Education (CTE) courses and CTE Pathway Programs (a set of courses in one career area). These courses will be designed to provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers. Each high school student will have the opportunity to take a series of courses to complete a pathway and receive a certificate of completion. Participation in the Charter School's CTE program will provide opportunities for employment and/or associate, bachelor's and advanced degrees, while at the same time developing career relevant, real-world 21st Century skills. Requirements for the CTE Pathway program could change based on program development and will be updated by the Governing Board as needed.

Each pathway will require a minimum of 300 hours of coursework. This equals a minimum of 3 year long courses of study, including an introductory course, an exploratory course, and a capstone course. Courses must be taken in sequential order.

Potential Charter School CTE Pathway Options:

- Business Management Pathway
- Engineering Design Pathway
- Family and Human Services Pathway
- Food Service and Hospitality Pathway
- Forestry and Natural Resources Pathway
- Information Support and Services Pathway
- Patient Care Pathway

The Charter School's high school program will be designed to support each student with a personalized plan directed toward post high school success. As outlined above, the school will focus on the development of strong academic skills, exposure to the proper use of technology, opportunities for self-exploration, career exploration, and the creation of a post high school college/career plan. It is anticipated that the program will serve students with varied post high school plans to include: enrollment in a community college, a four-year educational institution, a trade school, enlistment in the military, or entrance into the workforce upon graduation. The goal will be to help students become self-motivated life-long learners who continue to strive for high personal and academic standards.

The Charter School will seek accreditation, through an entity like Cognia, during its first year of operation or when needed to serve High School Students. Courses will be submitted for approval and will meet Hathaway entrance requirements. Parents will be informed of the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements through the school's course catalog provided to students and parents annually. Thus, in accordance with state law, courses will be transferable to other Wyoming public high schools.

The Charter School will meet the states required minimum course completion requirements and its credit award policy to comply with high school graduation laws. Completion of the following courses will meet the minimum requirements:

- Four school years in English (English I, II, III, IV)
- Four school years in mathematics, with one year of Algebra I mandatory
- Three school years in science (one year of which may be a computer science course)
- Three courses in social studies (including United States history, world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in physical education, unless the student has been exempted
- One course in health education
- Remaining 11 credits in elective subjects
- Courses taken before 9th grade can be used to satisfy high school graduation requirements but must be aligned to the state standards in grades 9-12
- Satisfactorily passing an examination on the principles of the Constitution of the United States and the State of Wyoming.

## **Credit Requirements**

The Charter School will award 10 credits per course, per year. 270 credits are required to graduate. Graduation credit requirements could change based on program development, in accordance with state law and will be updated by the Governing Board as needed. Students are eligible for a diploma when all requirements have been met. Proposed diploma requirements are as follows: AP and Regular Courses that meet the University of Wyoming Hathaway requirements will be developed and approved, and offered to students. More courses will be added to increase the options for college readiness. Advanced Placement courses, and the corresponding AP exams, can also be provided, if the teacher, parent and student agree that AP courses are the best way to meet the student's goals.



<b>Subject</b>	<b>General Ed. &amp; Pathways</b>		<b>Hathaway</b>	
<b>English</b>	<b>Course</b>	<b>400</b>	<b>Course</b>	<b>40</b>
	English I	10	English I	10
	English II	10	English II	10
	English III	10	English III	10
	English IV	10	English IV	10
<b>Mathematics</b>		<b>40</b>		<b>40</b>
<i>In order to earn a high school diploma, all high school students must pass an Algebra 1 course or high</i>	Basic Math	10	Algebra	10
	Pre-Algebra	10	Geometry	10
	Algebra I	10	Algebra II	10
	Algebra IA/IB	10	Trig/Pre-calculus	10
	Geometry	10	Calculus	10
	Algebra II	10	Integrated Math I	10
	Integrated Math I	10	Integrated Math II	10
	Integrated Math II	10	Integrated Math II	10
	Integrated Math III	10		
<b>Science</b>		<b>30</b>		<b>40</b>
<i>For Hathaway One year may include an "additional science" course</i>	Earth or Physical Science	10	Earth or Physical Science	10
	Life Science	10	Biology	10
	Computer Science	10	Chemistry	10
			Additional Science	10
<b>History/Social Science</b>		<b>30</b>		<b>30</b>
	World History	10	World History	10
	US History	10	US History	10
	US Government	5	US Government	5
	Economics	5	Economics	5
<b>Physical Education</b>		<b>10</b>		<b>10</b>
<b>Health</b>		<b>10</b>		<b>10</b>
<b>Electives</b>		<b>110</b>		<b>100</b>
<i>For Hathaway 2 of the 4 must be sequenced</i>	Fine/Performing Arts (FPA)		Fine/Performing Arts (FPA)	
	Foreign Language (FL)		Foreign Language (FL)	
	Career and Technical Education (CTE)		Career and Technical Education (CTE)	
<b>Total</b>		<b>270</b>		<b>270</b>

A **TOTAL of 270** credits are required for graduation. Students enrolled in 9-11 grade must be enrolled in at least 7 classes a year. Seniors must carry at least 6 classes a year.

Provide examples of competency-based equivalency exams, aligned to the Wyoming performance standards, students may pass in lieu of courses, or indicate that students are not allowed to take competency-based exams in lieu of the course requirements.

Students at VCA are not allowed to take competency-based exams in lieu of these course requirements.

Describe how demonstrating proficiency for the Wyoming Performance Standards will be factored into the requirements to graduate from high school.

Proficiency in Wyoming Performance Standards will be integrated into the graduation requirements through each student Personalized Learning Plan (PLP), by working with their Academic Advisors, mentors, parents, and other support staff to develop a learning plan tailored to their individual strengths, needs, and goals. These plans would align with Wyoming Performance Standards and outline the specific competencies and skills students need to demonstrate for graduation. Students will engage in competency-based assessments that directly assess their mastery of the Wyoming Performance Standards. These assessments could include projects, portfolios, presentations, performance tasks, and exams aligned with state standards.

Students also will actively participate in their own assessment and evaluation process through student-led conferences. During these conferences, students will showcase evidence of their learning and proficiency in relation to the Wyoming Performance Standards, discussing their progress, achievements, and areas for growth.

Students will receive personalized mentorship and guidance from educators who support them in achieving proficiency in the Wyoming Performance Standards. Mentors would provide ongoing feedback, assistance, and resources to help students succeed in meeting the standards. The Charter School will offer flexible learning pathways that allow students to progress at their own pace and in ways that suit their individual learning styles and preferences. Students will have the opportunity to demonstrate proficiency in the Wyoming Performance Standards through a variety of learning experiences tailored to their needs.

The school would maintain transparency and accountability in assessing student proficiency in the Wyoming Performance Standards. Clear criteria and rubrics will be provided to students, parents, mentors, and all support staff to ensure consistency and fairness in the assessment process. Mission, curriculum and assessment all center on achievement of the school wide learning outcomes. In order to best serve VCA students and the community, the Charter School will continue to examine and refine its exit outcomes and student performance goals, to reflect the Charter School's mission and any changes to state and local standards. The Charter School will prioritize personalized, competency-based learning experiences that enable students to demonstrate proficiency in the Wyoming Performance Standards to meet graduation requirements and prepare them for success beyond high school.

### **Constitution Exam**

Include this assurance statement:

Students Name:	Student #:	Grade Level:
Address:	Age:	Birth Date:
City:	Zip Code:	Phone #:
Local School District/Program Placement:		2nd Phone #:
Duration of Agreement:	Beginning Date:	End Date:

**It is understood that:**

**Objectives:** The student will complete the courses listed below. All course objectives will be consistent with the established program and are consistent with program standards as outlined in the program’s subject/course descriptions. The major educational objectives include enabling students to progress with their grade-specific studies, successfully completing assignments, and learning required concepts as determined by the Vitalis Charter Academy Teacher “Mentor”, Assignment and Work Record Forms may include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term “Course Value” refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

**Schedule:**

	<b>Category</b>	<b>Course Value</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Methods of Study:** Specific methods of study will be designated on the Assignment and Work Record and are incorporated herein. Examples of methods of study for the student include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses, Tutoring, Vendor Course Instruction. In addition, VCA will offer opportunities for live interaction and synchronous instruction to Students.

**Specific Resources:** VCA will provide appropriate services, supports, technology and resources to enable students to complete their personalized, non-classroom based program successfully (ex., access to textbooks, supplies, and to VCA staff). By signing this agreement, the parent/guardian confirms: 1) they have access to the necessary devices and connectivity to participate in this personalized, non-classroom based program; or 2) will contact the students “mentor” if the student needs help accessing such connectivity. Assignments and specific resources may be designated on the Assignment and Work Record and are incorporated herein.

**Methods of Evaluation:** Academic evaluations may be designated on the Assignment and Work Record and are incorporated herein. Methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals, Local assessment tools, etc.

**Manner, Time, Frequency, and Place for Students Submitting Assignments and VCA Reporting/Communicating Academic Progress with Parent/Guardian**

Manner of Reporting: One-on-One, Online

Time: 8:30am-4:00pm Day: Monday-Friday

Frequency: at least once every 20 school days Duration: Semester 1 (Fall) or Semester 2 (Spring)

**Assignment Submission Requirements:** Per VCA's Board Policy, for students in all grade levels offered by VCA, the maximum length of time that may elapse between the time an assignment is made the date by which the student must complete the assignment work shall be twenty-five (25) school days. Assignments generally submitted to the student's Mentor named below.

**Voluntary Statement:** It is understood that VCA is an optional educational alternative that students voluntarily select, including at-risk students. All students who choose VCA must have the continuing option of returning to the classroom or other chosen educational alternatives.

**Support for Students:** VCA will provide support and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or 504 Plan. These supports include, but are not limited to, access to assistive software/devices, advisors, specialists, student support team and related services and other intervention supports.

**Rights and Privileges; Resources and Services:** VCA educational option is to be substantially equivalent in quality and quantity to classroom instruction supervised by a certificated teacher. Students who choose to engage in the program will have equality of rights and privileges with the same access to existing services and resources as students in the regular school program. Parents, guardians, or caretakers are responsible for the cost of replacement or repair for lost, destroyed, or willfully damaged books and other school property checked out to their student(s). Parents, guardians, or caretakers are responsible for any needed transportation for the student's class attendance, scheduled meetings, and any other travel covered by this agreement.

**Signatures and Dates:** Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent Guardian/Caregiver Signature Date

\_\_\_\_\_  
Mentor Teacher Signature Date

\_\_\_\_\_  
Other Signature Date

\_\_\_\_\_  
Other Signature Date

**Additional Courses:** If the student satisfactorily completes any of the above subjects/courses before the ending date of the agreement, one or more subjects/courses may be added to the agreement if the agreement is re-signed and re-dated by the mentor teacher and the student.



## Device Checkout Policy

Vitalis Charter Academy fully embraces distance education and will employ every safe avenue that is best for educating students. It is a goal of VCA to ensure students develop the skills and knowledge necessary to interact responsibly in an increasingly interconnected world. The purpose of this Device Checkout Program will be to pair students with a computing device that best suits their needs to create a dynamic educational experience through blended learning, collaboration, and engagement with online learning content.

### General Guidelines:

- VCA will provide any student with a Chromebooks to check out from the Curriculum Library for the duration of their enrollment in the Charter School.
- VCA will implement a device management system that ensures security, usage monitoring, and software updates.
- Parents and Students will be required to sign an Acceptable Use Policy that includes rules on internet access, appropriate content, privacy and consequences for misuse, including but not limited to, replacement costs. See Summary of Fees.
- VCA will provide digital citizenship training to educate students on responsible and ethical technology use that includes: online safety, cyberbullying, prevention, digital footprint awareness, and respecting intellectual property.
- VCA will offer parent resources and support to assist their children in navigating technology use responsibly.
- VCA will offer technical support to students to troubleshoot issues that may arise.
- VCA will implement measures to protect student data and ensure compliance with the Family Education Rights and Privacy Act (FERPA).
- VCA will provide Mentors with training on how to effectively incorporate technology to integrate the use of devices into the curriculum in meaningful ways to enhance Student learning outcomes.
- VCA will utilize the Device check out program to assess student learning, check skills, and monitor student growth to support instructional decision-making personalized for each student.
- VCA will regularly assess the effectiveness of the Device Checkout program's goal of meeting student learning outcomes and the overall educational experience through feedback from students, mentors and parents to make improvements.

Through implementing the Device Checkout Program it is the goal of Vitalis Charter Academy to support student learning, foster digital literacy, and prepare students for success in a technology-driven world.

# Device Policy Agreement



## Student Agreement:

- I will not leave the device unattended.
- I understand that all devices and chargers are property of VCA.
- I will take care when transporting the device. I will not leave a device in a vehicle overnight.
- I will never expose a device to temperature extremes or direct sunlight for prolonged periods of time. I will always store my device indoors.
- I understand that I should only use the device in appropriate locations free from food, liquid, and debris that can easily damage it.
- I will protect the device. I understand that it is my responsibility under this agreement to avoid such damage.
- I will keep the device clean. I understand that the device should not be modified in any way, including external markings such as using pens, markers, stickers, etc.
- I will notify my Mentor or the Director immediately if the device is in need of repair. If any repairs need to be made, my Mentor will schedule a repair or replacement by putting in a ticket with the technology department.
- I must not place heavy objects (greater than 1 pound) on the top of the device as the weight will crack the screen internally..
- I will not attempt to repair the device. All repairs must be made by the VCA Technology Department.

## Digital Citizenship:

- I will adhere to VCA policy. The device and related peripherals are the property of VCA.
- I will abide by all copyright laws.
- I will use the device for educational purposes.
- I will keep my information private. Passwords, sign in badges, and login information should not be shared with anyone or physically recorded on or near the device.
- I understand that material accessed and created using my credentials is my responsibility.
- I will not use aliases. I will identify myself appropriately when interacting with VCA staff using online communication. I will respect the privacy of others.
- I will use the camera and microphone for approved use only.

## Parent/Guardian Agreement:

- I will be responsible for replacement costs as specified in the Device Checkout Policy
- I will pay the Mandatory Yearly Protection Plan Insurance: \$25 per student per year
- I acknowledge that my student and I are to follow the expectations in this agreement and that a violation of these guidelines could result in the student facing disciplinary action.
- I agree to immediately return the device and charging cord in good working condition upon request or upon my student's withdrawal from VCA.

Before student(s) can receive a device, parents/guardians must pay the \$25.00 Chromebook protection plan insurance fee. This fee enrolls the device in the mandatory protection plan insurance coverage that has been obtained by the VCA for your convenience. It covers traditional maintenance, wear and tear as well as one incident of accidental damage to the device. This payment is non-refundable.

If paying the \$25.00 insurance fee will cause a financial burden for your family, please contact the VCA Director to discuss scholarship opportunities. If you have additional questions about this agreement, please contact the VCA Technology Staff at your convenience.

**Summary of Fees**

<b>Cost of Replacement Chromebook</b>	<b>Cost of Replacement Charger</b>
\$230.00 Cost of replacement Chromebook	\$35.00 Cost of replacement charger
<b>Intentional Damage/Vandalism</b>	<b>Cost of Protection Plan Insurance</b>
Charged at the rate needed to repair or replace the device.	\$25.00

By signing the Vitalis Charter Academy Device Policy Agreement, the student & parent/guardian agrees to the above terms.

\_\_\_\_\_  
 Printed Student Name Date

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Printed Parent/Guardian Name Date

\_\_\_\_\_  
 Parent/Guardian Signature



Innovative, High Quality,  
Whole-Child, Personalized Learning

Proposed  
Parent/Student Handbook  
2025/2026

*Our Mission Statement:*

VCA's mission is to educate the whole child by curating curriculum and tailoring instruction to meet individual students' social, emotional and physical needs, as well as cultivating a lifelong love of learning. students will be encouraged to reach their innate intellectual, creative, and leadership potential through a commitment to nourish curiosity, respect, compassion, independence, and resourcefulness.



VCA Locations:

To be determined upon application approval

VCA Website:

[www.VitalisCharterAcademy.com](http://www.VitalisCharterAcademy.com)

FOUNDING MEMBERS:

Lisa Oilar	307-272-5223
Erica Nielson	801-400-6064
Glenn Nielson	307-587-5515
Stephanie Bennett-Brown	307-851-1066
Tara Kelley	307-250-2273
Cedar Taylor	307-250-2842
Chelsea Slade	360-303-9441

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## **Our Mission is to Support You**

Our mission is to support you, the parent/guardian, as you make choices regarding your child's education. In order to do this, we provide you with a Mentor (a Credentialed Teacher), who is your primary connection to the school and your first source of information. The Mentor must meet face-to-face with the student and parent at least once every 20 school days to check student progress and complete required forms. Your Mentor should answer any questions that you have about the school. If s/he is unable to immediately answer your question, s/he will research the answer and get back to you. If at any time you feel that you are not getting adequate help from your Mentor, please let her/him know. If that does not resolve the issue, please contact the director at the school office.

Options for your student's education include a wide variety of instructional materials and services. Your Mentor can explain the options available in our Resource Center and on our approved Community Partnership Program/Vendor Course Instructor (VCI) List. We have a list of vendors from whom you may choose curriculum and supplies. Your Mentor will evaluate your student's needs and help you select the best curriculum for your child. You are welcome to collect catalogs from our vendors and find items yourself, or you can ask your Mentor to suggest or select appropriate educational items for you. Your Mentor will place all orders and keep track of the amount of funding available for each student. If you would like to use a vendor not on our list, let your Mentor know.

You will also find a wealth of information, Frequently Asked Questions, forms, contact information, applications, progress notes, and many other things on our website, [www.VitalisCharterAcademy.com](http://www.VitalisCharterAcademy.com). We recommend bookmarking our site so you can easily find any information you are looking for. A monthly newsletter will be provided by email to all Vitalis Charter Academy families. It will also be available on the school website. It is a valuable source of current information regarding the school.

### **Who we are...**

Vitalis Charter Academy (VCA) is dedicated to serving families who choose to school their children in a non-classroom environment using our personalized learning model. Currently VCA is able to serve students living in Big Horn, Hot Springs, Park, and Washakie Counties. We have a dedicated and experienced staff focused on serving the needs of our students and their families.

## **Our Educational Vision:**

Our school is based on the belief that each student should be supported with the appropriate resources to realize their full potential. We will operate on the understanding that:

- Strong core competency skills are critical to successful lifelong learning.
- All students have different learning styles, abilities, and background experiences. As important as “what” a student learns is “how” a student learns.
- Parents are capable of providing an excellent education to their children.
- Mentor support and effective, standards-based curriculum are provided to assist parents and students in their learning goals.
- Developing an educational plan tailored to meet a student’s learning style, abilities, strengths, and areas of need allows students to flourish.
- Students need to become self-motivated, organized, lifelong learners, able to use different sources of information and complete tasks.
- Powerful mentor-student-parent relationships are a motivating factor toward success.
- Opportunities for online education are encouraged and supported to move students into the age of technology while also valuing in person, face-to-face interactions and learning opportunities.
- Beyond core courses, providing a variety of elective course options allows students to find and develop their individual talents, path, and life goals.

## **Our Success Depends on You (Parent Volunteers)**

Vitalis Charter Academy knows that no one cares more about your student than you do, that's why *our success* depends on you! That's why we created a public charter school operating in Big Horn, Hot Springs, Park, and Washakie Counties with solid educational standards that honors parent choice. As we know you have a vested interest in your child's education, we also know you're passionate about making their schooling years wonderful. We hope you will use some of that passion, interest, and energy to help us at Vitalis Charter Academy.

Volunteers are the life-blood of any organization and the power behind many of the truly remarkable things and the excellent service it provides to students and families. Not to mention that one of the best ways to understand how VCA is run and how public funds are used in education is by becoming involved. The requirements placed on public charter schools by local, state and federal governments are monumental. Without conscientious and reliable volunteers, a public charter school cannot thrive. There are many ways you can get involved that fit your unique skills and comfort level.

Experience is not required. Becoming a Board Member or joining the Parent Advisory Council is an excellent way to make a difference and help continue to have a successful charter school. Both groups meet regularly, meetings are open to the public, and public comment is welcome. You give of your heart and we will provide the training.

Please consider becoming involved, many hearts and hands make light work. The future of our school depends on it. Contact us at [ParentVolunteer@VitalisCharterAcademy.com](mailto:ParentVolunteer@VitalisCharterAcademy.com)

## Expected Schoolwide Learning Goals

### Student Learning Objectives (SLO's)

The SLO's describe the skills that each of our graduating seniors should possess before they leave high school. Each skill is linked to one or more Wyoming State or National Content Standards.

#### Students will be:

##### SLO #1 Academic Achievers who:

- Are self-directed, independent learners, who plan for their educational futures by setting goals and establishing priorities.
- Show proficiency in essential literacy, writing, and mathematical skills.
- Assume responsibility for personal lifelong learning.

##### SLO #2 Effective Communicators who:

- Are able to read, write, speak, and listen reflectively and critically with a sense of purpose.
- Use technology effectively.
- Are able and willing to participate in discussions with others who may have differing views, lifestyles, or opinions to work together to solve complex issues.

##### SLO #3 Responsible Citizens who:

- Are contributing members of society.
- Are able to problem solve effectively, making informed and responsible decisions.
- Respect diverse viewpoints, lifestyles, and opinions.
- Are able to function in a global society.

## Website

Our school maintains a website to assist families with information and updates at [www.vitalischarter.com](http://www.vitalischarter.com). You will find the following on the site: general information about our program, a link to our online library, a writing program page, a mathematics page, an Community Partners Program/Vendor Course Instructor (VCI) list, Governing Board meeting agendas and minutes, Parent Advisory Council meeting agendas and minutes, links to mental health services, links to helpful WDE information, forms that parents will need for learning records, calendars, newsletters, and applications.

## Student Enrollment & Admission

Vitalis Charter Academy is a K-12 public school with the following criteria for enrollment:

- The student must meet Wyoming state residency requirements living in Big Horn, Hot Springs, Park, or Washakie Counties.
- The student must be at least five years old by September 15th in the year of enrollment, in order to enroll as a Kindergartener.
- The student must have support at home to be successful in a personalized learning program that follows Wyoming State Content & Performance Standards.
- **Before enrolling in the school, it is important for parents and students to visit our website and read this handbook to understand the philosophy and guidelines of the school. A Director will have a pre-enrollment conversation with the family to help them decide if our school is an appropriate fit. When a family enrolls with VCA, they need to be ready to accept co-responsibility for their children's education as the primary instructor in the home.**
- It is important for parents to realize that in accordance with state law it is not legal for a student to be concurrently enrolled in a charter school and in any other school, public or private, with the exception of concurrent enrollment in a Community College.
- VCA Governing Board is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination, including harassment, on the basis of a student's: Disability, Gender, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and/or Association with individuals with one (1) or more of the above characteristics.

## Enrollment Information Letter (SAMPLE)

YAY!! You've decided to join us at Vitalis Charter Academy! We are so pleased to have you with us! Here are some things you'll want to know about the Enrollment Process:

- Parents are required to attend a mandatory school orientation prior to their student(s) being enrolled.
- Enrolling students will be assigned a Mentor (a Credentialed Teacher) who will be their main liaison with the school and will help the family complete all necessary paperwork for enrollment.
  - During the initial meeting, the Mentor and parent will discuss the role of the Mentor in the education of the students.
- Parents are able to take full responsibility for choosing curriculum, and giving assignments and instruction to their students, under the supervision of the mentor, and provided as long as the student is making adequate progress on state standards.
- At the initial enrollment meeting, the parent and student will be advised of current on-campus classes offered by the school that may be beneficial and fun. Curriculum options will also be discussed and the student's curriculum will be checked out from the curriculum library or ordered. If the student's curriculum needs to be ordered, the student will be given enough materials or assignments for the first few weeks of school.
- All students will be assessed upon enrollment. Students that are performing below grade level on initial assessments or prior year state-mandated assessments will be required to develop an Academic Support Plan with their Mentor and Parent(s). Academic Support will be required for all low performing students. Once the plan is made and signed, the student, parent and Mentor will be expected to fulfill their obligations. Failure to do so by the parent, student or Mentor will result in an intervention (see Intervention Procedure below).
- Students entering Kindergarten, or students enrolling in a Wyoming public school for the first time are required by Wyoming law to provide the following:
  - A copy of the student's Birth Certificate
  - A Copy of Student Immunization Record (whether up to date or not or state exemption form)
  - Proof of Residency (a copy of your mortgage or rental agreement, or a Utility Bill showing your address and the name of parent or guardian)
  - If applicable, a copy of student's IEP or 504 plan

Once all items have been received by the school, parents/guardians will be notified via email of their acceptance, rejection, or their placement on a waiting list or lottery system



## Online Enrollment

All students will enroll online through our student information system at our website [www.VitalisCharterAcademy.com](http://www.VitalisCharterAcademy.com). The following forms must be completed and in the school's possession before school begins:

- Enrollment form completed online with electronic parent/guardian signatures
- Household Data Collection Form
- Copy of student birth certificate
- Wyoming School Immunization Records OR Exemption Form
- Kindergarten Entry Health Exam (kindergarten students and any 1st graders who did not attend kindergarten)
- T-DAP Immunization for students in 7th grade or higher
- Special Education documents (when applicable) to include a copy of any active IEPs
- High School transcripts for grades 9-12
- Emergency Card
- Proof of residency
- Housing Questionnaire
- Master Agreement signed by Parent/Guardian, Student, and Teacher
- Acknowledgment of Responsibilities signed by Parent/Guardian, Student, and Teacher

## **Expectations of the Student, Parent, and the School**

In order to ensure a meaningful partnership that gives every child the best possible chance of success, the partners (parents, staff, and students) need to be clear about what each can reasonably expect of the others. Everyone has roles to play. If each of the partners commits themselves to these expectations, we believe that the year will be positive and students will gain skills and achieve their potential.

### **What Can I Expect of the School?**

The school will:

- Provide the necessary curriculum, resources, and materials.
- Ensure that every family is assigned a credentialed Teacher able to work effectively with the parent and student.
- Ensure that every family has access to the school's Specialists to include Reading, Writing Science and Mathematics.
- Assess student skill levels and academic progress.
- Monitor and assess learning; hold family meetings or student conferences every twenty days or more often if needed and/or desired.
- Provide a personalized learning environment and curriculum.
- Ensure that each family is aware of the school's opportunities and expectations.
- Provide a range of curricular and extracurricular activities.
- Provide ways for the parent or parent-teacher to grow as an educator.

### **What Should the School Expect of the Parent?**

Parents will support their child's learning by:

- Fulfilling responsibilities outlined in the Master Agreement and Acknowledgement of Responsibilities.
- Showing, through day-to-day activities, the value placed on learning.
- Setting high standards for teaching (home study) and student learning.
- Helping to maintain a balance between schoolwork and leisure time activities.
- Partnering with the school to meet the academic program responsibilities.
- Ensuring that the assigned VCA Mentor is fully informed of anything that may affect student progress.
- Daily oversight of student learning.
- Attending parent development trainings provided by the school.
- Return all SVA learning resources upon completion of coursework.

## **What Does the School Expect of My Child?**

The school expects that students will:

- Focus attention on learning during school time.
- Complete assignments and aim for the highest standards in quality of work.
- Complete and turn in original work.
- Take part in some of the extra opportunities/activities provided by the school.

## **The Role of the Parent/Guardian**

Parents/Guardians are an essential part of the team dedicated to each student's academic success with the school's Personalized Learning Program. *Parents who enroll their child(ren) in this program must be willing to accept primary responsibility for their child(ren)'s education in the home.* It will be important that they do the following with the assistance of the assigned VCA Mentor and the School Staff.

- Understand and follow the Master Agreement and Acknowledgement of Responsibilities.
- Help plan the academic year for each student with the assigned Vitalis Charter Academy (VCA) Mentor.
- Work with the VCA Mentor to choose the curriculum and course of study.
- Participate daily with student's learning and assignments.
- Correct and monitor student work on a daily basis so skills are completed and practiced correctly.
- Help the student organize his/her work, both for daily accountability and for meetings with the VCA Mentor.
- Meet on a scheduled basis with the VCA Mentor no less than one time per 20 school days. If you must reschedule, notify the VCA Mentor in advance.
- Bring all corrected and graded work for grades K-8 to meeting with the VCA Mentor, unless previously agreed to by the VCA Mentor and parent. If the student(s) is grade 9-12, the SVA Mentor will give final grades for the work completed. If a meeting is missed or assignments are missing, the VCA Mentor MUST issue a Non-Compliance Report.
- Provide appropriate, graded work samples each month for student learning records.
- Take responsibility to keep the VCA Mentor informed of successes, issues, and concerns, including questions as to whether support services might be necessary.
- Read emails and use the school website for additional resources.  
[www.VitalisCharterAcademy.com](http://www.VitalisCharterAcademy.com)
- Facilitate student participation in State required testing.

- Facilitate student participation in school wide assessments.
- Provide transportation to and from school activities such as state-mandated testing, field trips, and tutoring, when applicable.
- Pick up students on time at VCA Resource Centers when classes are over.
- Maintain logs and records as requested or required.
- Acknowledge that all learning resources used print, non-print, technology, etc., are the property of the school and all material must be returned to the school when you are finished using them and/or at the end of the school year.

## **The Role of the Shasta View Academy Teacher**

The role of the Mentor (Credentialed Teachers) who serve families participating in our Personalized Learning Program is to offer support and guidance to parents who accept primary responsibility for the education of their children.

The VCA Mentor assigned to your student(s) will:

- Issue a Parent/Student Handbook and High School Guide and Catalog (when applicable).
- Meet with the parent/guardian/students a minimum of once every 20 school days to assess and record progress and attendance for each student.
- Administer and/or assist with the coordination of internal assessment for students grades K-11.
- Review assessment results and work with the family to direct instruction toward academic growth and achievement.
- Advise on curriculum offerings from the school catalogs and library.
- Review student work at Learning Period Meetings and discuss student progress with parents.
- Provide direct tutoring instruction when appropriate for student progress.
- Answer a family's questions, in person, or via phone, text or email, as they arise.
- Serve as a liaison between the family and the School Administration, Staff, and Community Partners Program/Vender Course Instructors (VCI).
- Discuss and assist with the Community Partners Program/VCI orders for student/parent.
- Keep current with school policy and procedures and notify students and families of any changes that affect them.
- Verify student attendance records.
- Verify student learning and document progress in Student Assignment and Learning Record file.
- Review all work completed by the students in the learning period.

- Evaluate and grade all high school students' assigned work and mentor online course work.
- Communicate with the parent about student accomplishments, standards met, and assignments completed.
- Leave the meeting with a list to be used to complete the monthly learning record.
- Ask the family if they have any educational concerns or issues and discuss solutions.
- Help students and parents with any difficult assignments and/or concepts that were completed in the learning period.
- Offer instructional advice and tutoring if needed.
- Attend any Special Education IEP meetings for assigned students and maintain communication with Special Education staff.
- Note and research questions the family may have regarding their child's educational program.
- Ensure that each student has the appropriate curriculum.
- Discuss and implement changes if needed.
- Review the completed Attendance Log, PE and Elective Logs. Have the family make corrections if needed.
- Collect completed logs.
- Collect appropriate work samples each Learning Period.
- Give each student a list of assignments and/or expectations for the next learning period.
- Give the family all forms and logs to be completed for the next learning period.
- Deliver educational materials ordered for the student and collect materials that are no longer being used.
- Discuss Community Partner Program/Vendor Course Instruction. Determine if they are using either option or if changes are needed.
- Notify parents and students of school-related updates regarding governance, field trips, testing dates, events, and activities.
- Schedule the next meeting.

## Monthly Meeting with your VCA Mentor

The school year will be divided into ten learning periods, each with twenty school days or less. The assigned VCA Mentor must have at least one face-to-face meeting with the parent/guardian and the student every learning period. Depending on the circumstances, a VCA Mentor and family may choose to meet more often. After attending the monthly meeting, the VCA Mentor is responsible for the creation of a report for each student that documents work completed and the resultant attendance. Each meeting should include the following:

- Discussion and review of student progress/achievements for the learning period. The form on the next page is an example that can be used to provide information to the VCA Mentor.
- VCA Mentor review of all assignments completed in the previous learning period to determine attendance earned and state standards addressed. Work completed by high school students will be collected and graded by the VCA Mentor.
- VCA Mentor and parent assign grades for work completed.
- Return of VCA Mentor graded high school student work for review with the student.
- Opportunities for the parent to ask questions and discuss concerns.
- Opportunities for the VCA Mentor to share different teaching strategies and offer support and encouragement.
- Time for the VCA Mentor to assist with instruction/tutoring as needed.
- Work Sample collection - the VCA Mentor will collect one sample of your child's work each learning period. One learning period each semester, you will be asked to submit one sample from each curriculum area (math, language, science, social studies, and electives).
- VCA Mentor review of the completed Attendance Log, PE and Elective Logs. The VCA Mentor may help the family make corrections if needed.
- Days of attendance are established for the learning period based on work completed by the student. Please review the "Daily Logs for Attendance" section below for more complete information on attendance.
- Students are given a list of assignments and/or expectations for the next learning period.
- Forms for the next learning period are given to the parent/student.
- VCA Mentor, parent/guardian, and student discuss Community Partners Program/VCI needs if applicable.
- VCA Mentor, parent/guardian, and student discuss curriculum needs or changes.
- VCA Mentor delivers any materials that the student needs or has ordered.
- VCA Mentor informs the family of any announcements and/or opportunities provided by the school.
- The next meeting is scheduled.

The following worksheet is an example of a document that could be used by the parent and shared with the VCA Mentor to report student work and activities completed for the learning period.

## Learning Period Progress Report

Student Name: Sam Student

LP: 1 8-15-25 through 9-20-25

Assignments/Activities Completed:

### Language Arts

- Pearson Grade 7 literature- completed pages 1-87, answered questions, completed grammar activities.
- Wordly Wise 7- completed pages 1-25
- Writing Assignment- completed 5 paragraph essay about favorite summer activities

### Mathematics

- Thinkwell Grade 7- completed pages 1-56
- Completed online exercises to go with text activities.
- Used a cookbook to double recipes 3 times this learning period.
- Calculated mileage and miles per gallon for a trip to San Francisco.

### Science

- Dimensions Science Grade 7- completed pages 1-73. Answered all questions and completed experiments in the text.
- Visited Museum exhibit about butterflies
- Went on a field trip to Yellowstone to study the geology of the area.

### Social Studies

- McGraw Hill Networks Grade 7 Discovering Our Past- completed pages 1-58. Answered all questions in the text and workbook.
- Went on a field trip to the local post office and fire station.
- Researched Medieval Knights online and completed a summary.

### Curriculum Needs/Changes

- Interested in guitar lessons with J. Smith for \$45 per month.
- Would like some math games appropriate for grade 7.

## Monthly Paperwork to be Completed by the Parent/Guardian and/or Students:

### Daily Logs for Attendance

Daily Attendance is taken in accordance with state law. The student's parent or guardian is responsible for recording attendance on a daily basis using the Attendance log provided by the school or activated through the school's student information system. This Log is the attendance document and must be filled out on a daily basis documenting that the student completed at least one educational assignment from his/her Student Assignments and Learning Record each day of the school calendar year.

Separate logs are provided to record time spent on daily PE activities, music lessons and practice, or any other time measured courses, such as career explorations and volunteer work.

Attendance can only be claimed for days that the student is properly engaged in the learning process. Students may have days of non-attendance when sick or unable to complete school work.

It is the responsibility of the credentialed VCA Mentor to establish whether the amount of work a student has produced, or the amount of knowledge that was gained, substantiates the days of attendance being claimed.

If the VCA Mentor does not think the student has engaged in the learning process enough to warrant full claim of attendance, which must equal 80% of the work assigned in each core subject for the learning period, it is his/her responsibility to subtract days from the attendance and to give the student a Non-Compliance Notification which may result in the student's disenrollment.

Parents must date the Attendance Log with the last day of the learning period.

The log below is an example of a Student Attendance Log used to report daily attendance.



**Vitalis Charter Academy**  
**Attendance Log**

Student Name: Sam Student Student ID: 12345 Grade Level: 5

Teacher Name: Sally Teacher Date Range: 1/05 - 1/23/26 LP: 5

Possible Days: 14 Days Claimed: 14

Sally Teacher  
 \_\_\_\_\_  
 Teacher Signature

1/23/26  
 \_\_\_\_\_  
 Date

Linda Student  
 \_\_\_\_\_  
 Parent/Guardian Signature

1/23/26  
 \_\_\_\_\_  
 Date

Monday: <i>1/5/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Tuesday: <i>1/6/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Wednesday: <i>1/7/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Thursday: <i>1/8/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Friday: <i>1/9/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies
Monday: <i>1/12/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Tuesday: <i>1/13/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Wednesday: <i>1/14/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies	Thursday: <i>1/15/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Friday: <i>1/16/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies
Monday: <i>1/19/26</i> No School	Tuesday: <i>1/20/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Wednesday: <i>1/21/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Thursday: <i>1/22/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	Friday: <i>1/23/26</i> <input checked="" type="checkbox"/> Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies
Monday: <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	Tuesday: <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	Wednesday: <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	Thursday: <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	Friday: <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies

## Daily Logs for Physical Fitness

As per state law, physical education is required of all students in grades K-8 and 1 year of PE is required for high school students. Physical Education is defined as physical activities that are conducive to health and vigor of body and mind. They are recreational in nature.

- All students in grades K through 8, except students excused or exempted, shall be required to participate in courses of physical education for a total period of time no less than **150 minutes each 5 school days** (or on average of 30 minutes per day).
- All students in grades 9 through 12, except students excused or exempted, shall be required to participate in courses of physical education for a total period of time no less than **200 minutes each 5 school days** (or on average of 30 minutes per day).

There are a number of ways for students to achieve physical fitness as set forth by the Wyoming Department of Education. Physical fitness options could include:

- Participation in an organized physical fitness program provided by a local recreation center, or a sports program.
- Joining a community athletic team such as swimming, football, basketball or baseball.
- Walk, bicycle, play at a local playground at such a level that will increase heart rate.
- Take classes provided by a registered gymnastics, dance, or martial arts club.
- Participate daily in viewing and following directions as set forth in an aerobic video for children.

Please note: Cleaning the house or other various chores are not considered appropriate for credit towards physical education.

A monthly PE Log must be completed each learning period. Your VCA Mentor will give you the log each learning period, or you can download forms with dates from our website.

Log completion:

- Parents and/or students must record the activity and time a student spends in physical activity per day on the provided PE Log.
- The amount of time spent in physical activity must be added up weekly and total learning period time written at the bottom right hand corner of the record.
- A specific physical activity must be written in when “other” is chosen on the log.

The log below is an example of a properly completed PE Log.

Vitalis Charter Academy

Monthly P.E. Log

Student Name: Sam Student

Date Range: 1/05 - 1/23/26; 14 days

LP: 5

<p>Monday: 1/5/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p>Tuesday: 1/6/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>60</u></p>	<p>Wednesday: 1/7/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p>Thursday: 1/8/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>60</u></p>	<p>Friday: 1/9/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p><b>Total Weekly Minutes</b></p> <p><u>255</u></p>
<p>Monday: 1/12/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input checked="" type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p>Tuesday: 1/13/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>60</u></p>	<p>Wednesday: 1/14/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p>Thursday: 1/15/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>60</u></p>	<p>Friday: 1/16/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p><b>Total Weekly Minutes</b></p> <p><u>255</u></p>
<p>Monday: 1/19/26</p> <p>No School</p>	<p>Tuesday: 1/20/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>60</u></p>	<p>Wednesday: 1/21/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input checked="" type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p>Thursday: 1/22/26</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>60</u></p>	<p>Friday: 1/23/26</p> <input checked="" type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: <u>45</u></p>	<p><b>Total Weekly Minutes</b></p> <p><u>210</u></p>
<p>Monday:</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: _____</p>	<p>Tuesday:</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: _____</p>	<p>Wednesday:</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: _____</p>	<p>Thursday:</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: _____</p>	<p>Friday:</p> <input type="checkbox"/> Jog/Run/Walk <input type="checkbox"/> Martial Arts <input type="checkbox"/> Strength Training <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other _____ <p>Total time: _____</p>	<p><b>Total Weekly Minutes</b></p> <p>_____</p> <p><b>Monthly Total:</b></p> <p><u>720</u></p>

## Daily Logs for Time-Dependent Elective Courses:

To document time-dependent elective courses, such as music or career explorations, *students must show time spent participating in related activities*. We recommend 20 minutes of practice per day for grades K-1, 30 minutes of practice for grades 2-8 and a minimum of 45 minutes of practice per day for grades 9-12. These courses do not produce a work sample, so the time log is how participation and attendance are recorded. Your VCA Mentor will provide a form each month to document the date, time of participation, and the activity completed. *It is the parent or student's responsibility to add up the accumulated time spent with activities and total time recorded on the log sheet at the bottom right corner.* The example below shows an elective log done correctly for a music course.

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**Vitalis Charter Academy**

**TIME-DEPENDENT ELECTIVE COURSE:** Music

Student Name: Sam Student Student ID: 12345 Grade Level: 11

Teacher Name: Sally Teacher Date Range: 1/05 - 1/23/26 LP: 5

Possible Days: 14 Days Claimed: \_\_\_\_\_

Week 1	List below the subject and assignment studied daily	Hours (H:MM)
M 1/5	Practice Piano	:30
Tu 1/6	Piano Lesson	:45
W 1/7	Practice	:60
Th 1/8	Practice	:60
F 1/9	Practice	:45
	<i>Total</i>	240 minutes
Week 2	List below the subject and assignment studied daily	Hours (H:MM)
M 1/12	Practice	:45
Tu 1/13	Lesson	:45
W 1/14	Practice	:45
Th 1/15	Practice	:45
F 1/16	Practice	:60
	<i>Total</i>	240 minutes
Week 3	List below the subject and assignment studied daily	Hours (H:MM)
M 1/19	No Class Today	:0
Tu 1/23	Lesson	:45
W 1/24	Practice	:60
Th 1/25	Practice	:60
F 1/26	Practice	:45
	<i>Total</i>	210 minutes
<b>WEEKLY TOTALS</b>		690 minutes

**\*\*Parents/Students are responsible to keep track of assignments and time spent as well as calculate the weekly time totals before monthly meetings with VCA Mentor.**

## Student Work Samples:

Each learning period the VCA Mentor will review all work completed by each student. They will collect a work sample each Learning Period to be included in the report. Eight of the ten Learning Periods will be for one subject, and the subject will rotate until each subject has had a sample submitted. Two of the ten Learning Periods (one each semester), the VCA Mentor will collect a sample from every subject on the student's Master Agreement to be included in the Learning Period reports. All samples collected must have the following:

- Student's first and last name in the upper right-hand corner of the sample. This must be written in the student's handwriting.
- The date that the work sample was completed must be written in the upper right corner. The date must fall within the current learning period dates.
- The sample must be evaluated by the parent and/or the VCA Teacher.
- It is important that the sample shows an appropriate amount and quality of work. Multiple choice answers are not acceptable.
- The student should be proud of the work presented as it represents their accomplishments.

The following form is a checklist for families to use when preparing for a learning period meeting. Sample shown below:

## Monthly Checklist for Student Records

I have the following ready for my VCA Mentor:

- Student's work is neat and legible.
- The Student Attendance Log is complete with at least one core subject checked per school day (Language Arts, Math, Science, Social Studies). PE and electives must also be shown on separate log sheets.
- I have an Assignment Record/Plan Sheet that tells my VCA Mentor what students have completed this month.
- Original work samples are included and properly labeled with name, subject, grade, and date, in the student's own handwriting. (Language Arts/English, Math, Social Studies, Science, and untimed electives).
- All samples are evaluated.
- The samples show all work (ex: Math problems should be worked out on paper). Multiple choice samples are not acceptable.
- PE and time-dependent elective course minutes are added up and written on the appropriate log.
- All completed assignments are organized in a manner that is easy for my VCA Teacher to review.

The following 2-page worksheet is an excellent tool to record student work/progress each month. Sample shown below:

Learning Period Progress Report

Student Name: \_\_\_\_\_ Learning Period: \_\_\_\_\_

Assignments/Activities Completed:

Language Arts

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Mathematics

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Science

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Social Studies

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Electives

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Curriculum Needs/Changes

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## Monthly Work Log

Subject	Grade	Text, Core Materials	Lesson/Chapter and page #'s	Concepts Learned or Skills Practiced
<b>Language Arts</b>  Reading Comprehension Vocabulary Phonics				
<b>Language Arts</b>  Spelling/ Grammar/ Handwriting				
<b>Language Arts</b>  Writing				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>Electives or                      Community                      Partners                      Program/VCI                      Activities</b>				

## Communication

Maintaining communication between families and VCA mentors is critical to student success. Our school offers many different methods for communication with families including, but not limited to: mentors, website, curriculum library and office staff, school website, email, and office hours.

**VCA Mentors-** Your VCA mentor will provide any forms and other materials your student may need at the beginning of the school year and at each learning period meeting. In addition to your VCA mentor, any school staff member is available to assist with your educational needs. The administrative office phone number will be provided. Staff members are available Monday through Friday 8:30 am to 4:30 pm to assist you. Mentors are your students' guide to success and the parent's support.

**School Website** – [www.vitalischarteracademy.com](http://www.vitalischarteracademy.com) is a wonderful resource for helpful information about our school program, the VCI (Community Partners Program), forms, calendar, handbooks, FAQ, contact information, etc.

**Curriculum Library/Central Office-** In addition to a Central office, the Charter School will maintain a Curriculum Library to facilitate the in and outbound logistics of student curriculum, technology, and supplies. Educational materials are checked out to parents and students and are tracked through a Curriculum Library system. This resource, with the guidance of a librarian will be available to families Monday-Friday.

The Central Office will also have meeting rooms for Parents, students, and Mentors to meet each learning period, and on an individual needs basis.

## Coursework/Classes

**Grades K-8:** Each student grade K-8 must be engaged in a minimum of 5 courses, to include: English Language Arts, Mathematics, Science, Social Studies and Physical Education. We encourage 7th and 8th grade students to add an elective course in preparation for high school course loads (examples: art, music, and foreign language).

**Grades 9-12:** High School students must be enrolled in a minimum of thirty credits per semester (six classes). If the student is taking courses at a community college, he/she may take no more than 11 college units per semester at the community college. If taking classes at the community college, the student must be enrolled in 20 high school credits with VCA per semester. Please see the High School information section for further information.

## **Student Assessment**

### **State Assessment**

In order to offer innovative alternative educational programs, charter schools must abide by the laws that govern them. According to Wyoming charter school law, we must demonstrate that our students are learning at a level equivalent to or greater than that of children in traditional schools. If we cannot, we risk losing our charter and the students risk losing this educational option.

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours. While we have the opportunity to see how much our students are learning first hand, state assessment creates an opportunity to demonstrate our academic success to the Wyoming Department of Education and to our accreditation institution.

With this in mind, we urge you to prepare your son or daughter to participate in the mandated State Testing WY-TOPP program each spring. The school is dedicated to offering support and practice so that students feel confident and comfortable completing the assessment. Families will be offered links to practice tests, test preparation sessions, and appropriate materials to prepare for the assessment.

### **School Administered Assessments**

Vitalis Charter Academy is committed to student achievement and progress. The following assessments have been chosen to give school staff and parents valuable information that will be used to create and implement a personalized learning plan designed to meet student needs. Vitalis Charter Academy will use MAP testing, a school adopted, state approved local diagnostic assessment for students in grades K-11. This test will be administered a minimum of twice a year to monitor student growth. In addition, ongoing progress monitoring tools may be administered to show whether students are on track to achieve end-of-year targets. The results from the assessment provide standards based data necessary for meeting state and Vitalis Charter Academy requirements.

### **Writing Assessment for Grades 1-12**

Writing is one of the most critical academic skills we can help our students attain. In order to assist students with this skill, it is important to assess their knowledge and capabilities. Each student in grades 1-12 will submit a writing sample to their VCA Mentor at the beginning of the year in September or October and again at the end of the year in April or May. This writing assessment will be evaluated and the VCA Mentor will use the information to guide instruction and curriculum.

## Evaluation and Grading

Vitalis Charter Academy requires all VCA mentors to submit a formal written assessment (Report Card) of a student's progress each semester. Report cards are a means for feedback and praise of the student's accomplishments.

### Letter Grade Scale for Grades K-12

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### Optional Grading Scale for K-2

I	Student can do Independently
A	Student can do with Assistance
SA	Student can do this with Significant Assistance
N	Student can not do this OR Not yet covered

## Support for Students Performing Below Grade Level

The internal assessment scores a student earns at the beginning of the school year, or when a student enrolls, are used to determine grade level proficiency. In an effort to better support and assist families and students, the support team consisting of the Director, mentors, the parent, and the student (if appropriate), will create a plan for students who assess and/or perform below their designated grade level. The intervention process is outlined below:

1. Students will complete the internal assessments at the beginning of the year.
2. If student assessment scores for grades K-11 are one or more grades below their assigned grade, the VCA Mentor, and Academic Specialists (if appropriate) will create an Academic Growth Plan (AGP) in cooperation with the parent.
3. The plan will be signed by the parent and the VCA Mentor.
4. The AGP plan for students scoring one grade level below their designated grade will consist of one strategy per subject area of need (English Language Arts and/or Mathematics).
5. The AGP plan for students scoring two or more grade levels below the student's designated grade will consist of two or more strategies per subject area of need (English Language Arts and/or Mathematics).
6. High School Students working below their grade level will receive support for their assigned courses which may include tutoring with VCA Academic Advisor and the assigned VCA Mentor.
7. The following are options that may be included in the plan:
  - Extra tutoring/instruction with assigned VCA Mentor
  - Use of diagnostic lessons
  - Use of diagnostic workbooks
  - Use of prescribed online programs and/or applications
  - Selection of curriculum appropriate for intervention and supplementation
8. VCA Mentors will discuss student progress with intervention strategies at each learning period meeting with the parent/guardian. Parents will have an AGP log to track time spent each learning period on intervention. The log will be turned in to the VCA Mentors each learning period to verify compliance with the plan.
9. If students are making academic progress and can demonstrate grade level standards mastery, the AGP plan can be revised to better serve the student or the student may exit the plan.
10. If students are not making progress with the assistance of staff and interventions, the support team may call a Student Success Team (SST) meeting to discuss other strategies and the option of assessment for special education services.

## **Student Success Team**

If a student is having difficulty learning and does not have an active IEP, our school has a Student Success Team (SST) process to help determine what the issues might be, if there are things that can be done to help with intervention, and finally, to determine if a student may need to be tested for Special Education eligibility.

The Student Success Team (SST) will include the parent, the student (if appropriate), the VCA Mentor, any Academic Specialists that have been working with your child during the intervention process, and the School Director or designee. The first meeting is an effort to share and examine information about the student and any previous intervention strategies that have been implemented. Prior to the meeting, the parent completes a questionnaire and the VCA Mentor completes an SST Meeting Request form. Information gathered includes the following:

- Student strengths
- Academic and social information
- Accommodations
- Areas of concern
- Questions
- Strategies previously implemented
- Actions
- Responsible person(s)

The meeting will result in an SST plan for student support that outlines future actions to be evaluated for progress at the next scheduled SST meeting. In this case, another meeting will be scheduled to review progress and evaluate changes and academic growth in your child. Another SST meeting outcome may be the recommendation that the student is assessed by Special Education staff to determine if the student has a learning disability and qualifies for Special Education services.

### **What is the role of the parent in the SST process?**

- Provides valuable information and another viewpoint for planning an effective educational program.
- Shares the child's strengths, interests, and concerns with the school staff.
- Participates in the development of a positive, supportive intervention plan for their child.
- Oversees student engagement in the prescribed SST intervention activities.

## Special Education Services

### Students Who Are Receiving Special Education Services and Have an Active IEP:

Vitalis Charter Academy is responsible for the management and delivery of all Special Education Services for our students with an Individualized Education Program (IEP). The school also serves students who have documented disabilities and/or medical conditions with 504 plans. 504 plans are managed by general education school administration, the Charter School Director, rather than the Special Education staff.

By law, our school is required to provide Special Education Services the first day of enrollment and hold an Interim/30-day placement meeting within 30 days of that enrollment date. Our online enrollment process asks if a student has a current IEP or has received IEP services in the past. If your student has an active IEP we ask that you provide a copy of that document so we can be prepared to properly serve your student from the very first day of school. 504 Plans follow the same requirements and procedures.

VCA offers a full range of services for students with special needs with the following service providers: Special Education Teachers, School Psychologist, Speech and Language Pathologist, Occupational Therapist, Adaptive PE Instructor, and an Assistive Technology Specialist. Our personalized learning model requires that students receive most of their academic instruction at home with their parent(s) on a daily basis and receive support, guidance and direct instruction from our qualified special education staff and specialists. If you have questions regarding our program or the Special Education process, you please contact the Director.

### The Referral Process for Special Education Services

As outlined above, VCA is committed to student success and support. The VCA Mentor will be in constant communication with a student's parent whenever there is concern about a student's lack of academic or behavioral progress. At VCA, the VCA Mentor or parent can request an Academic Growth Plan or a Student Success Team meeting to discuss current concerns regarding the student. Documentation of strategies, supports, and materials will be developed and updated at these meetings, including developmental and medical history, academic performance, attendance, vision and hearing screening, and behaviors that interfere with a student's ability to learn.

VCA works with the student's family to implement all options available within the general education model before a referral to special education is made. Options may include accommodations, research-based instruction and materials, consultation with academic specialists, education specialists, school nurse, school psychologist or other appropriate staff.



When general education options have been exhausted and the student has not shown sufficient progress, then referral to special education may be appropriate.

Parents may choose to make a written request for a Special Education evaluation. When a written request is received, the school must respond within 15 days. If the school determines that the request for assessment is merited, an assessment plan is sent to the parent with a copy of Procedural Safeguards and Prior Written Notice.

Once the parent has given written consent for assessment and VCA has received the document, a 60-day timeline begins. VCA has 60 days to complete its assessment and hold an initial Individualized Education Plan (IEP) meeting. After assessments are complete, an initial IEP meeting is held to discuss the assessment results and determine if a student qualifies for special education services. If the student qualifies, the team (which includes the parents) develops an IEP for the student.

Once a student has an IEP and it is implemented, the team is required by law to meet annually to review or revise the IEP. Every three years a student must be re-evaluated to determine continued eligibility for special education services.

## Student Non-Compliance with VCA Program Requirements

It is critical that students comply with the terms of the Master Agreement and the Acknowledgement of Responsibilities in order to be successful in our program. This includes the completion of adequate amounts of work each learning period (with an appropriate level of accuracy and commitment to work quality), attending scheduled meetings with the VCA Mentor on a monthly basis, following the signed Academic Growth Plan (if applicable), completing original work and attending mandated testing (internal/local and state testing). The school is committed to student achievement and progress and it is important to determine if the personalized learning model is appropriate for each student. It does not serve students to keep them in the program if they are not learning and gaining skills.

### Non-Compliance Notification

When a student is not meeting their Master Agreement and Acknowledgement of Responsibility obligations, the VCA Mentor is required to follow the Non-Compliance Protocol.

Non-compliance notifications are issued for the following:

- The student fails to complete at least 80% of the work assigned in each core subject area in a learning period.
- The student's work is incomplete or of poor quality earning non-passing grades.
- The student is not completing the intervention activities outlined in the Academic Growth Plan (if applicable).
- The parent and/or student missed a scheduled meeting with the VCA Mentor. If the Parent and/or Student are unable to attend a scheduled meeting due to illness or a family emergency, you must contact the VCA Teacher immediately to reschedule.
- The parent and/or student repeatedly reschedules required meetings with the VCA Mentor.
- The student plagiarized, copied, or turned in work not completed by the student.

Students who establish a pattern of not meeting their obligations may not be appropriate for our Personalized Learning Program. If a student has three occurrences in a year, they may be dis-enrolled. A student may have a gap in time between non-compliant occurrences, or they may go through the three occurrences consecutively. For the student's sake, it is best to determine, as quickly as possible, if they are appropriate for our program and capable of working on their own.

### First Occurrence:

- The VCA Mentor will complete the Non-Compliance Notification (NCN) for delivery to the student's parent.
- The VCA Mentor will schedule a meeting with the parent and student and discuss the action of non-compliance and the action plan to correct the lack of compliance.
- A second meeting date is scheduled in a week to review work to be completed and to evaluate progress with the action plan.
- The VCA Mentor, parent, and student sign the NCN and it is placed in the student's file.
- A copy of the NCN is emailed to the School Director.

**Follow-Up Meeting in one week:**

- If the student has completed the actions outlined in the NCN by the second meeting, no further action is needed.
- If not, the VCA Mentor will proceed to the second occurrence.

**Second Occurrence – VCA Teacher will:**

- Fill out a second Non-Compliance Notification. (Distributed as stated above, amend attendance to reflect lack of compliance during the current five-day period).
- Schedule a meeting with the parent/student/mentor and the Director or designee.
- The group discusses the student's ability to be successful in an personalized learning model and may suggest disenrollment from the program if progress isn't made toward compliance.
- Corrective actions outlined in the NCN are due within five school days.

**Follow-Up Meeting:**

- If the student has completed the actions outlined in the NCN by the second meeting, no further action is needed.
- If not, the VCA Mentor will proceed to the third occurrence.

**Third Occurrence – VCA Teacher will:**

- Fill out a third Non-Compliance Notification. (Distributed as stated above.) Schedule a meeting with the parent, student, and the School Director.
- The School Director may determine that the student is not able to meet the VCA requirements and will be dis-enrolled from VCA due to non-compliance.

Please review the First Non-Compliance Notification on the next page. The second and third occurrence notifications outline the following actions:

The **second occurrence** requires a meeting with the VCA Director, VCA Mentor, parent/legal guardian, and student to discuss concerns and plan for improvement. Failure to remedy non-compliance actions may indicate that VCA's personalized learning program is not an appropriate placement for the student.

The **third occurrence** requires a meeting with the VCA Director, VCA Mentor, parent/legal guardian and student to discuss possible dismissal from Vitalis Charter Academy.

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Vitalis Charter Academy  
**Non-Compliance Notification**

**First Occurrence**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

VCA Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Period start date: \_\_\_\_\_ Learning Period end date: \_\_\_\_\_

This form serves as notification that your child has not met the minimum standards for Vitalis Charter Academy as outlined in the signed Master Agreement (MA) and Acknowledgement of Responsibilities (AoR) and/or the student's Personalized Learning Plan (PLP) if applicable. **The first occurrence requires a documented conference with the VCA mentor, parent/legal guardian and student to discuss concerns and plan for improvement.**

The Master Agreement, Acknowledgement of Responsibilities, and PLP (if applicable) outline the following:

- The student must complete a minimum of 80% of all assignments in each core subject area, each reporting period.
- The student must complete the intervention activities outlined in the PLP each reporting period (if applicable).
- The parent and/or student agrees to meet the VCS mentor on a scheduled basis no less than once every 20 school days.
- The student and parent understand and agree that all assignments completed must be the student's own work and not copied or plagiarized.
- The parent agrees that the student will participate in the VCA internal and state assessment sessions when scheduled.

Non-compliance:

- Student failed to complete an adequate amount of work.

Subject area(s): \_\_\_\_\_ Percent of work completed: \_\_\_\_\_

Days of attendance possible: \_\_\_\_\_ Days of attendance earned: \_\_\_\_\_

- Parent/Student missed a scheduled meeting.

Date(s): \_\_\_\_\_

- Parent/Student consistently rescheduled meeting(s) with VCA Mentor

Date(s): \_\_\_\_\_

Student did not complete the activities outlined in their Academic Growth Plan.

Subject area(s): \_\_\_\_\_

Percentage Completed: \_\_\_\_\_ Description: \_\_\_\_\_

Student did not turn in original work or plagiarized. Description:

\_\_\_\_\_  
\_\_\_\_\_

Student missed scheduled assessment session(s).

Type of assessment: \_\_\_\_\_ Date: \_\_\_\_\_

Plan for Improvement:

\_\_\_\_\_  
\_\_\_\_\_

Action(s) required for compliance of the above plan for improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s) when action(s) will be complete: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

VCA Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Educational Materials

There are three ways that a parent can receive educational materials and curriculum:

- Parents, with assistance from their VCA Mentor, choose which materials their child(ren) will use. The parents review the appropriate catalogs, talk with their VCA Mentor, and decide on the appropriate curriculum for each course of study. VCA has many approved educational materials and curricula choices available for parent selection. VCA Mentors order core curriculum materials and arrange for pick up or delivery to families.
- Supplemental Educational materials orders can be placed by your VCA Mentor if items needed are not available through the above-mentioned resources.
- The school Online Library, which is stocked with a variety of educational materials and curriculum. When available, orders can be placed online and picked up from the VCA Mentor.

## Library

The school has an excellent selection of curriculum and educational materials in the Curriculum Library/Resource Center. The Resource Center is open year-round and VCA Mentors and families are encouraged to visit, browse, and check out materials. Core curriculum can be reviewed at the library. The Resource Center is open daily during school hours.

Our library is also available online at the school website.

- Parents, students, and VCA Mentors can go on the website to find materials they wish to put on hold for check out.
- Each student has an account number that they use to put items on hold. VCA Mentors give account numbers of students to each of their families.
- The librarian will check requests several times a week and pull items requested.
- The requested library items will be held at the Resource Center for families.
- Orders may also be picked up at the Resource Center.
- If parents cannot pick up items, the VCA Mentors will be notified and will be responsible for delivery to the students.

**Note:** All non-consumable materials provided to the student are the property of the school. Families must return the materials to the VCA Mentors when the student is finished using them for their educational program. The VCA Mentors will inventory the materials and return them to the school at that time. If these materials are not accounted for at the end of the school year, the VCA Mentors will inform the Librarian and families will be held responsible for the cost or replacement of missing items. The charter reserves the right to withhold files and transcripts if a student disenrolls with an outstanding bill (e.g., materials are not returned or have been

destroyed). If materials are not returned at the end of a school year, new materials will not be delivered to the student.

### **Chromebooks for Student Use**

VCA promotes the use of computer technology in its instructional program in order to facilitate learning and teaching. The VCA library has Chromebooks available for students to check out for home use. Parents may request a Chromebook using a form provided by the VCA Mentor. The parent must fill out the Device Checkout Policy on the form which includes the rules for Chromebook use. The technology device is for school use only and may not be used by the parent or the student for personal business or entertainment. Parents are responsible for notifying the school if the technology device is damaged and may be responsible for repair costs or replacement.

VCA will use a web filtering application on all school laptops and Chromebooks. The program will be chosen to help provide a safe, more productive digital experience for our students. Web filtering, device management, self-harm detection, and a parent application that is easy to use while adhering to data privacy and management laws. Parents will receive a welcome email upon enrollment. The email will include directions for setting up a username and password on the application. Parents are encouraged to download the Home App to monitor student activity.

### **The following items MAY be purchased by the school for student use:**

#### Textbooks

- Age (skill) appropriate
- Teacher editions (when appropriate)
- Workbooks
- Reading literature
- Printed materials related to subject/course of study

#### Full Curricula

- Complete courses
- Curriculum materials that include text, teacher edition, workbook
- Approved online courses for middle school and high school (see High School Guide)

#### Audio/Visual Materials

- Video, DVAs, CDs
- All materials must be an instructional resource and related to subject/course of study

#### Online High School Courses

- Core courses and elective courses
- Choices of different online publishers



#### Computer Software

- Software related to subject/course of study.
- All materials must be directly related to the skill development and support the semester courses.

#### Instructional Kits

- Kits related to subject/course of study.
- All kits must be an instructional resource.

#### Manipulative Materials

- Materials related to subject/course of study.
- All materials must be an instructional resource (i.e. counters, base-ten blocks, anatomy models).

#### Art Materials

- Students may order art supplies valued at \$60 or less per year.
- The student Master Agreement must include a subject or course of study related to art. Orders will be placed after October.
- All materials must be an instructional resource (i.e. brushes, paints, clay, colored art pencils).

#### **The following items may NOT be purchased for student use:**

##### Religious Curriculum or Materials

- Materials that would not meet guidelines pertaining to the separation of church and state.

##### Physical Education

- Physical education materials including, but not limited to; balls, scooters, jump ropes or other sports equipment.

##### Miscellaneous Materials

- Dangerous/toxic items including, but not limited to, adhesives, sealants, chemicals, knives or other sharp instruments.
- Costumes, uniforms or clothing of any type.
- Non-instructional audio/visual materials, games, or software, such as musical or entertainment compact discs, audio or videotapes.
- Toys without an educational purpose.
- Hard assets such as furniture, fish tanks, book cases, etc.
- Non-required or supplemental community college course curriculum.

## Community Partners Program/Vendor Course Instruction (VCI)

Our school has agreements with VCI's to offer enrichment and instruction in elective and core subject areas. Each student, with agreement from the VCA Mentor, has the opportunity to take advantage of the activities/lessons offered by the school's VCI's. An appropriate and corresponding course must appear on the student Master Agreement and be part of their personalized learning plan.

**Amount Allowable:** The maximum amount the school can cover is \$120 per student per month. This may be a combination of multiple courses. If a student exceeds the \$120 per month limit, the parent is responsible for paying the VCI the amount of the overage.

**VCI Enrollment Process:** Enrollment opens at the beginning of each semester, and families have until the last day of LP2 (in the first semester) and LP6 (in the second semester) to submit their requests.

- Before a student can begin an EP activity or lesson, the parent must sign a "Family Community Partners Program/VCI Policies Agreement Form" (Available on the school website, or from your VCA Mentor.)
- Parents review the list of VCI's and contact the partner to let them know they are interested in using their services.
- After the VCI is chosen, the parent needs to complete a "VCI Request Form." The form is available on the school website, or it can be provided by your VCA Mentor.
- Once the "VCI Request Form" has been completed, including all required signatures and the amount requested per month, the form can be turned in to the student's VCA Mentor or emailed/faxed to the main VCA office.
- Families will receive notification via email from the VCA office that the student may begin the VCI activity or lesson. **Activities or Lessons attended before you receive written notification from the VCA administrative office will not be paid for by the school.**

**Missed Lessons:** VCA cannot pay for a missed VCI lesson/session. If a student does not attend a scheduled activity or lesson, the parent will need to communicate with the Community Partner and accommodate the VCI's policy on absences.

**Gym Memberships:** If a student has a gym membership, they must attend the gym a minimum of 4 times a month. Failure to meet the minimum attendance requirement will result in immediate cancellation of VCA payment for the membership. Families should also check with the gym to find out their membership cancellation policy.

Withdrawal from VCI: Students who cancel a Community Partners Program/VCI mid-semester will not be allowed to begin a new VCI activity/lesson until the start of the next semester. Any time a student withdraws from a VCI activity/lesson prior to the end of the school year, an VCI Cancellation Form must be completed online. No VCI cancellation form is needed at the end of the school year.

VCI Contact Information:

If you have additional questions regarding VCI processing, contact your student's VCA Mentor or the school Director.

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## High School Information

This section of the handbook is a brief overview of our high school program. VCA has a High School Guide and Catalog that is more thorough outlining all aspects of the program.

VCA is an accredited public high school chartered by the State of Wyoming. If you have students enrolled in elementary and middle school, you will find that there are differences between the K-8 and the high school program.

Our school is committed to providing an exemplary high school program that includes: college preparatory courses, concurrent enrollment with community colleges, online course options, career technical education courses, a wide array of curriculum choices to meet student interests and needs, a college and career preparation program, Career Technical Educational Pathways and the assistance of the Academic Advisor.

Starting in the ninth grade, students take specific courses for credit toward graduation. The school requires 270 credits to earn a Wyoming high school diploma. Please see the course requirements below. There is a general education option and a college preparatory option. Students intending to go to a four-year college or university directly after graduation will need to follow the college preparatory course plan of study.

High school students receive credits for a course of study with specific course descriptions. We award credit when our credentialed VCA Mentor assigns, evaluates, and reports a student's completion of work for each course.

As a student completes courses, the school keeps a record of the course, grade, and credits earned on a transcript. This transcript is a permanent record of student progress toward a diploma that will follow a student to other high schools if applicable, and when complete, to colleges and universities to which a student may apply, to technical/vocational schools, or to future employers. If a student comes to our school from another high school, our staff transcribes the previous school's coursework, credits, and grades to a VCA transcript.

### Courses Needed for Graduation

The goal at the end of four years of high school is to earn a Wyoming High School diploma. To receive a high school diploma, a student must complete and pass the required VCA coursework of 270 credits, including Algebra I or higher and a College and Career Readiness course. Please see the [course requirements worksheet](#).

Each year, the VCA Mentor and/or the Academic Advisor will help the student make a plan that lists courses to be completed each semester. The plan is individualized and will be guided by the educational and post-high school goals of each student. This plan will reflect the level of rigor of the chosen academic course of study (General Education Plan). This plan is reviewed yearly and may change if a student's educational goals and plans change.

Our school offers our high school students an opportunity to explore different college and career paths through the college and career readiness program. This program enables students to develop the knowledge, skills, and attitudes needed to successfully:

- Examine their own lives.
- Explore and evaluate a wide range of education and career options.
- Make reasoned and researched goals for their future.

This college and career course is required for graduation from our school for all incoming high school students. Students will receive 5 credits for the course. The completion of the course includes online course work, weekly attendance and participation, and an end-of-semester presentation.

Students may also further their career exploration by receiving credit for career exploration, career technical education course completion, internships, job shadowing, and service learning.

The school offers student field trips to colleges, college fairs, and career days throughout the school year. All high school students are encouraged to attend.

### **Career Technical Education**

VCA offers Career Technical Education (CTE) courses and CTE Pathway Programs (a set of courses in one career area). These courses are designed to provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers. Each VCA high school student has the opportunity to take a series of courses to complete a pathway and receive a certificate of completion. Participation in VCA's CTE program will provide opportunities for employment and/or associate, bachelor's and advanced degrees, while at the same time developing career-relevant, real-world 21st Century skills.

Each pathway requires a minimum of 300 hours of coursework. This equals a minimum of 3 courses of study, including an introductory course, a concentrator course, and a capstone course. Courses must be taken in sequential order. Please consult your VCA Mentor or Academic Advisor for the specific courses needed for any pathway completion.

**VCA offers pathways in the following areas:**

- Business Management
- Engineering Design
- Family and Human Services
- Food Service and Hospitality
- Forestry and Natural Resources
- Emergency Response (Fire Science)
- Information Support and Services
- Patient Care
- Agricultural Science
- Animation
- Visual/Commercial Art
- Game Design
- International Business
- Child Development
- Cosmetology
- Biotechnology
- Mental and Public Health
- Networking
- Systems Programming
- Web and Social Media Programming
- Games and Simulations
- Marketing
- Entrepreneurship
- Public Safety
- Emergency Response
- Legal Practices

Discuss your interest in completing a CTE Pathway with your VCA Mentor and refer to our High School Course Catalog for further information on course offerings within the different pathways.

**Course Load**

The typical schedule for high school students includes 30 credits or six credit courses per semester. The maximum number of credits allowed per semester without the Director's approval is 45. If a student wishes to take more than 45 credits per semester, determination of the appropriateness of "acceleration" will be made after consultation with the Director, VCA Mentor, and Academic Advisor on the following criteria:

- Strong grades
- Grade-level coursework (not remedial or for credit recovery)
- A strong indication that the student will be successful with an accelerated schedule

WY Ed Code requires that, in order to be a full-time student, HS students must take 30 credits a semester with the following exceptions:

- Seniors (12th grade) may take 20 credits per semester to fulfill remaining graduation requirements.
- Students participating in concurrent enrollment at the community college may have fewer than 30 credits, however, each semester a student must be enrolled in a minimum of 20 VCA credits and no more than 11 college units.

High School Students must be enrolled in our school for at least one entire semester in order to receive a diploma from the school.

Parents, students, and VCA Mentors work together each semester to write the Master Agreement outlining courses and curriculum choice (textbook, online, community college).

### **Repeated Courses:**

Students cannot be assigned to repeat a course except under either of the following conditions:

a. The student received a grade of F in the course.

**Or**

b. The student received a D in the course and they wish to take the course for a better grade. Credits for the course can only be issued one time. For example, if a student received a D and received 5 credits, they may repeat the course to earn a higher grade but will not be issued credits again for the course. The student's parent or guardian (or the student if he or she is 18 or older) must give written consent to the assigned repeated course for the purpose of improving a lower grade and the director must determine that the students will benefit from the repeated course.

**Or**

c. The course is designed to be taken more than once and the students are exposed to a new curriculum each year.

### **How Much Time Should Be Spent Studying Each Day?**

Personalized learning is an alternative to a traditional school. Students should expect to spend at least the equivalent of a fifty-minute class period every school day for each semester course taken.

Note: Rigorous College Prep courses may take more time.

### **Grading in High School**

The grade scale below represents the degree to which the student has mastered the content and standards being presented. VCA Teachers evaluate all high school student course work.

For classes where the grade is quantifiable, the following scale applies:

A = 90 -100% mastery of content presented

B = 80 -89% mastery of content presented

C = 70-79% mastery of content presented

D = 60-69% mastery of content presented

F = Failure to master at least 60% of the content presented

### **Community College Coursework**

We are very fortunate in Wyoming to have a Community College system that allows high school students to take college classes and earn high school credits and college units at the same time. VCA encourages its students to take advantage of the opportunities a community college offers.

High School students must be enrolled in a minimum of four VCA high school courses (20 credits) at the same time they are enrolled in any community college classes. Community college concurrent enrollment guidelines stipulate that while attending high school, a student may only be enrolled in up to eleven (11) community college units per semester. Our school recommends that a student begin by taking only one college course to familiarize the student to college course rigor. If a student is successful completing college courses, our school may approve up to three college courses per semester with units totaling no more than 11 college units.

Please note the following: Students should be aware that course content for college courses is not altered for concurrently enrolled high school students, and is intended for adults. Therefore, if there is any question of the suitability of a course, please contact the Community College course instructor before registering for the course.

Also, VCA accepts no responsibility for the supervision of concurrently enrolled students and is released from responsibility for students' class selection.

Community College courses are an excellent way for students to earn high school credit.

College course units convert to high school credits in the following manner:

1 unit college course = 3 high school credits

2 unit college course = 7 high school credits



3 unit college course = 10 high school credits

4 unit college course = 13 high school credits

5 unit college course = 17 high school credits

If your high school student would like to consider taking community college courses while attending our school, consult with your VCA Mentor, and/or the Academic Advisor. The school must approve of the courses the student is taking and will make sure the courses fit into the high school requirements and student's graduation educational plan. Policies and procedures are outlined in the High School Guide and Course Catalog.

VCA will purchase or rent the textbooks required for Community College courses. High School students registering for a college course are responsible for paying college registration fees (campus, health, and if applicable material course fees). College course textbooks purchased by VCA must be returned to the VCA library at the end of each semester. Textbooks rented by VCA for the student from the college bookstore must be returned to the college on the last day of the college course. If books are not returned to the proper venue in the proper time frame, parents will be billed and responsible for the cost of the book(s). If the school is not reimbursed for the textbooks, we will not rent or purchase books for any community college courses.

As questions arise, please feel free to contact VCA Director, at the Cody Resource Center area at [director@vitalischarteracademy.com](mailto:director@vitalischarteracademy.com) or call the front office. More detailed information on all High School policies and procedures can be found in the High School Guide and Catalog found on our website: [www.vitalischarteracademy.com](http://www.vitalischarteracademy.com).

Please find the high school graduation requirement checklist below:

## **High School Graduation Requirements**

The following chart outlines VCA course requirements for General Ed and Hathaway eligible.

<b>Subject</b>	<b>General Ed. &amp; Pathways</b>		<b>Hathaway</b>	
<b>English</b>	<b>Course</b>	<b>40</b>	<b>Course</b>	<b>40</b>
	English I	10	English I	10
	English II	10	English II	10
	English III	10	English III	10
	English IV	10	English IV	10
<b>Mathematics</b>		<b>40</b>		<b>40</b>
<i>In order to earn a high school diploma, all high school students must pass an Algebra 1 course or high</i>	Basic Math	10	Algebra	10
	Pre-Algebra	10	Geometry	10
	Algebra I	10	Algebra II	10
	Algebra IA/IB	10	Trig/Pre-calculus	10
	Geometry	10	Calculus	10
	Algebra II	10	Integrated Math I	10
	Integrated Math I	10	Integrated Math II	10
	Integrated Math II	10	Integrated Math II	10
	Integrated Math III	10		
<b>Science</b>		<b>30</b>		<b>40</b>
<i>For Hathaway One year may include an "additional science" course</i>	Earth or Physical Science	10	Earth or Physical Science	10
	Life Science	10	Biology	10
	Computer Science	10	Chemistry	10
			Additional Science	10
<b>History/Social Science</b>		<b>30</b>		<b>30</b>
	World History	10	World History	10
	US History	10	US History	10
	US Government	5	US Government	5
	Economics	5	Economics	5
<b>Physical Education</b>		<b>10</b>		<b>10</b>
<b>Health</b>		<b>10</b>		<b>10</b>
<b>Electives</b>		<b>110</b>		<b>100</b>
<i>For Hathaway 2 of the 4 must be sequenced</i>	Fine/Performing Arts (FPA)		Fine/Performing Arts (FPA)	
	Foreign Language (FL)		Foreign Language (FL)	
	Career and Technical Education (CTE)		Career and Technical Education (CTE)	
<b>Total</b>		<b>270</b>		<b>270</b>
A <b>TOTAL of 270</b> credits are required for graduation. Students enrolled in 9-11 grade must be enrolled in at least 7 classes a year. Seniors must carry at least 6 classes a year.				

## Curriculum Library/Resource Center Use and Protocols

VCA has a Curriculum Library for student use in Cody. Wyoming Department of Education has directed our school to follow the state immunization laws for students at this school site. Therefore, students who are not fully immunized are not able to attend the supplementary course options that may be offered at the site. Our efforts will be to provide virtual course opportunities to students who are not able to attend in person. Families may come to the library to browse and check out books. Parents are allowed to come onto the campus regardless of their immunization status but children visiting the library must be fully immunized.

### Cell Phone Policy

Cell phones must be turned off and put away during small group classes unless otherwise directed by a school staff member. Cell phones are prohibited during i-Ready and State testing.

### School Dress Code

It is important for students to come to any school site dressed appropriately. We ask all students who come to the main Alturas office or the Mtn. View Resource Center to follow the guidelines below:

- Sleepwear (pajamas, slippers, etc.) is not allowed at school.
- Halter tops, low cut tops, tube tops/dresses, mesh shirts, sheer clothing, spaghetti straps, racer backs, and half shirts are not to be worn at school. Undergarments (including bra straps) should not be seen.
- Midriffs must be completely covered.
- Short shorts are not allowed. Shorts are allowed providing that they have no holes or excessive frays, and are past longest fingertip length when in a standing, relaxed shoulder position.
- Leggings/tights must have a top that qualifies as shorts length.
- Clothing with inappropriate logos, sayings or pictures is not to be worn at school.
- Pants must not have excessive or revealing rips, holes or frays.
- Sagging pants or shorts are not allowed.

### Prohibited Misconduct at School Sites or Events

VCA is dedicated to protecting the safety and well-being of all VCA students and staff members. The following is an overview of the “No Tolerance” policy and procedures that can be found in their full form in our charter petition. Student misconduct at a school site or event may lead to suspension or expulsion.

Prohibited misconduct while on school grounds or during a school sponsored activity include, but are not limited to the following:

- Possession of any weapon (includes knives).
- Any threat to cause physical injury to another person.
- Possession of any controlled substance or tobacco product.
- Attendance at a school site or at an event while under the influence of alcohol, a controlled substance, or any tobacco product.
- Attempting to sell a controlled substance or tobacco product.
- Robbery or extortion (attempted or committed).
- Damage to school property (attempted or committed).
- Commitment of an obscene act.
- Engaging in habitual profanity or vulgarity.
- Sexual assault (attempted or committed).
- Harassing, threatening, intimidating, or hazing another student.
- Threats against school officials and/or school property.
- Engaging in an act of bullying (in person or electronically).

The following actions will be initiated if a student engages in any prohibited misconduct:

1. School staff will evaluate the threat caused by the prohibited conduct and implement evacuation procedures if necessary.
2. If there is no immediate threat to students and staff, the student's parent/guardian will be contacted and the student will be removed from classroom and/or school activity.
3. Information about the misconduct will be shared with the parent/guardian.
4. A conference with the School's Director or designee will be scheduled within 2 days of the offense to include the student, his or her parent(s), and the VCA Teacher or other school employee involved.
5. If warranted, the parent will be asked key threat assessment questions in regard to the offense to determine any future risk to students or staff.
6. The student will be given an opportunity to explain the reason for misconduct.
7. A determination will be made by the School's Director or designee as to the consequences of the misconduct. The consequences may include suspension or expulsion.

## Opportunities for Parent Participation

### Board of Directors:

VCA is governed by the Vitalis Charter Academy Governing Board, whose major roles and responsibilities include establishing and approving all major educational and operational policies, final approval on all major contracts, final approval on the school's annual budget, overseeing the school's fiscal affairs, and selecting, evaluating and supervising administrative staff. The Board has five to seven members and the effort is to have representation from each county that we serve. Board terms are two years and a member can elect to stay on the board longer if interested and approved by the other board members. The Board meets monthly. All meetings are open to the public and the agendas and minutes are posted. We welcome any parents and/or students who want to know more about our school and would like to attend a meeting.

### Parents Advisory Council (PAC):

In addition to the corporate Board of Directors, the school has a Parent Advisory Council to the Governing Board representing all primary educational partners with the charter, including parents and students. The Parent Advisory Council is established to provide a means for parents and students to be involved in the governance of the school to review program performance, discuss issues of importance to any and all groups associated with the schools, and recommend program improvement ideas to the Board of Directors. Meetings of the PAC are held a minimum of 4 times per year. The Advisory Council could be made up of:

- The Director or designee;
- Two (2) VCA Staff Members;
- Three (2) parents of enrolled students;
- Two (2) high school students enrolled in the school;

### Field Trips:

Our effort is to have one field trip per month throughout the year. These trips are an excellent opportunity to meet other families and to expose your children to a wide variety of educational experiences in our communities.

VCA covers the cost of most field trips. It is important that parents attend the trips that they sign up for or notify our Field Trip Coordinator if they are unable to attend so we can fill spots with students from the waiting list.

### Field Trip Protocol:

In an effort to minimize field trip no-shows, field trip procedures will be implemented.

## **The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99)**

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): School officials with legitimate educational interest;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies and/or
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, schools must tell parents and eligible students about directory

information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.

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## Potential Daily Schedule for VCA Students

### Morning Routine: 7am-9am

- Wake up - Breakfast - Get Ready - Morning Activities

### Core Studies: 9am-11:30am

- Math - ELA - Writing - Independent Work

### Lunch Break: 11:30am-12:15pm

- Lunch - Play

### Core Studies/Interest Studies: 12:15pm-3:00pm

- Science - Social Studies - Projects - Vendors Options - Learning Center Classes - Online Hybrid Courses

Morning and Afternoon Core Studies could be interchangeable based on live classes students sign up for or Vendor scheduled sessions.



Name	Email	Date Added	School Models
Kerri Peterson	[REDACTED]	5-14-2024 08:05 PM (MDT)	Yes
Lisa Oilar	[REDACTED]	5-7-2024 02:24 AM (MDT)	No
Claudia Loveland	[REDACTED]	5-16-2024 06:22 PM (MDT)	Yes
Tara Kelley	[REDACTED]	5-10-2024 10:28 AM (MDT)	Yes
Cathy Williams	[REDACTED]	5-18-2024 04:59 PM (MDT)	Yes
Josie Parsons	[REDACTED]	5-16-2024 11:05 AM (MDT)	No
Carter Roemmich	[REDACTED]	5-19-2024 07:36 PM (MDT)	No
Amanda Parks	[REDACTED]	5-16-2024 05:37 PM (MDT)	Yes
Bethany Holso	[REDACTED]	5-20-2024 08:39 AM (MDT)	Yes
Tara Lord	[REDACTED]	5-21-2024 07:20 PM (MDT)	Yes
Natalee Giacoletto	[REDACTED]	5-29-2024 08:22 PM (MDT)	
Chrissy Lennon	[REDACTED]	5-3-2024 04:23 PM (MDT)	Yes
Emily George	[REDACTED]	5-16-2024 10:54 PM (MDT)	No
Erika Fenwick	[REDACTED]	6-8-2024 08:12 PM (MDT)	No
Nikki Leck	[REDACTED]	5-16-2024 12:14 PM (MDT)	No

What are your favorite things about homeschooling?

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Freedom of mobility.,Flexible schedule.,Instill family values.

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

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More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

Curriculum choice and flexibility.

Curriculum choice and flexibility.,Interest based learning.,Flexible schedule.,Instill family values.

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

More time together as a family.,Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social in

More time together as a family.,Freedom of mobility.

Curriculum choice and flexibility.,Peace of mind knowing children's day to day tasks and social interaction.,Freedom of mobility.,Flexible schedule.,Instill f

Curriculum choice and flexibility.,Interest based learning.,Peace of mind knowing children's day to day tasks and social interaction.,Flexible schedule.

Why you homeschool

Not triving in public school. One size fits all . Eligibility to participate in sports while no help.

I love being my sons teacher

Not currently homeschooling, but have been seriously considering it. My 3 kids don't like the school here in Burlington. I feel there's a lot of emphasis pu

I want to make sure that the innocence of my children is preserved for as long as possible. We have experienced bullying, sexual harassment, and other  
es.

To spend more time together as a family.

My child hates brick And mortar schools

We haven't yet- we use public school

I have sent my kids to public school for social interaction.

I wanted to choose a curriculum tailored for my children so they can progress at their own pace and not be held back by the public school system. I also  
es.

I appreciate being in control of what my children are learning. I like to be able to include our gospel study into our learning.

Strengthen family relationships and allow more flexibility for my children's abilities

We are at Veritas in Cody and I fought heavily for the school choice bills (we started at a PUBLIC classical school in Casper). But, I have two dyslexic ki

Beneficial resources	Need More of	Instructor	Current School Model
Science materials (microscope, telescope)	Elective classes in person or virtually, Subject specific tutoring,	Ex	Traveling Homeschool
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Homeschool
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Classroom
Musical Instruments (guitar, drums, violir)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Homeschool
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Homeschool
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Other
Math Manipulatives (games, base ten blocks)	Subject specific tutoring, Exploratory or interest based	Yes	Traditional Classroom
Musical Instruments (guitar, drums, violir)	Exploratory or interest based learning opportunities, Ce	Yes	Traditional Classroom
Science materials (microscope, telescope)	Exploratory or interest based learning opportunities, Pa	Yes	Traditional Classroom
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Homeschool
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Homeschool
Curriculum Options (on site to compare)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Classroom
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Classroom
Science materials (microscope, telescope)	Group Field Trips, Elective classes in person or virtually	Yes	Traditional Classroom

Number of Students Experiences in Other Schools

Anything € What do you want to

- 2 Negative social interactions.,Learning not individualized for students learning needs.,Learning spe Hands on experience
- 2 Too much seat time.,Negative social interactions.,Learning not individualized for students learning needs.,Lack of time w
- 3 Too much seat time.,Negative social interactions.,Learning not individualized for students learning Flexibility, innovation
- 3 Too much seat time.,Negative social interactions.,Learning not individualized for students learning Enrichment experien
- 2 Negative social interactions.,Learning not individualized for students learning needs.,Learning speed to fast or slow for y
- 1 Too much seat time.,Lack of time with family. I'm excite Access to socializatio
- 1 Too much seat time.,Negative social interactions.,Learning not individualized for student No Focused teaching
- 6 Negative social interactions. I would lov More hands on learn
- 2 Too much seat time.,Negative social interactions.,Learning not individualized for student My kids w Social skills training,
- 2 Too much seat time.,Negative social interactions.,Learning not individualized for student I think wh: I'd want options for e
  
- 4 Too much seat time.,Negative social interactions.,Learning not individualized for students learning Funding for supplies,
- 6 Too much seat time.,Learning speed to fast or slow for your student.,Lack of time with family.,Other Help finding curriculu
- 3 Too much seat time.,Negative social interactions.,Learning not individualized for students learning needs.
- 3 Negative social interactions.,Learning speed to fast or slow for your student. Even if we stay with '

see

es

with family.

, teaching kids to be self motivated. Having kids teach each other.

ces and a true individualized learning plan.

our student.,Lack of time with family.

on and group activities

ing

ability to spend more time on difficult subjects (or try a new approach) & more efficiently move through easier subjects  
lectives in subjects that it is hard to teach in the home like science, etc. I'd also love educational field trips and social

& opportunity for experience based learning. Variety of curriculums.

ims that will work, from someone knowledgeable.

veritas, I'd love to have access to classes like shop class and woodworking or other specific classes that Veritas can't

**Vitalis Charter Academy**  
**Certificated Salary Schedule 2025-2026**

Mentor Teacher			Mentor Teacher w/ Live Classes		
Step (YOS)	Annual Base FTE Pay Rate	Rounded Pay Rate (per Student)	Step (YOS)	Annual Base FTE Pay Rate	Rounded Pay Rate (per Student)
1	\$55,000	\$2200	1	\$55,000	\$2200
2	\$56,000	\$2240	2	\$56,000	\$2240
3	\$57,000	\$2280	3	\$57,000	\$2280
4	\$58,000	\$2320	4	\$58,000	\$2320
5	\$59,000	\$2360	5	\$59,000	\$2360
6	\$60,000	\$2400	6	\$60,000	\$2400
7	\$61,000	\$2440	7	\$61,000	\$2440
8	\$62,000	\$2480	8	\$62,000	\$2480
9	\$63,000	\$2520	9	\$63,000	\$2520
10	\$64,000	\$2560	10	\$64,000	\$2560
11	\$65,000	\$2600	11	\$65,000	\$2600
12	\$66,000	\$2640	12	\$66,000	\$2640
13	\$67,000	\$2680	13	\$67,000	\$2680
14	\$68,000	\$2720	14	\$68,000	\$2720
15	\$69,000	\$2760	15	\$69,000	\$2760
25 Students= 1.0 FTE			20 Students + 3 hrs/wk Live Classes		

\*Step Advance Capped at 5 years

Pay Rate Schedule Notes	Mentor Allowances						
<ul style="list-style-type: none"> <li>-Annual work calendar consists of 185 workdays with 175 school days</li> <li>-First year Mentors attend 5 days of orientation in addition to regular staff development</li> <li>-Daily per student pay rates are determined by dividing the annual per student rate by total annual school days (175)</li> <li>-Mentors are paid on a “per student” or “annual” employment agreement. See employee Handbook</li> <li>-FT annual salary is identified above. VCA does not guarantee a Mentor will reach, or remain at, full time status if placed on a “per student” employee agreement.</li> <li>-Fewer than 1.0 FTE will impact WRS credit, salary, and health benefits.</li> <li>-FT Mentors earn 10 sick leave days per school year</li> <li>-FT Mentors do not receive vacation or holiday pay</li> <li>-Initial salary placement is at the Executive Director’s discretion</li> </ul>	<ul style="list-style-type: none"> <li>-Master’s Stipend \$1,500/yr</li> <li>-Training Teacher/Staff \$500/semester</li> <li>-Supplies for 15 or more students \$250/ semester</li> <li>-Technology for 15 or more students \$500/semester</li> <li>-Credentialed Teacher on Leadership Team \$80/meeting</li> <li>-Allowances Earned 10 months (August-May) 50% paid once per semester (September and January)</li> </ul>						
	<b>Health Benefit Eligibility at 1.0 FTE Annual Caps</b>						
	<table style="width: 100%; border-collapse: collapse;"> <tr><td>Employee</td><td style="text-align: right;">\$8000</td></tr> <tr><td>Employee + 1</td><td style="text-align: right;">\$8750</td></tr> <tr><td>Employee + Family</td><td style="text-align: right;">\$10,000</td></tr> </table> <ul style="list-style-type: none"> <li>-Anything above the Cap is an employee out-of-pocket expense</li> <li>-Dental &amp; Vision are voluntary and are not covered under the Cap</li> </ul>	Employee	\$8000	Employee + 1	\$8750	Employee + Family	\$10,000
Employee	\$8000						
Employee + 1	\$8750						
Employee + Family	\$10,000						

**Recommend salary schedule be reviewed every 2-3 years for market comparison and budget sustainability**

Last reviewed March 2024

Vitalis Charter Academy  
Certificated Salary Schedule 2025-2026

Draft



# Surpass Cloud Services Agreement

Last Modified September 2020

This Cloud Services Agreement (this “Agreement”) is a binding contract between you (“Customer,” “you,” or “your”) and Surpass Software LLC (“Provider,” “We,” or “Us”). This Agreement governs your access to and use of the Cloud Services.

THIS AGREEMENT TAKES EFFECT WHEN YOU CLICK “I ACCEPT” OR BY ACCESSING OR USING THE CLOUD SERVICES (the “Effective Date”). BY CLICKING ON THE “I ACCEPT” BUTTON OR BY ACCESSING OR USING THE CLOUD SERVICES YOU (A) ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS AGREEMENT; (B) REPRESENT AND WARRANT THAT YOU HAVE THE RIGHT, POWER, AND AUTHORITY TO ENTER INTO THIS AGREEMENT AND, IF ENTERING INTO THIS AGREEMENT FOR AN ORGANIZATION, THAT YOU HAVE THE LEGAL AUTHORITY TO BIND THAT ORGANIZATION; AND (C) ACCEPT THIS AGREEMENT AND AGREE THAT YOU ARE LEGALLY BOUND BY ITS TERMS.

IF YOU DO NOT AGREE TO THESE TERMS, PLEASE SELECT THE “I DECLINE” BUTTON. IF YOU DO NOT ACCEPT THESE TERMS, YOU MAY NOT ACCESS OR USE THE CLOUD SERVICES.

## 1. Definitions

(a) “Authorized User” means Customer and Customer’s employees, consultants, contractors, students, patrons, affiliated individuals and agents (i) who are authorized by Customer to access and use the Cloud Services under the rights granted to Customer pursuant to this Agreement and (ii) for whom access to the Cloud Services has been purchased hereunder.

(b) “Cloud Services” means the services provided by Provider under this Agreement that are detailed on Provider’s website available at <https://www.SurpassSoftware.com>.

(c) “Customer Data” means, other than Aggregated Statistics, information data, personal information, and other content, in any form or medium, that is submitted, posted, or otherwise transmitted by or on behalf of Customer or any other Authorized User through the Cloud Services.

(d) “Documentation” means Provider’s user manuals, handbooks, and guides relating to the Cloud Services provided by Provider to Customer either electronically or in hard copy form/end user documentation relating to the Cloud Services available at <https://docs.surpass.cloud/docs>.

(e) “Provider IP” means the Cloud Services, the Documentation, and all intellectual property provided to Customer or any other Authorized User in connection with the foregoing. For the avoidance of doubt, Provider IP includes Aggregated Statistics and any information, data, or other content derived from Provider’s monitoring of Customer’s access to or use of the Cloud Services, but does not include Customer Data.

(f) “Third-Party Products” means any products, content, services, information, websites, or other materials that are owned by third parties and are incorporated into or accessible through the Cloud Services.

## 2. Access and Use

(a) Provision of Access. Subject to and conditioned on your payment of Fees and compliance with all other terms and conditions of this Agreement, Provider hereby grants you a revocable, non-exclusive, non-transferable, non-sublicensable, limited right to access and use the Cloud Services during the Term solely for your internal business operations by Authorized Users in accordance with the terms and conditions herein. Provider shall provide you the necessary passwords and access credentials to allow you to access the Cloud Services.

(b) Documentation License. Subject to the terms and conditions contained in this Agreement, Provider hereby grants you a non-exclusive, non-sublicensable, non-transferable license for Authorized Users to use the Documentation during the Term solely for your internal business purposes in connection with use of the Cloud Services.

(c) Downloadable Software. Use of the Cloud Services may require or include use of downloadable software. Provider grants you a non-transferable, non-exclusive, non-assignable, limited right for Authorized Users to use downloadable software we provide as part of the Cloud Services. Any Third-Party Products that consist of downloadable software are subject to the terms of Section 3(e).

(d) Use Restrictions. You shall not, and shall not permit any Authorized Users to, use the Cloud Services, any software component of the Cloud Services, or Documentation for any purposes beyond the scope of the access granted in this Agreement. You shall not at any time, directly or indirectly, and shall not permit any Authorized Users to: (i) copy, modify, or create derivative works of the Cloud Services, any software component of the Cloud Services, or Documentation, in whole or in part; (ii) rent, lease, lend, sell, license, sublicense, assign, distribute, publish, transfer, or otherwise make available the Cloud Services or Documentation except as expressly permitted under this Agreement; (iii) reverse engineer, disassemble, decompile, decode, adapt, or otherwise attempt to derive or gain access to any software component of the Cloud Services, in whole or in part; (iv) remove any proprietary notices from the Cloud Services or Documentation; or (v) use the Cloud Services or Documentation in any manner or for any purpose that infringes, misappropriates, or otherwise violates any intellectual property right or other right of any person, or that violates any applicable law, regulation, or rule.

(e) Aggregated Statistics. Notwithstanding anything to the contrary in this Agreement, Provider may monitor Customer's use of the Cloud Services and collect and compile data and information related to Customer's use of the Cloud Services to be used by Provider in an aggregated and anonymized manner, including to compile statistical and performance information related to the provision and operation of the Cloud Services ("Aggregated Statistics"). As between Provider and Customer, all right, title, and interest in Aggregated Statistics, and all intellectual property rights therein, belong to and are retained solely by Provider. You acknowledge that Provider may compile Aggregated Statistics based on Customer Data input into the Cloud Services. You agree that Provider may (i) make Aggregated Statistics publicly available in compliance with applicable law, and (ii) use Aggregated Statistics to the extent and in the manner permitted under applicable law.

(f) Reservation of Rights. Provider reserves all rights not expressly granted to Customer in this Agreement. Except for the limited rights and licenses expressly granted under this Agreement, nothing in this Agreement grants, by implication, waiver, estoppel, or otherwise, to Customer or any third party any intellectual property rights or other right, title, or interest in or to the Provider IP.

(g) Suspension. Notwithstanding anything to the contrary in this Agreement, Provider may temporarily suspend Customer's and any other Authorized User's access to any portion or all of the Cloud Services if: (i) Provider reasonably determines that (A) there is a threat or attack on any of the Provider IP; (B) Customer's or any other Authorized User's use of the Provider IP disrupts or poses a security risk to the Provider IP or to any other customer or vendor of Provider; (C) Customer or any other Authorized User is using the Provider

IP for fraudulent or illegal activities; (D) subject to applicable law, Customer has ceased to continue its business in the ordinary course, made an assignment for the benefit of creditors or similar disposition of its assets, or become the subject of any bankruptcy, reorganization, liquidation, dissolution, or similar proceeding; or (E) Provider's provision of the Cloud Services to Customer or any other Authorized User is prohibited by applicable law; (ii) any vendor of Provider has suspended or terminated Provider's access to or use of any third-party services or products required to enable Customer to access the Cloud Services; or (iii) in accordance with Section 5 (any such suspension described in subclause (i), (ii), or (iii), a "Service Suspension"). Provider shall use commercially reasonable efforts to provide written notice of any Service Suspension to Customer and to provide updates regarding resumption of access to the Cloud Services following any Service Suspension. Provider shall use commercially reasonable efforts to resume providing access to the Cloud Services as soon as reasonably possible after the event giving rise to the Cloud Services Suspension is cured. Provider will have no liability for any damage, liabilities, losses (including any loss of or profits), or any other consequences that Customer or any other Authorized User may incur as a result of a Service Suspension.

### 3. Customer Responsibilities

(a) **Acceptable Use Policy.** The Cloud Services may not be used for unlawful, fraudulent, offensive, or obscene activity. You will comply with all terms and conditions of this Agreement, all applicable laws, rules, and regulations, and all guidelines, standards, and requirements.

(b) **Account Use.** You are responsible and liable for all uses of the Cloud Services and Documentation resulting from access provided by you, directly or indirectly, whether such access or use is permitted by or in violation of this Agreement. Without limiting the generality of the foregoing, you are responsible for all acts and omissions of Authorized Users, and any act or omission by an Authorized User that would constitute a breach of this Agreement if taken by you will be deemed a breach of this Agreement by you. You shall use reasonable efforts to make all Authorized Users aware of this Agreement's provisions as applicable to such Authorized User's use of the Cloud Services and shall cause Authorized Users to comply with such provisions.

(c) **Customer Data.** You hereby grant to Provider a limited, royalty-free, fully-paid up, non-exclusive, non-transferable and non-sublicensable license to reproduce, distribute, and otherwise use and display Customer Data, including Customer Data incorporated with Aggregated Statistics, and perform all acts with respect to the Customer Data as may be necessary for Provider to provide Cloud

Services to you as provided in this Agreement. You will ensure that Customer Data and any Authorized User's use of Customer Data will not violate any policy or terms referenced in or incorporated into this Agreement or any applicable law. You are solely responsible for the development, content, operation, maintenance, and use of Customer Data. You are solely responsible for compliance with all laws pertaining to collection, use and storage Customer Data.

(d) Passwords and Access Credentials. You are responsible for keeping your passwords and access credentials associated with the Cloud Services confidential. You will not sell or transfer them to any other person or entity. You will promptly notify us about any unauthorized access to your passwords or access credentials.

(e) Third-Party Products. The Services may permit access to Third-Party Products. For purposes of this Agreement, such Third-Party Products are subject to their own terms and conditions presented to you for acceptance within the Cloud Services by website link or otherwise. If you do not agree to abide by the applicable terms for any such Third-Party Products, then you should not install, access, or use such Third-Party Products.

## 4. Service Levels and Support

(a) Service Levels. Subject to the terms and conditions of this Agreement, Provider shall use commercially reasonable efforts to make the Cloud Services available.

(b) Support. This Agreement entitles Customer to support limited to support included in subscription.

## 5. Fees and Payments.

Customer shall pay Provider mutually agreed to service order or statement of work, which are subject to change ("Fees"). Customer shall make all payments hereunder in US dollars on or before the due date. If Customer fails to make any payment when due, without limiting Provider's other rights and remedies: Provider may suspend, in accordance with Section 2(g), Customer's and all other Authorized Users' access to any portion or all of the Cloud Services until such amounts are paid in full. All Fees and other amounts payable by Customer under this Agreement are exclusive of taxes and similar assessments. Customer is responsible for all sales, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any federal, state, or local governmental or regulatory authority on any amounts payable by Customer hereunder, other than any taxes imposed on Provider's income.

## 6. Confidential Information

From time to time during the Term, Provider and Customer may disclose or make available to the other party information about its business affairs, products, confidential intellectual property, trade secrets, third-party confidential information, and other sensitive or proprietary information, whether orally or in written, electronic, or other form or media/in written or electronic form or media, that is/and whether or not marked, designated, or otherwise identified as “confidential” at the time of disclosure (collectively, “Confidential Information”). Confidential Information does not include information that, at the time of disclosure is: (a) in the public domain; (b) known to the receiving party; (c) rightfully obtained by the receiving party on a non-confidential basis from a third party; or (d) independently developed by the receiving party. The receiving party shall not disclose the disclosing party’s Confidential Information to any person or entity, except to the receiving party’s employees or subcontractors who have a need to know the Confidential Information for the receiving party to exercise its rights or perform its obligations hereunder and who are required to protect the Confidential Information in a manner no less stringent than required under this Agreement. Notwithstanding the foregoing, each party may disclose Confidential Information to the limited extent required (i) to comply with the order of a court or other governmental body, or as otherwise necessary to comply with applicable law, provided that the party making the disclosure pursuant to the order shall first have given written notice to the other party and made a reasonable effort to obtain a protective order; or (ii) to establish a party’s rights under this Agreement, including to make required court filings. Each party’s obligations of non-disclosure with regard to Confidential Information are effective as of the date such Confidential Information is first disclosed to the receiving party and will expire five years thereafter; provided, however, with respect to any Confidential Information that constitutes a trade secret (as determined under applicable law), such obligations of non-disclosure will survive the termination or expiration of this Agreement for as long as such Confidential Information remains subject to trade secret protection under applicable law.

## 7. Privacy Policy

Provider complies with its privacy policy available at <https://surpasssoftware.com/privacy-policy> (“Privacy Policy”), in providing the Cloud Services. The Privacy Policy is subject to change as described therein. By accessing, using, and providing information to or through the Cloud Services, you acknowledge that you have reviewed and accepted our Privacy Policy, and you consent to all actions

taken by us with respect to your information in compliance with the then-current version of our Privacy Policy. Customer is responsible to provide its patrons and prospective patrons its own privacy policy as required by applicable law. Customer shall also ensure that it complies with all privacy laws and obtains necessary patron consents and access to personal information when required by law.

## 8. Intellectual Property Ownership; Feedback

As between you and us, (a) we own all right, title, and interest, including all intellectual property rights, in and to the Cloud Services and (b) you own all right, title, and interest, including all intellectual property rights, in and to Customer Data. If you or any of your employees, contractors, or agents sends or transmits any communications or materials to us by mail, email, telephone, or otherwise, suggesting or recommending changes to the Cloud Services, including without limitation, new features or functionality relating thereto, or any comments, questions, suggestions, or the like (“Feedback”), we are free to use such Feedback irrespective of any other obligation or limitation between you and us governing such Feedback. All Feedback is and will be treated as non-confidential. You hereby assign to us on your behalf, and shall cause your employees, contractors, and agents to assign, all right, title, and interest in, and we are free to use, without any attribution or compensation to you or any third party, any ideas, know-how, concepts, techniques, or other intellectual property rights contained in the Feedback, for any purpose whatsoever, although we are not required to use any Feedback.

## 9. Limited Warranty and Warranty Disclaimer

Provider warrants that it provides Cloud Services using a commercially reasonable level of care and skill. THE FOREGOING WARRANTY DOES NOT APPLY, AND PROVIDER STRICTLY DISCLAIMS ALL WARRANTIES, WITH RESPECT TO ANY THIRD-PARTY PRODUCTS.

## 10. Indemnification

Customer shall indemnify, hold harmless, and, at Provider’s option, defend Provider and its officers, directors, employees, agents, affiliates, successors, and assigns from and against any and all Losses arising from or relating to any Third-Party Claim (i) that the Customer Data, or any use of the Customer Data in accordance with this Agreement, infringes or misappropriates such third party’s US intellectual property rights; or (ii) based on Customer’s or any Authorized User’s negligence or willful misconduct or use of the Cloud

Services in a manner not authorized by this Agreement; provided that Customer may not settle any Third-Party Claim against Provider unless Provider consents to such settlement, and further provided that Provider will have the right, at its option, to defend itself against any such Third-Party Claim or to participate in the defense thereof by counsel of its own choice.

## 11. Limitations of Liability

IN NO EVENT WILL PROVIDER BE LIABLE UNDER OR IN CONNECTION WITH THIS AGREEMENT UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE, FOR ANY: (a) CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, ENHANCED, OR PUNITIVE DAMAGES; (b) INCREASED COSTS, DIMINUTION IN VALUE OR LOST BUSINESS, PRODUCTION, REVENUES, OR PROFITS; (c) LOSS OF GOODWILL OR REPUTATION; (d) USE, INABILITY TO USE, LOSS, INTERRUPTION, DELAY OR RECOVERY OF ANY DATA, OR BREACH OF DATA OR SYSTEM SECURITY; OR (e) COST OF REPLACEMENT GOODS OR SERVICES, IN EACH CASE REGARDLESS OF WHETHER PROVIDER WAS ADVISED OF THE POSSIBILITY OF SUCH LOSSES OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEEABLE. IN NO EVENT WILL PROVIDER'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT UNDER ANY LEGAL OR EQUITABLE THEORY, INCLUDING BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE EXCEED THE TOTAL AMOUNTS PAID TO PROVIDER UNDER THIS AGREEMENT IN THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT GIVING RISE TO THE CLAIM.

## 12. Term and Termination

(a) Term. The term of this Agreement begins on the Effective Date and will continue until the Agreement is modified or service is terminated (the "Term").

(b) Termination. In addition to any other express termination right set forth in this Agreement:

(i) Provider may terminate this Agreement, for any reason upon thirty (30) days' advance notice.



(ii) either party may terminate this Agreement, effective on written notice to the other party, if the other party materially breaches this Agreement, and such breach: (A) is incapable of cure; or (B) being capable of cure, remains uncured 30 days after the non-breaching party provides the breaching party with written notice of such breach; or

(iii) either party may terminate this Agreement, effective immediately upon written notice to the other party, if the other party: (A) becomes insolvent or is generally unable to pay, or fails to pay, its debts as they become due; (B) files or has filed against it, a petition for voluntary or involuntary bankruptcy or otherwise becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law; (C) makes or seeks to make a general assignment for the benefit of its creditors; or (D) applies for or has appointed a receiver, trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business

(c) Effect of Termination. Upon termination of this Agreement, Customer shall immediately discontinue use of the Provider IP. No expiration or termination of this Agreement will affect Customer's obligation to pay all Fees that may have become due before such expiration or termination or entitle Customer to any refund.

(d) Survival. This Section 12(d), Sections 5, 6, 10, 11, 14, 15, 16, and 17, and any right, obligation, or required performance of the parties in this Agreement which, by its express terms or nature and context is intended to survive termination of this Agreement, will survive any such termination.

## 13. Modifications

You acknowledge and agree that we have the right, in our sole discretion, to modify this Agreement from time to time, and that modified terms become effective on posting. You will be notified of modifications through notification from us. You are responsible for reviewing and becoming familiar with any such modifications. Your continued use of the Cloud Services after the effective date of the modifications will be deemed acceptance of the modified terms.

## 14. Export Regulation

The Cloud Services utilize software and technology that may be subject to US export control laws, including the US Export Administration Act and its associated regulations. You shall not, directly or indirectly, export, re-export, or release the Cloud Services or the software or technology included in the Cloud Services to, or make the Cloud Services or the software or technology included in the Cloud Services accessible from, any jurisdiction or country to which export, re-export, or release is prohibited by law, regulation, or rule. You shall comply with all applicable federal laws, regulations, and rules, and complete all required undertakings (including obtaining any necessary export license or other governmental approval), prior to exporting, re-exporting, releasing, or otherwise making the Cloud Services or the software or technology included in the Cloud Services available outside the US.

## 15. US Government Rights

Each of the software components that constitute the Cloud Services and the Documentation is a “commercial item” as that term is defined at 48 C.F.R. § 2.101, consisting of “commercial computer software” and “commercial computer software documentation” as such terms are used in 48 C.F.R. § 12.212. Accordingly, if you are an agency of the US Government or any contractor therefor, you receive only those rights with respect to the Cloud Services and Documentation as are granted to all other end users, in accordance with (a) 48 C.F.R. § 227.7201 through 48 C.F.R. § 227.7204, with respect to the Department of Defense and their contractors, or (b) 48 C.F.R. § 12.212, with respect to all other US Government customers and their contractors.

## 16. Governing Law and Jurisdiction

This agreement is governed by and construed in accordance with the internal laws of the State of Florida without giving effect to any choice or conflict of law provision or rule that would require or permit the application of the laws of any jurisdiction other than those of the State of Florida

## 17. Miscellaneous

This Agreement constitutes the entire agreement and understanding between the parties hereto with respect to the subject matter hereof and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter. Any notices to us must be sent to our corporate headquarters address available at 200 East Lake Sue Avenue, Winter Park, Florida, 32789, and must be delivered either in person, by certified or registered mail, return receipt requested and postage prepaid, or by recognized overnight courier service, and are deemed given upon receipt by us. Notwithstanding

the foregoing, you hereby consent to receiving electronic communications from us. These electronic communications may include notices about applicable fees and charges, transactional information, and other information concerning or related to the Cloud Services. You agree that any notices, agreements, disclosures, or other communications that we send to you electronically will satisfy any legal communication requirements, including that such communications be in writing. The invalidity, illegality, or unenforceability of any provision herein does not affect any other provision herein or the validity, legality, or enforceability of such provision in any other jurisdiction. Any failure to act by us with respect to a breach of this Agreement by you or others does not constitute a waiver and will not limit our rights with respect to such breach or any subsequent breaches. This Agreement is personal to you and may not be assigned or transferred for any reason whatsoever without our prior written consent and any action or conduct in violation of the foregoing will be void and without effect. We expressly reserve the right to assign this Agreement and to delegate any of its obligations hereunder.

# Tara Kelley

307-250-2273

[wyotara2273@gmail.com](mailto:wyotara2273@gmail.com)

I am a dedicated, passionate, and engaging educator. My goal is to secure a position in an elementary school that will allow me to apply my passion for learning and teaching, classroom management skills, personal experience working with children, extensive education, and ability to work in a team in order to maximize the success of every student that I interact with. I have had proven success in assisting students to becoming proficient in both elementary language arts and mathematics.

## Education

May 2015 University of Wyoming (Laramie, WY)  
**Bachelor of Arts, Elementary Education**

May 2004 Northwest College (Powell, WY)

## Work Experience

**Park County School District #1 (Powell, WY)**  
**3<sup>rd</sup> Grade Teacher- Westside Elementary**

Planning, development and execution of grade level standards. I promote a safe, rigorous, and healthy environment for my students. Attend and participate in PLC meetings. Create common formative assessments. Ensured a safe, stable, and caring learning environment by maintaining student respect and establishing consistent expectations of behavior and learning. Collaborate with grade level team members, special education team members, and other school faculty and staff. Enhance learning engagement and habits in children. Teach children to problem solve and collaborate creatively. Communicating with parents about student progress.

**Park County School District #6 (Cody, WY)**  
**3<sup>rd</sup> Grade Teacher- Livingston Elementary**

Planning, development and execution of grade level standards. I promote a safe, rigorous, and healthy environment for my students. Attend and participate in PLC meetings. Create common formative assessments. Ensured a safe, stable, and caring learning environment by maintaining student respect and establishing consistent expectations of behavior and learning. Collaborate with grade level team members, special education team members, and other school faculty and staff. Enhance learning engagement and habits in children. Teach children to problem solve and collaborate creatively. Communicating with parents about student progress.

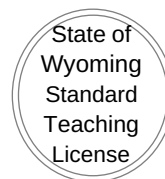
Aug. 2017- June 2019 **Davis County School District (Farmington, UT)**  
**5<sup>th</sup> and 6<sup>th</sup> Grade Teacher- Centerville El.**

Planning, development and execution of grade level standards. I promote a safe, rigorous, and healthy environment for my students. Attend and participate in PLC meetings. Create common formative assessments. Ensured a safe, stable, and caring learning environment by maintaining student respect and establishing consistent high expectations of behavior and learning. Collaborate with grade level team members, special education team members, and other school faculty and staff. Enhance learning engagement and habits in children. Teach children to problem solve and collaborate creatively.

Aug. 2016- June 2019 **Ogden School District (Ogden, UT)**  
**1<sup>st</sup> Grade Teacher- Bonneville Elementary**

Planning, development and execution of grade level standards. Attend and participate in PLC meetings. Ensured a safe, stable, and caring learning environment by maintaining student respect and establishing consistent expectations of behavior and learning. Communicate with parents.

## Technical Skills



Microsoft Office

Google Apps

Canvas

Google Classroom

Engage NY Math

WY Facilities Department



May 13, 2024

To Shelby Carlson,

In preparation for submitting a charter school application to the state authorizing board of education in Wyoming, we are required to include a letter from the Wyoming School Facilities Department verifying that all school buildings and facilities to be leased or purchased by the charter school are approved.

We would like to request a letter of approval to lease a building in Cody, Wy for the charter school office, as well as a curriculum library in the case that the application is approved. The building location is 1043 13<sup>th</sup> Street Cody, Wyoming. I have attached more information on the building to this email.

Thank you for your time and consideration. Please call or email if you need any additional information.

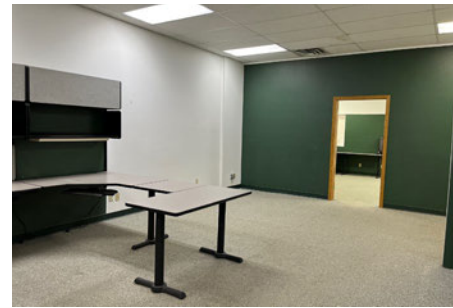
Vitalis Charter Academy  
Founding Member

Cedar Taylor  
307.250.2842

# 1043 13<sup>th</sup> Street

Cody, Wyoming 82414

# \$3,650/mo



Formerly the Shoshone National Bank, this open floor plan includes formal reception desk, two offices, two vault spaces, steelcase desk/divider units, and an ADA accessible restroom. Direct access from the rear parking lot and through an airlock entrance from 13<sup>th</sup> Street.

At just under 2,100 square feet, this space offers flexibility for a small business to grow. There are high ceilings, plenty of storage, and the landlord is offering to recarpet and repaint or offer a tenant improvement allowance on a multi-year lease.

Janitorial cleaning and supply stocking of restroom is included in rent, as well as heat, air conditioning, electricity, water, sewer, trash and off-street parking. This convenient side street location is steps away from restaurants, shops and entertainment.

**Lisa Price**

Cell (307) 690-5113  
Office (307) 586-2695


**KFT Real Estate I, LLC**

101 Castle Rock Road  
Cody, Wyoming 82414

[www.codyofficerentals.com](http://www.codyofficerentals.com)





[View larger](#) 



[View all photos \(3\)](#)

**\$1,015.00 / month**

AVAILABLE 5/9/2023

**1219 sqft**

## Guidelines for VCA Third Grade School-Wide Writing

- Provide parents with the recommended third grade prompts for the chosen writing genre. Parents can also make up their own prompt for the chosen writing genre.
- The expectations for what third graders produce can be found in the rubrics.(See 4 point rubric on page 2.)
- The focus on responding to the prompt should be for students to demonstrate their understanding and ideas through writing only or through drawing and writing. **Although an illustration is not required, it is recommended. A student can score an I without an illustration.**
- Parents are encouraged to use the third grade writing prompt templates (pages 3, 4 & 5\*) or templates similar to these that allow for students to draw and write.
- For the school-wide writing prompts, please remind parents that students should produce their own work. Parents can brainstorm and support students through conversation, but this sample should be a student's own work. This means students should not copy sentences that the parent wrote for them on their work sample.

*\*The three panel template is ideal for retelling the beginning, middle and end of story or relaying information or for explaining a sequence. The two panel template is ideal for an opinion piece that asks students to state their opinion about 2 things, or for or relaying information or a sequence. The single panel template can also be used for informational, narrative or opinion writing.*



## Fall Writing Rubric - Third Grade

	I (Student can do this Independently)	A (Student can do this with assistance)	SA (Student can do this with significant help)	N (Student can not do this or It was not yet covered)
<b>Focus</b>	Student's drawing and writing address the prompt, and there are sufficient details. Student's written response completely addresses the prompt.	Student's drawing and writing address the prompt, and there are some details. Student's response addresses the prompt.	Student's drawing and writing address the prompt, but there may be few details. Student's response mostly addresses the prompt.	Student's drawing and writing may only partially address the prompt. Student's response minimally or fails to address the prompt.
<b>Organization</b> <i>There is evidence of 1 idea and 5 supporting details that are demonstrated through writing and may be accompanied by drawings.</i>	There is evidence of at least 1 idea and 6 supporting details that can be demonstrated through writing and drawing (e.g.: 2-3 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) There is a topic and a concluding sentence. What is written by student makes sense. There are at least two paragraphs.	There is evidence of at least 1 idea and 5 or more supporting details that can be demonstrated mostly through writing with some drawings (e.g.: 2-3 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) There is a topic and a concluding sentence. What is written by student makes sense. There are two paragraphs or one developed and detailed paragraph.	There may be some evidence of 1 idea with at least 4 supporting details (e.g.: 2 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) Student may or may not include a topic and a concluding sentence.	Drawings/writing do not indicate sequence or clear message. Student writes no more than 4 sentences. A topic and/or concluding sentence are missing.
<b>Language Conventions</b>	In addition to drawing, student writes 7 or more sentences with almost all sight words and phonetically regular words spelled correctly. Capitals, commas and periods are almost always present. Student uses a variety of academic and precise vocabulary, compound and complex sentences, linking and/or temporal words.  *In order for a third grader to score an I, there must be at least seven sentences written by student that are mostly error free and contain academic and precise vocabulary	In addition to drawing, student writes 6 or more sentences with most sight words and phonetically regular words spelled correctly. Capitals, commas and periods are almost always present. Student uses a variety of academic and precise vocabulary, some compound and complex sentences, and linking and/or temporal words.  *In order for a third grader to score an A, there must be at least six sentences written by student that are mostly error free and contain some academic and precise vocabulary.	Student draws and writes 5 or more sentences with some errors in common CVC and sight words. There is inconsistent use of capitalization commas, periods. Student uses some academic vocabulary, and may use some compound and complex sentences, and linking and/or temporal words.  *In order for a third grader to score a SA, there must be at least five sentences and some CVC and sight words must be spelled correctly or approximate spelling.	Student only writes 4 sentences. There are too many errors in spelling. There may or may not be evidence of capital letters, and periods. Student uses basic vocabulary and there are mostly no compound and/or complex sentences and/or linking and/or temporal words.

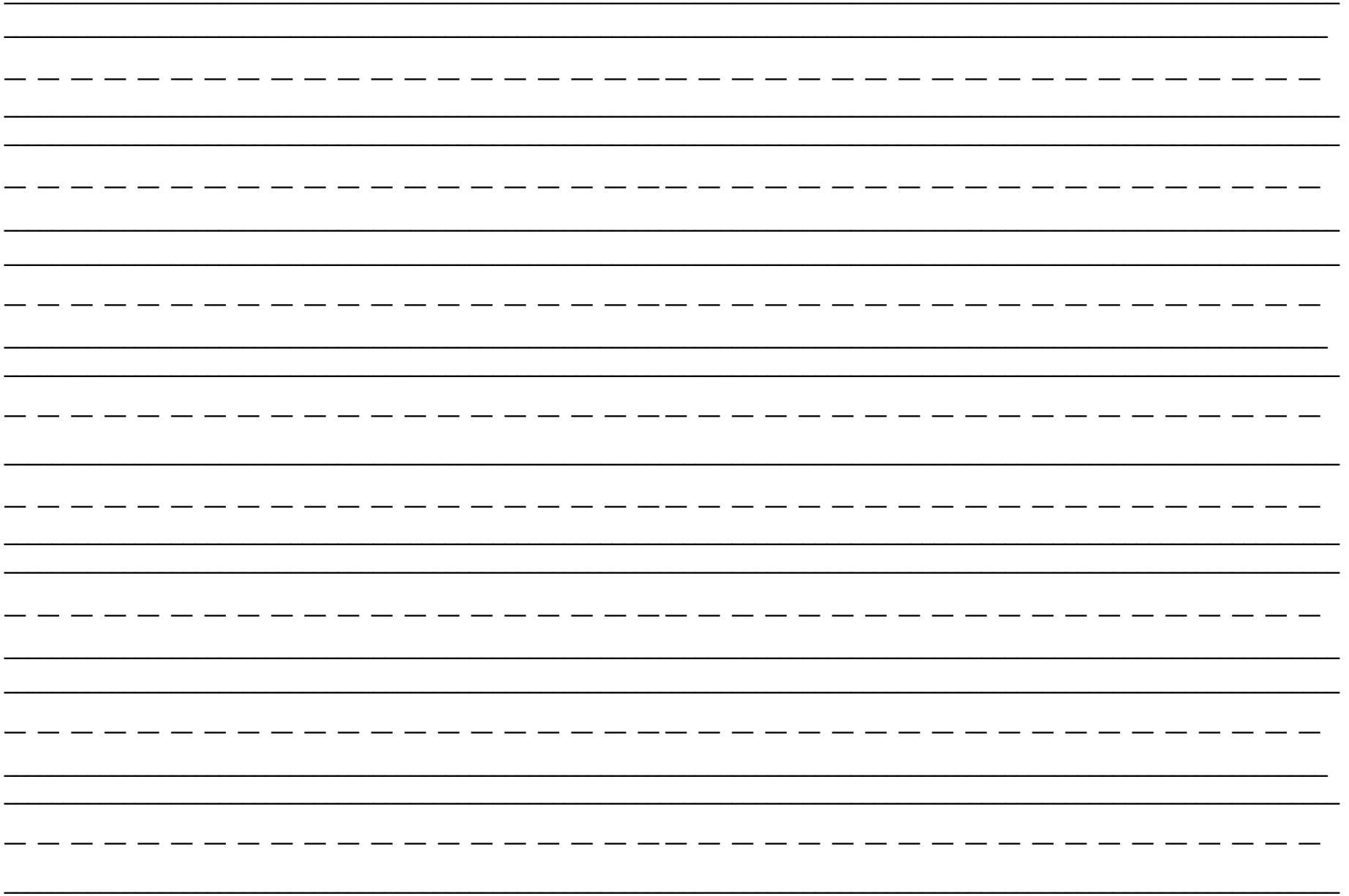
## Spring Writing Rubric - Third Grade

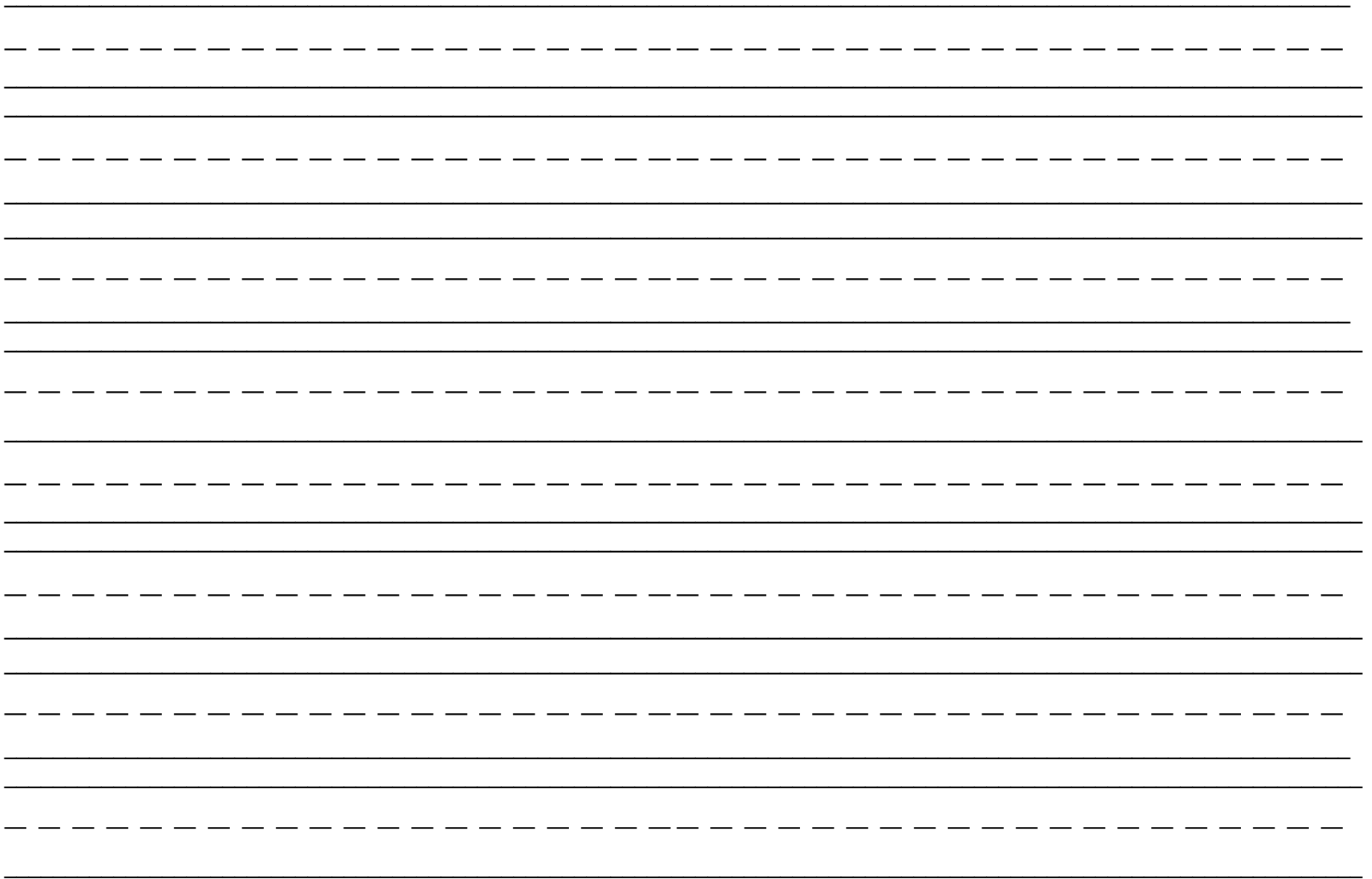
	I (Student can do this Independently)	A (Student can do this with assistance)	SA (Student can do this with significant help)	N (Student can not do this or It was not yet covered)
Focus	Student's drawing and writing address the prompt, and there are some or many details. Student's written response completely addresses the prompt.	Student's drawing and writing address the prompt, and there are some details. Student's response addresses the prompt.	Student's drawing and writing address the prompt, but there may be few details. Student's response mostly addresses the prompt.	Student's drawing and writing may only partially address the prompt. Student's response minimally or fails to address the prompt.
Organization <i>There is evidence of 1 idea and 7 supporting details that are demonstrated through writing and may be accompanied by drawings.</i>	There is evidence of at least 1 idea and 8 or more supporting details demonstrated through writing (e.g. student write 2-3 parts of a story or in an opinion sample, explains what like and why) There is a topic and a concluding sentence. What is written by student makes sense. There are two or more paragraphs.	There is evidence of at least 1 idea and 7 or more supporting details that can be demonstrated mostly through writing (e.g. student write 2-3 parts of a story or in an opinion sample, explains what like and why) There is a topic and a concluding sentence. What is written by student makes sense. There are at least two paragraphs.	There may be some evidence of 1 idea with 5 supporting details (e.g.: 2 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) Student may or may not include a topic and a concluding sentence. There may be two paragraphs or a one developed paragraph.	Writing does not indicate sequence or clear message. Student writes no more than 5 sentences. A topic and/or concluding sentence are missing.
Language Conventions	In addition to drawing, student writes 9 or more sentences with almost all sight words and phonetically regular words spelled correctly. Capitals, commas and periods are almost always present. Student uses a variety of academic and precise vocabulary, compound and complex sentences, linking and/or temporal words.  <b>*In order for a third grader to score an I, there must be at least nine (9) sentences written by student that are mostly error free and contain academic and precise vocabulary</b>	In addition to drawing, student writes 8 or more sentences with most sight words and phonetically regular words spelled correctly. Capitals, commas and periods are almost always present. Student uses a variety of academic and precise vocabulary, some compound and complex sentences, and linking and/or temporal words.  <b>*In order for a third grader to score an A, there must be at least eight (8) sentences written by student that are mostly error free and contain some academic and precise vocabulary.</b>	Student draws and writes 6 or more sentences with some errors in common CVC and sight words. There is inconsistent use of capitalization commas, periods. Student uses some academic vocabulary, and may use some compound and complex sentences, and linking and/or temporal words.  <b>*In order for a third grader to score a SA, there must be at least six (6) sentences and some CVC and sight words must be spelled correctly or approximate spelling.</b>	Student writes 5 or less sentences. There are some to many errors in spelling. There may or may not be evidence of capital letters, and periods. Student uses basic vocabulary and there are mostly not compound and/or complex sentences and/or linking and/or temporal words.

Third Grade Writing Prompt Template

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Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.





Third Grade Writing Prompt Template

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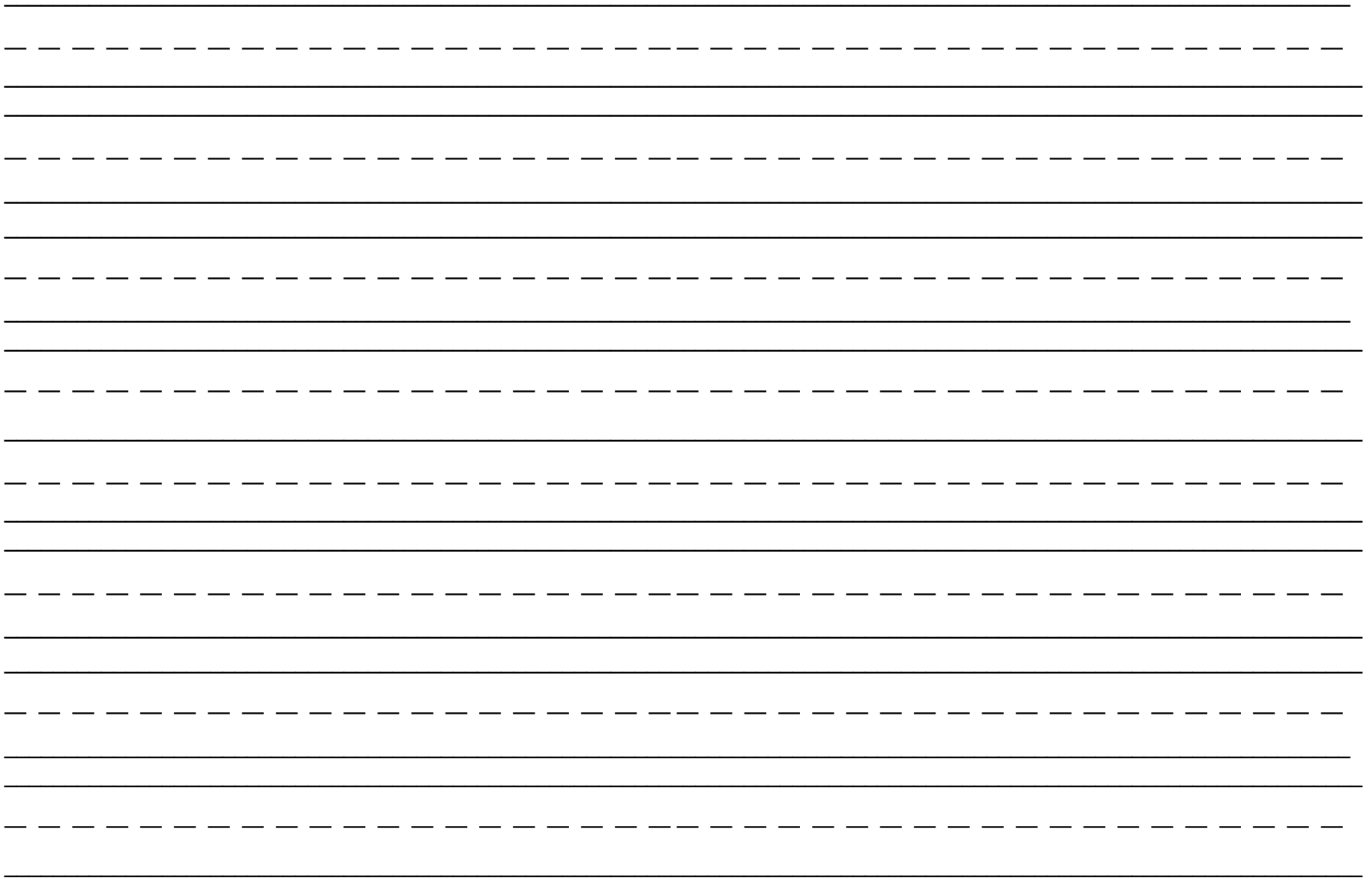
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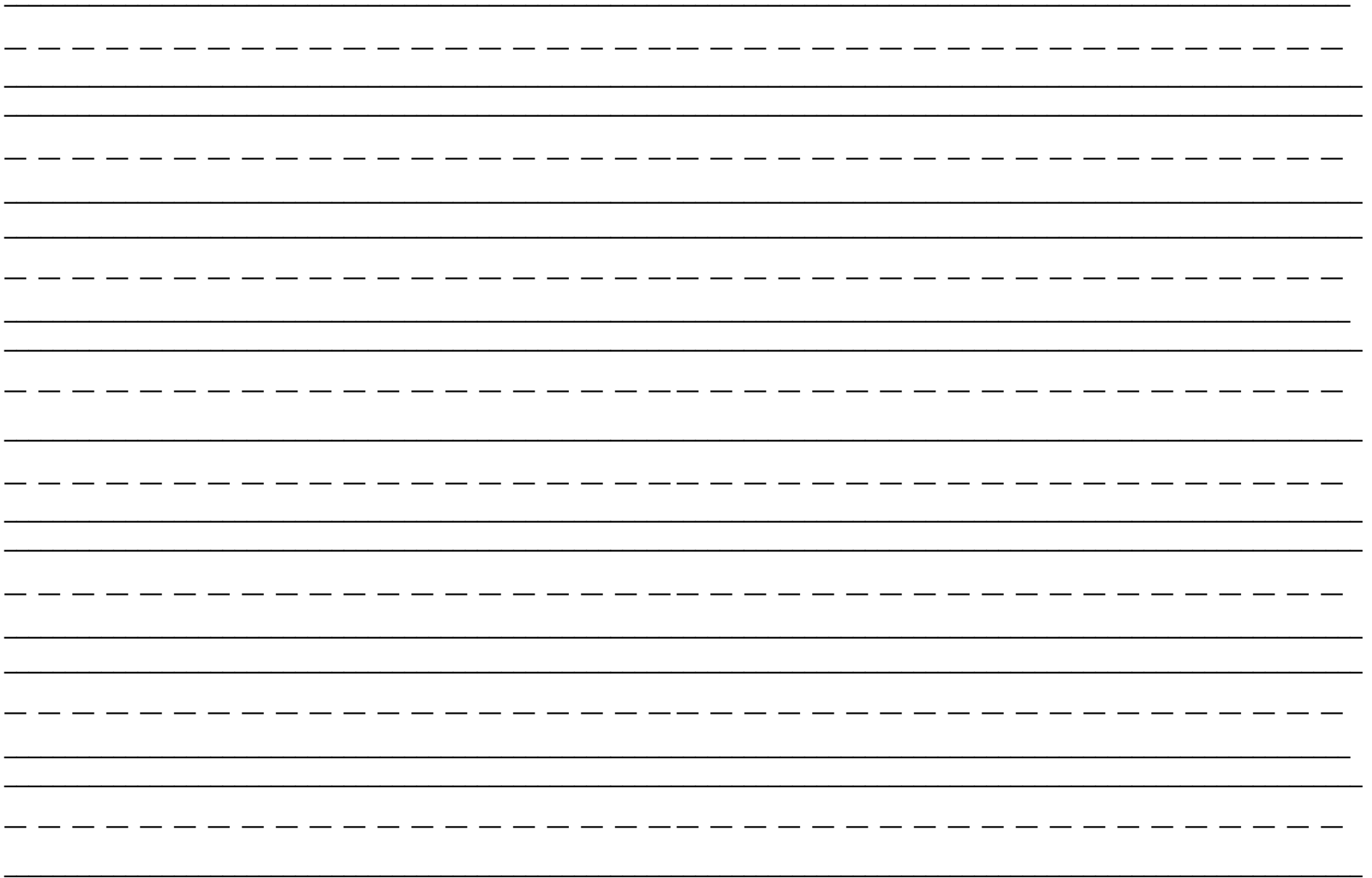
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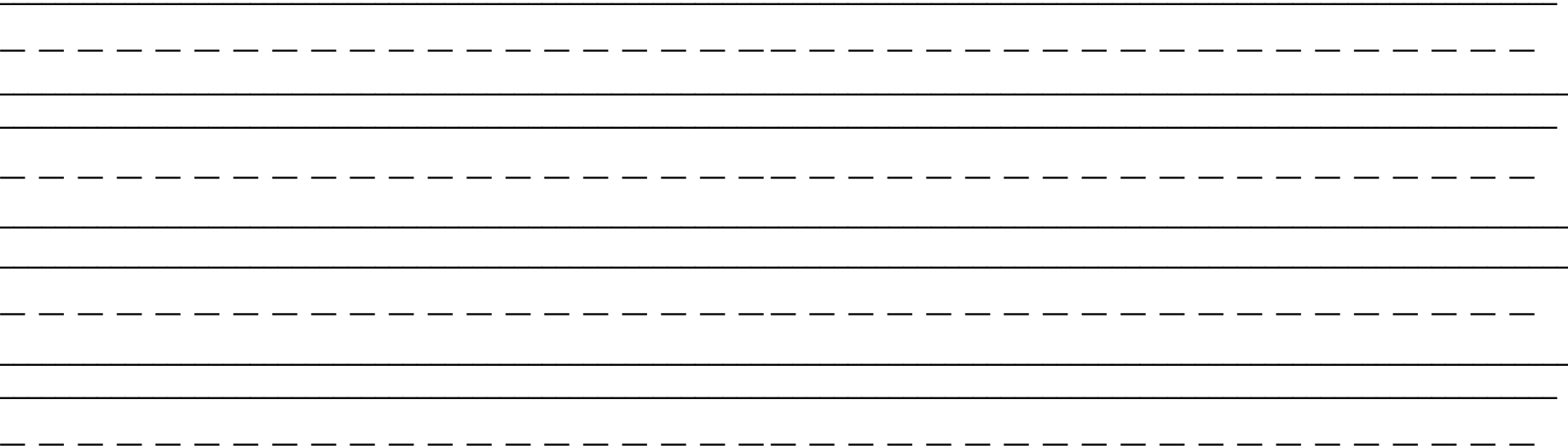
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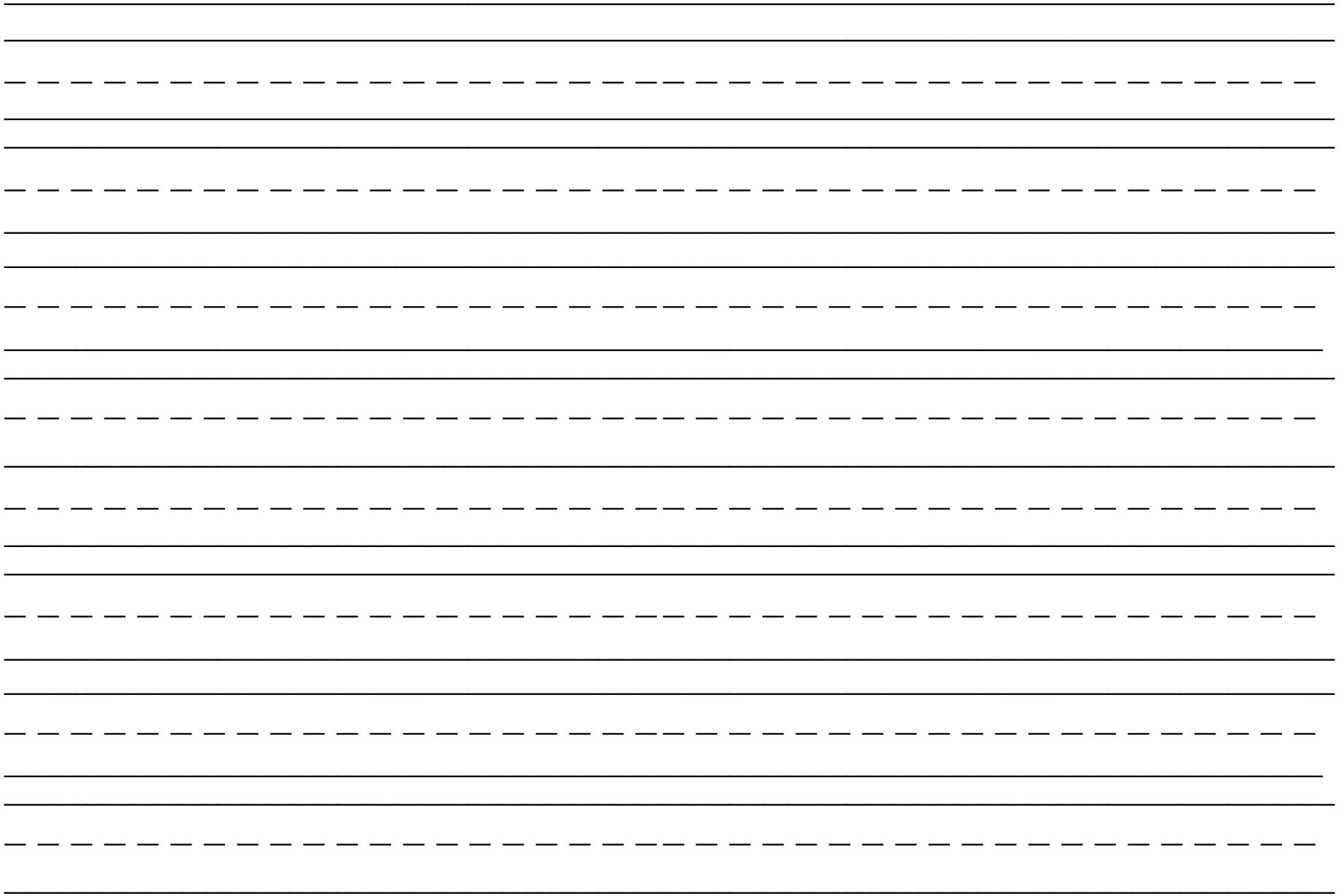


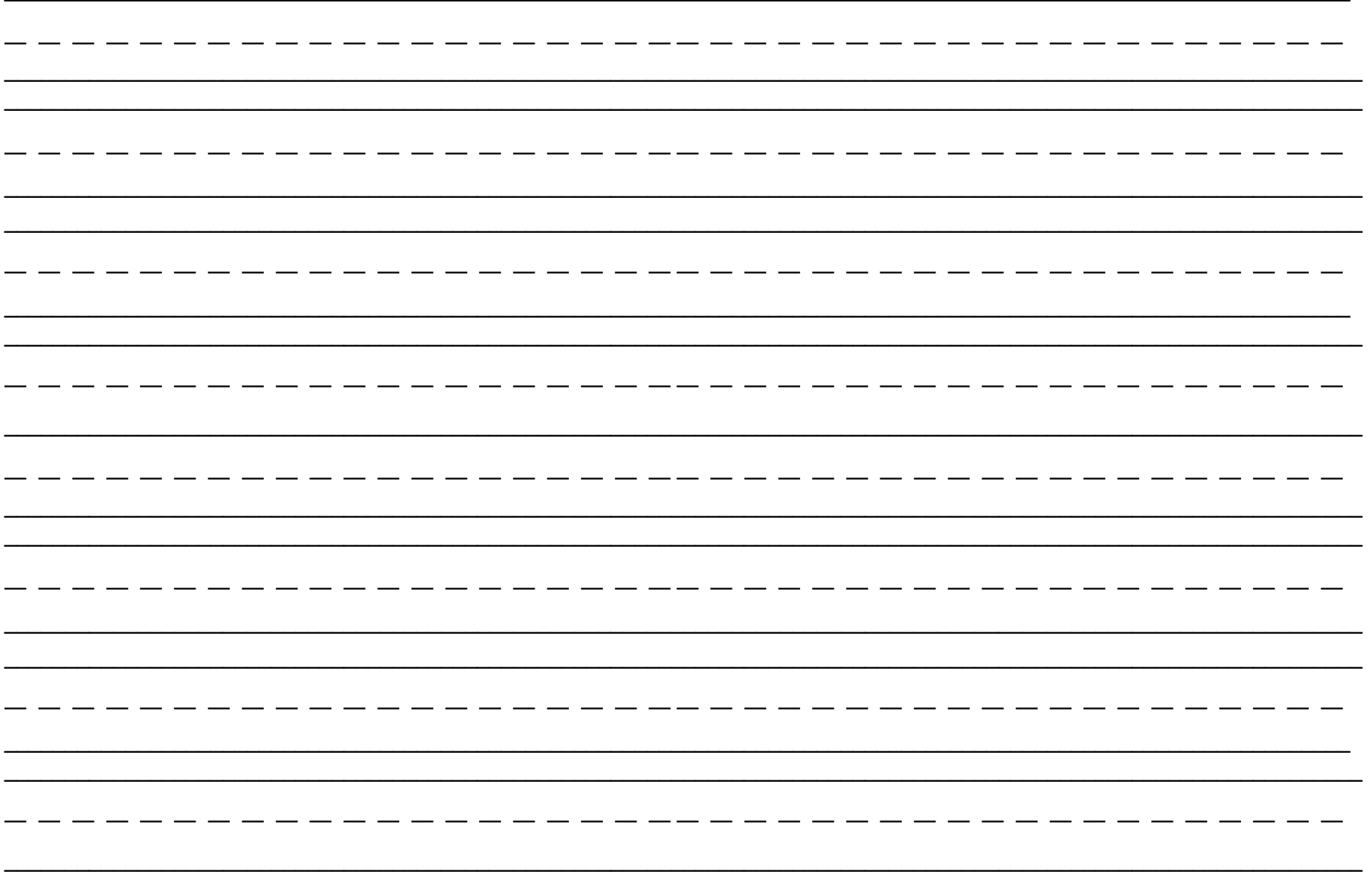




Third Grade Writing Prompt Template









### 3rd Grade Yearlong Map

Subject	September	October	November	December	January	February	March	April	May
Reading Info.	<b>RI.5 Text Features</b> RI.4 Academic Vocab RI.7 Illustrations	<b>RI.2 Main Idea/ Key Details</b> RI.1 Ask and Answer	<b>RI.8 Text Structure</b> RI.3 Describing Text	<b>RI.6 Point of View</b>			<b>RI.9 Compare/ Contrast</b>	<b>WYTOPP REVIEW</b>	
Reading Lit.				<b>RL.6 Point of View</b> <b>RL.4 Figurative Lang./ Poetry</b>	<b>RL.2 Recount Stories/ Plot</b> RL.1 Ask and Answer RL.7 Illustrations	<b>RL. 3 Characters</b>	<b>RL.9 Comparing Theme, Setting, Plot</b>	<b>WYTOPP REVIEW</b>	
Writing	<b>W.3 Informational</b>				<b>W.1 Opinion</b>				
							<b>W.2 Narrative-After WyTOPP</b>		
Math	Place Value, Addition, and Subtraction	Multiplication/Division/ Word Problems	Area	Fractions	Elapsed Time/ Measurement (Perimeter)	Graphing/ Geometry	Review		
Social Studies	Local Community			Cody History			Current Events		
Science	Adaptations, Traits/Survival, Life Cycle			Magnets and Forces			Weather		

## Vitalis Charter Academy 2025-2026 At-a-Glance Calendar

August						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
22	25	26	27	28	29	30
31						

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

LP's	Dates	Days
1	8/27-9/19	18
2	9/22-10/17	20
3	10/20-11/14	20
4	11/17-12/19	20
5	1/5-1/23	14
6	1/26-2/13	15
7	2/17-3/6	14
8	3/9-3/27	15
9	4/6-4/30	20
10	5/4-5/29	19
Total		175

December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	First day of school
	Last day of school
	Student and Parent Orientation
	Holidays: No Classes/Grading Service

Semester 1
First Day: August 26
Last Day: December 19
Semester 2
First Day: January 5
Last Day: May 29

Holidays
Labor Day: September 1
Thanksgiving: November 24-28
Christmas: December 22-31
New Year's: January 1-2
Martin Luther King: January 19
President's Day: February 16
Spring Break: March 30-April 3
Memorial Day: May 25

Language/ Spell  (All year long)	Inventory								
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Timeline	Standard	Teaching resources	Assessments
	R.I.1		
	R.I.2		
	R.I.7		
	R.I.9		
	R.L.1		
	R.L.3		
	R.L.6		
	R.L.9		







# Wyoming State Construction Department

Governor Mark Gordon

Delbert McOmie, Director

May 17, 2024

Vitalis Charter Academy  
Lisa Oilar  
Cody, WY  
Via Email: WYPersonalizedLearning@gmail.com

Re: School Facilities Department Letter for Charter School Application

Dear Ms. Oilar:

This letter constitutes the State Construction Department's (SCD) response to your request on May 13, 2024 for an approval letter of a leased building for the proposed Vitalis Charter Academy. The SCD is statutorily obligated under Wyoming Statute § 21-3-304(k) to deem if space is available and adequate within a district for operation of a charter school.

The facility located at 1043 13th Street in Cody, Wyoming is not owned by the local school district and the SCD does not perform an "adequacy" review of such facilities. Therefore, we have no comments with regards to your use of this building for the Charter School office and curriculum library.

Please let me know if you have additional questions.

Respectfully,

Shelby G. Carlson, P.E.  
School Facilities Division Administrator

cc: Leslie Zimmerschied, School Foundation Program Supervisor, WDE, Cheyenne  
Laura Anderson, Finance and Operations Administrator, SCD, Cheyenne  
Courtney Muir, Policy and Planning Coordinator, SCD, Cheyenne  
file

# Wyoming Constitution Assessment

## Part I: Multiple Choice

What year was the Wyoming Constitution ratified?

- a) 1889
- b) 1890
- c) 1892
- d) 1894

Which of the following is NOT a branch of Wyoming's state government as outlined in the Constitution?

- a) Executive
- b) Legislative
- c) Judicial
- d) Municipal

The Wyoming Constitution grants the right to a trial by jury in which type of cases?

- a) Civil cases only
- b) Criminal cases only
- c) Both civil and criminal cases
- d) None of the above

How many articles are there in the Wyoming Constitution?

- a) 10
- b) 25
- c) 30
- d) 40

The Wyoming Constitution reserves the right to change or abolish the death penalty. (True/False)

## Part II: Short Answer

Explain the significance of the Wyoming Constitution being the first state constitution to grant women the right to vote.

Identify and describe the process for amending the Wyoming Constitution.

Describe the powers and duties of the Governor of Wyoming as outlined in the Constitution.

Explain the role of the Wyoming Legislature in the budgetary process according to the Constitution.

Discuss one major difference between the Wyoming Constitution and the United States Constitution.

### Part III: Essay

Choose one of the following amendments to the Wyoming Constitution:

- Amendment 1: Right to bear arms
- Amendment 10: Separation of powers
- Amendment 21: Education
- Amendment 27: Water rights

Analyze the significance of the chosen amendment, its historical context, and its impact on the state of Wyoming.

DRAFT

Students Name:	Student #:	Grade Level:
Address:	Age:	Birth Date:
City:	Zip Code:	Phone #:
School for Classroom Option::		2nd Phone #:
Duration of Agreement:	Beginning Date:	End Date:

**Student's Agreement/Responsibilities:**

- I voluntarily request participation in Vitalis Charter Academy and have read and understand the terms of the master agreement.
- I understand I must complete a minimum of 80% of the learning period assignments for each core course (language arts, math, social studies, science) by the learning period due date.
- I agree to meet on a scheduled basis with my VCA Teacher, hereafter called "Mentor," no less than once every 20 school days.
- I understand and agree that all assignments completed must be my own work and not copied or plagiarized.

Failure to fulfill any of these minimum requirements may result in the following course of action: First Occurrence: documented conference with the Mentor, parent/guardian, and student to discuss concerns and plan for improvement, Second Occurrence: documented conference with the Director, Mentor, parent/guardian, and student. Third Occurrence: possible evaluation to determine if it is in the best interests for the student to remain in the VCA program.

**Parent/Guardian's Agreement:**

I understand and agree to the above conditions listed under Student's Agreement/Responsibilities. I also agree that:

- I agree to assist with the daily monitoring/verification of all subjects studied and correction of assigned work, with scheduled evaluation and review by the assigned VCA Teacher.
- If my student has an Academic Growth Plan, I will assist with implementing the activities and strategies that were chosen and outlined in the plan.
- I am responsible for verifying that all assignments are completed by the student and not copied or plagiarized.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the established due date, I will contact the assigned VCA Mentor prior to the due date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location. Lack of transportation is not an acceptable reason for failing to meet with the VCA Mentor.
- I have the right to appeal any decision about my child's placement in accordance with the school's policies and procedures.
- I am liable for the cost of replacement or repair for damaged, lost, or destroyed books, computers, software, and other school property loaned to my child.
- All learning resources used (print, non-print, technology, etc.) are property of the school. All material must be returned to the school upon completion of coursework, withdrawal or graduation.
- VCA, like other Wyoming public schools, is required to assess students on a yearly basis. I understand VCA requests that my child participate in state testing and any local assessments for the benefit of my child, VCA, and the VCA community.

- I understand the importance of assessing academic skills, and I agree that my child will participate in initial and ongoing assessments (as necessary) administered by the VCA staff.

**School's Agreement:**

- VCA will provide initial and ongoing assessments (as necessary) of core students skills.
- The Teacher will assign a body of work to be completed during the duration of this agreement.
- The Teacher will evaluate work in a timely manner.
- The Teacher will notify the student and parent/guardian of the academic credit granted for the work completed.
- VCA will provide reasonable access to (and loan as appropriate) learning resources needed to complete assignments.

**Signatures and Dates:** Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement. Failure to comply with the above stated responsibilities could result in the student being disenrolled from the school.

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Student Signature Date

---

Parent/Guardian/Caregiver Signature Date

---

Mentor Teacher Signature Date

---

Other Signature Date

---

Other Signature Date



**Wyoming Secretary of State**  
 Herschler Building East, Suite 101  
 122 W 25th Street  
 Cheyenne, WY 82002-0020  
 Ph. 307.777.7311  
 Email: [Business@wyo.gov](mailto:Business@wyo.gov)

**WY Secretary of State**  
**FILED: 06/20/2024 02:13 PM**  
**ID: 2024-001477737**

## Nonprofit Corporation Articles of Incorporation

1. Corporation name:

Vitalis Charter Academy

2. This corporation is a: (Check one appropriate category. You may refer to W.S. 17-19-1804 for definitions of these terms.)

- Religious   
 Public Benefit   
 Mutual Benefit

3. Name and physical address of its registered agent:

(The registered agent may be an individual resident in Wyoming or a domestic or foreign business entity authorized to transact business in Wyoming. The registered agent **must** have a physical address in Wyoming. If the registered office includes a suite number, it must be included in the registered office address. A Drop Box is not acceptable. A PO Box is acceptable if listed in addition to a physical address.)

Name: David Hill

Address: 1135 14th Street  
Cody, WY 82414

(If mail is received at a Post Office Box, please list above in addition to the physical address)

4. Mailing address of the nonprofit corporation:

99 Sage Drive  
Cody, WY 82414

5. Principal office address:

99 Sage Drive  
Cody, WY 82414

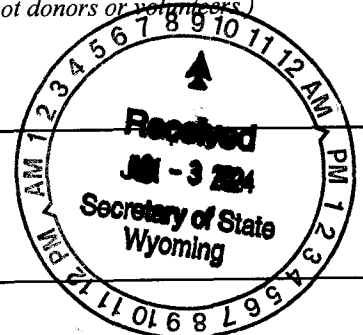
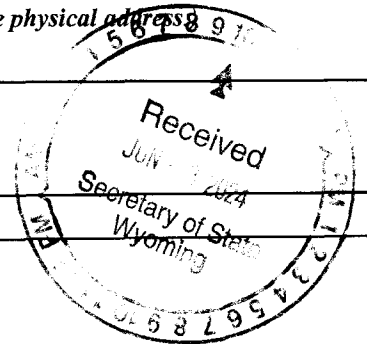
6. This corporation  will have OR  will not have members.

(The term "members" has a specific legal meaning which is that members elect, in a formal meeting, the board of directors. If your corporation has a board of directors which elects itself, then you do not have members. Members are not donors or volunteers.)

7. Provisions regarding the distribution of assets upon dissolution are:

(How will the assets be distributed if the nonprofit corporation is dissolved?)

See attached





8. The type of business the nonprofit corporation will be conducting:

See attached


9. Name and address of each incorporator:

Name:	Address:
Lisa Oilar	[REDACTED]

10. Certification. (Please check the box to complete the required certification.)

I consent on behalf of the business entity to accept electronic service of process at the required email address provided on the form under the circumstances specified in W.S. 17-28-104(e).

11. Execution (all incorporators must sign):

Signature: 

Date:   
(mm/dd/yyyy)

Print Name:

Signature: \_\_\_\_\_

Date:   
(mm/dd/yyyy)

Print Name:

Signature: \_\_\_\_\_

Date:   
(mm/dd/yyyy)

Print Name:

Signature: \_\_\_\_\_

Date:   
(mm/dd/yyyy)

Print Name:

Signature: \_\_\_\_\_

Date:   
(mm/dd/yyyy)

Print Name:

Signature: \_\_\_\_\_

Date:   
(mm/dd/yyyy)

Print Name:

Contact Person:

Daytime Phone Number:

Email:

(An email address is required. Email(s) provided will receive important reminders, notices and filing evidence.)

Attachment to Nonprofit Corporation Articles of Incorporation for:

Vitalis Charter Academy

7. Provisions regarding the distribution of assets upon dissolution are:

If the Corporation is granted a charter to operate a public charter school by the State of Wyoming and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

8. The type of business the nonprofit corporation will be conducting is:

The purposes for which the corporation is organized are to be operated as a non-profit corporation exclusively for charitable, scientific, literary or educational purposes as a tax-exempt organization under sections 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law). In furtherance of its exempt purpose, the Corporation will: a. Administer property donated to the Corporation for charitable, scientific, literary, or educational purposes. b. Distribute such property and the income therefrom to qualified organizations and persons for charitable, scientific, literary, or educational purposes. c. Do and perform such as may be necessary or appropriate in carrying out the foregoing purposes of the corporation.



Wyoming Secretary of State  
Herschler Building East, Suite 101  
122 W 25th Street  
Cheyenne, WY 82002-0020  
Ph. 307.777.7311  
Email: [Business@wyo.gov](mailto:Business@wyo.gov)

### Consent to Appointment by Registered Agent

I, , registered office located at  
*(name of registered agent)*

voluntarily consent to serve  
*\*(registered office physical address, city, state, & zip)*

as the registered agent for   
*(name of business entity)*

I hereby certify that I am in compliance with the requirements of W.S. 17-28-101 through W.S. 17-28-111.

Signature:   
*(Shall be executed by the registered agent.)*

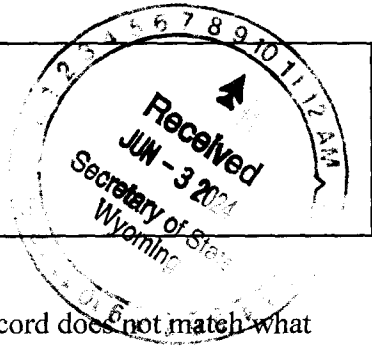
Date:   
*(mm/dd/yyyy)*

Print Name:  Daytime Phone:

Title:  Email:

*(An email address is required. Email(s) provided will receive important reminders, notices and filing evidence.)*

Registered Agent Mailing Address  
*(if different than above):*



**IMPORTANT:** If you are an existing registered agent and your existing address on record does not match what is provided on this form, a **Registered Agent Information Update** form is also required.



# Wyoming Secretary of State

**Chuck Gray**  
Secretary of State

**Jesse Naiman**  
Deputy Secretary of State

**June 20, 2024**

Department of Education  
School Licensing  
Cheyenne, WY 82002

**RE: Vitalis Charter Academy**

The above reference entity name contains the word "University", "College" or other word that implies that it is a degree granting institution of higher learning. Attached is documentation provided by the entity which contains pertinent information. Please indicate below whether your department objects or consents to the registration of this business entity name.

**Deadline for return to Secretary of State: 06/27/2024**

Objects

Does Not Object

*Brenna Harris*

Department of Education  
School Licensing

Jordyn Gray  
Assistant Director  
Jordyn.gray@wyo.gov

Enclosure

**STATE OF WYOMING**  
**Office of the Secretary of State**

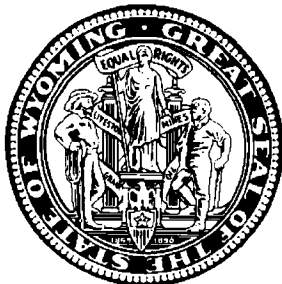
I, CHUCK GRAY, Secretary of State of the State of Wyoming, do hereby certify that the filing requirements for the issuance of this certificate have been fulfilled.

**CERTIFICATE OF INCORPORATION**

**Vitalis Charter Academy**

Accordingly, the undersigned, by virtue of the authority vested in me by the law, hereby issues this Certificate.

I have affixed hereto the Great Seal of the State of Wyoming and duly executed this official certificate at Cheyenne, Wyoming on this **20th** day of **June, 2024**.



Filed Date: 06/20/2024

A handwritten signature in cursive script that reads "Chuck Gray".

Secretary of State

By: Jordyn Gray

# RECEIPT



Secretary of State  
Herschler Bldg East, Ste.100 & 101  
Cheyenne, WY 82002-0020

ERICA A NIELSON  
[REDACTED]

## RECEIPT INFORMATION

Receipt #: **003665144**  
Receipt Date: **06/20/2024**  
Processed By: **Jordyn Gray**

**DO NOT PAY!**  
**This is not a bill.**

Description of Charges	Reference	Quantity	Unit Price	Total
Initial Filing - Nonprofit Corporation - Domestic	2024-001477737	1	\$50.00	\$50.00
<b>TOTAL CHARGES PAID</b>				<b>\$50.00</b>

Description of Payment	Reference	Amount
Payment-Check / Money Order	108	\$50.00
<b>TOTAL PAYMENT</b>		<b>\$50.00</b>

**In Reference To:**  
Vitalis Charter Academy (2024-001477737)

PAD or Billing Questions?  
(307) 777-5343  
SOSAdminServices@wyo.gov



June 25, 2024

Wyoming Department of Education  
122 W. 25<sup>th</sup> St.  
Suite E200  
Cheyenne, WY 82002

Re: Vitalis Charter Academy Application

Dear Members of the Wyoming Charter School Authorizing Board,

This letter confirms that Pinnacle Bank Wyoming, Cody Branch has reviewed the budget and proposal submitted by Vitalis Charter Academy to secure a charter school in Western Wyoming. After review, it appears feasible for the bank to provide a line of credit or other temporary loan to cover projected cash shortages before the funding mechanism issues payment.

This credit facility would be in an amount sufficient to ensure the continued operation of the school until such funds are received from the State of Wyoming. At this time the analysis suggests that a loan of approximately \$100,000 in a duration of 3 months would be sufficient to meet the projected need and provide a buffer for unforeseen expenses.

Any loan would be subject to underwriting and Pinnacle Bank approval which will include a review of the schools final governing documents and all financial agreements with the State of Wyoming.

Sincerely,

A handwritten signature in black ink, appearing to read "Garrett Growney".

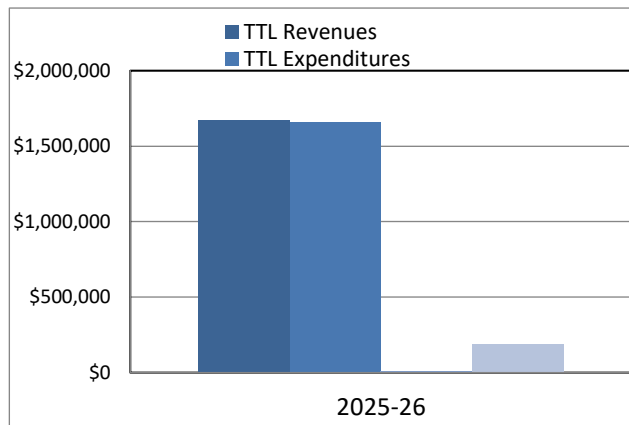
Garrett Growney  
Vice President  
Commercial Loans



MEMBER FDIC

**Vitalis Charter Academy  
Charter Petition - Budget  
MULTI-YEAR PROJECTION SUMMARY**

<b>YEAR 1 2025-26</b>	
<b>Projected Enrollment:</b>	<b>131</b>
<b>Projected ADM:</b>	<b>129.69</b>
<b>Revenues:</b>	
Education Foundation Program	
Grant	1,672,324
Federal Revenue	-
Other State Revenue	-
Other Local Revenue	-
<b>TTL Revenues</b>	<b><u>1,672,324</u></b>
<b>Expenditures:</b>	
Certificated Salaries	490,000
Non-Certificated Salaries	106,484
Benefits	164,186
Books/Supplies/Materials	436,967
Services/Operations	461,902
Capital Outlay (Depreciation)	-
Other Outgo	-
<b>TTL Expenditures</b>	<b><u>1,659,539</u></b>
<b>Net Revenues (after Exp)</b>	<b><u>12,785</u></b>
<b>Beginning Balance July 1</b>	<b>175,000</b>
<b>Net Revenues</b>	<b>12,785</b>
<b>Facility Acquisition Reserve</b>	<b>-</b>
<b>Ending Balance June 30</b>	<b>187,785</b>
<b>Ending Bal. as % of Exp.:</b>	<b>11.3%</b>





**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**STARTUP COSTS DETAIL**

Description	Startup Portion of Year 1	Recurring Portion of Year 1	YEAR 1 2025-26
<b>REVENUES</b>			
WY Education Foundation Program Grant	-	1,672,324	1,672,324
<b>TTL Foundation Program Revenues</b>	-	1,672,324	1,672,324
<b>Federal Revenue</b>			
Federal IDEA Special Education Title I-V	-	-	-
<b>TTL Federal Revenue</b>	-	-	-
<b>Other State Revenue</b>			
State Special Education Revenue	-	-	-
<b>TTL Other State Revenue</b>	-	-	-
<b>Other Local Revenue</b>			
Local Donations/Contributions/Other	-	-	-
<b>TTL Other Local Revenue</b>	-	-	-
<b>TTL REVENUES</b>	-	1,672,324	1,672,324
<b>EXPENDITURES</b>			
<b>Certificated Salaries</b>			
1100 - Teachers' Salaries	-	400,000	400,000
1200 - Certificated Support	-	-	-
1300 - Certificated Supervisory/Admin	-	90,000	90,000
1900 - Other Certificated Salaries	-	-	-
<b>TTL Certificated Salaries</b>	-	490,000	490,000
<b>Non-Certificated Salaries</b>			
2100 - Instructional Aide Salaries	-	-	-
2200 - Classified Support Salaries	-	-	-
2300 - Classified Supervisory/Admin	-	-	-
2400 - Clerical/Tech/Office Staff	-	106,484	106,484
2900 - Other Classified	-	-	-
<b>TTL Non-Certificated Salaries</b>	-	106,484	106,484
<b>Employee Benefits</b>			
WRS	-	45,913	45,913

**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**STARTUP COSTS DETAIL**

	Startup	Recurring	YEAR 1
Medicare/ OASDI		8,649	<b>8,649</b>
Healthcare		90,000	<b>90,000</b>
SUI		6,800	<b>6,800</b>
WC		12,824	<b>12,824</b>
<b>TTL Employee Benefits</b>	-	<b>164,186</b>	<b>164,186</b>
<b>Books/Supplies/Materials</b>			
Library Books & Reference Materials		30,000	30,000
Textbooks/Curriculum/Student Materials		369,617	369,617
Non-student Supplies/Materials			10,000
Noncapitalized Equipment	10,000	24,550	27,350
Food	-	-	-
<b>TTL Books/Supplies/Materials</b>	<b>10,000</b>	<b>424,167</b>	<b>436,967</b>
<b>Services &amp; Operations</b>			
5100 SPED Sub Agreements for Service		51,320	51,320
Travel and Conferences/Professional Development	-	20,000	20,000
Dues and Memberships		5,000	5,000
Insurance (other than Healthcare)		10,000	10,000
Facility Rental		43,800	43,800
Equipment Leases		7,200	7,200
Maintenance & Repair		1,000	1,000
Non-Instructional Services	2,000	30,445	32,445
Legal		30,000	30,000
Audit/CPA Costs		15,000	15,000
Business Services	6,968	41,808	48,776
Advertisement		10,000	10,000
Oversight Fee		50,170	50,170
Bank Fees		1,200	1,200
Livescan (Fingerprinting)		800	800
Instructional Consultants		34,591	34,591
Telephone/Internet		12,000	12,000
Student Internet		78,600	78,600
Postage		10,000	10,000
<b>TTL Services &amp; Operations</b>	<b>8,968</b>	<b>452,934</b>	<b>461,902</b>
<b>TTL EXPENDITURES</b>	<b>18,968</b>	<b>1,637,771</b>	<b>1,659,539</b>
<b>Revenues less Expenditures</b>	<b>(18,968)</b>	<b>34,553</b>	<b>12,785</b>



Innovative,  
High Quality,  
Whole-Child,  
**Personalized**  
Learning

- tuition free, public charter school -

## CONTACT US

HAVE MORE QUESTIONS? WE'D LOVE TO HEAR FROM YOU!

email  
[wypersonalizedlearning@gmail.com](mailto:wypersonalizedlearning@gmail.com)

web  
[vitalischarteracademy.com](http://vitalischarteracademy.com)

“Educating the  
mind without  
educating  
the heart is no  
education at all.”

Aristotle

Vitalis Charter  
Academy  
will offer a unique,  
**non-classroom  
based education**  
that is tailored to fit  
your child's needs  
and learning style.

“Students in schools using  
Personalized Learning strate-  
gies made greater academic  
progress over the course of  
two years than a comparison  
group of students with similar  
academic performance and  
from schools with similar de-  
mographic profiles.”

Research by Rand Coporation



## WHY VITALIS CHARTER ACADEMY?

Founded by a group of parents from the Big Horn Basin with over 30 years of professional experience in education, we know the impact education has in shaping our children's future and our communities. We believe parents should be able to choose the kind of education that is best for their children.

At Vitalis Charter Academy, we are here to support families in that pursuit each step of the way. Here are some of the benefits provided to our families:

Each student will receive a **learning fund** for educational needs. The fund can be used for approved curriculum, books, materials, and such, as well as online classes.

The school will have a **learning center** where curriculum and materials can be borrowed. For those who do not live close to the learning center, parents will be able to select curriculum and other materials through the website to be shipped to their door, seamlessly paying for shipping costs through their student fund.

Families will receive a certified teacher as a **mentor** to help ensure students are meeting state standards and requirements. Mentors will work with parents to curate a curriculum tailored to their child's learning needs and interests.

We will provide an easy-to-use **vendor program** where parents and other approved individuals can offer classes, tutoring, and workshops for individuals and groups. Payment for these would

## FREQUENTLY ASKED QUESTIONS

### IS A CHARTER SCHOOL A PUBLIC SCHOOL?

Yes! Charter schools are publicly funded, tuition-free schools. They are simply run differently than traditional public schools.

### IS THIS A VIRTUAL SCHOOL THAT WILL REQUIRE MY CHILD TO DO ALL OF THEIR SCHOOLING AT A COMPUTER?

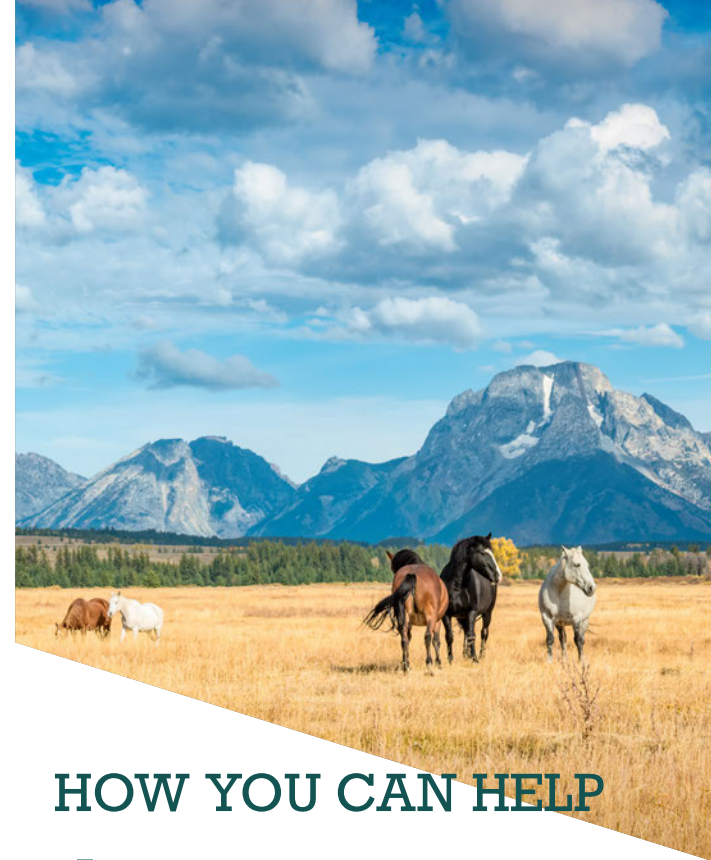
Nope! While we will certainly allow and fund on-line classes, we strive to create a robust, experience-based, whole-child education for each student. We will work with parents to design unique curricula that will best meet the needs of their individual children and aligns with the goals and values of each family.

### ARE THERE OPPORTUNITIES FOR IN-PERSON LEARNING?

Absolutely! Through our learning center and various workshops and classes students will have ample opportunity to engage with teachers and other students face to face.

### WHAT AREAS OF WYOMING WILL THE SCHOOL SERVE?

The charter school will start out serving Park County and all of the counties that immediately surround it. We plan to eventually service the entire state.



## HOW YOU CAN HELP

This opportunity can become a reality with your support! We need individuals from our communities to speak up and let our legislature know that having more educational opportunities, like Vitalis Charter Academy, is what our children need.

**Please visit our website to learn more, fill out our survey, and sign our petition.**

[vitalischarteracademy.com](http://vitalischarteracademy.com)



BYLAWS OF VITALIS CHARTER ACADEMY  
(A Wyoming Nonprofit Public Benefit Corporation)

ARTICLE I:  
Name, Location, & Purpose

Section 1.1: Corporate Name: Vitalis Charter Academy

The name of this organization shall be Vitalis Charter Academy, hereafter referred to as the “Charter School” or “VCA.”

Section 1.2: Offices

The Corporation may at any time establish a principal office or other offices at any place or places where this Corporation is qualified to conduct activities. The Charter School Governing Board hereafter referred to as the “Board” may change the principal office from one location to another, within where this Corporation is qualified to reside, in the State of Wyoming.

Section 1.3: Purpose

The purpose of the Corporation is to manage, operate, guide, direct and promote one or more Wyoming public schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under section 501(c)3 of the Internal Revenue Code.

The purpose of the Charter School is to provide an innovative, effective, and personalized learning program that honors parental choice. The VCA’s general and specific purposes are further described in its Charter.

ARTICLE II:  
Governance

Section 2.1: Members

The nonprofit corporation will not have stock or Members. Approval by the Board is sufficient for any action that would otherwise require approval by a majority or all Members. All rights that would otherwise vest in the Members will instead vest in the Board.

### Section 2.2: Designated Board Members and Terms

The Board shall consist of 5-7 Board Members, hereafter referred to as “Members” unless changed by amendment to these bylaws. The Membership, voting rights, terms, etc. of the Board shall be delineated in the corporate bylaws with the Board Members for the first term to be appointed by the schools original organizers, hereafter referred to as the “Founders.” Board Members can serve successive terms, provided he or she is otherwise qualified to do so.

### Section 2.3: Qualifications

Board Members shall be parents or legal guardians of VCA students currently enrolled in the Charter School. No more than one parent from any family may serve on the Board at any time. No Board Member shall be qualified to serve on the Board if serving on the Board would constitute a conflict of interest under the laws of the state of Wyoming or as determined by the Board. All Board Members shall disclose to the Board any potential conflict of interest with their Board Membership.

No Mentors, school employee or any school employee's spouse, dependent, or immediate family Member may serve on the Board. No individual may serve on the Board who has been compensated by the non-profit in a 12-month period prior to the vacancy filled by such prospective Board Member, including employees and contractors.

### Section 2.4: Appointment and Election of Board Members

The Board will appoint an advisory committee to identify qualified candidates for election to the Board and will endeavor to appoint the committee at least thirty (30) days before any election of Board Member(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct.

(a) The Board member shall be elected by a majority vote of the Board then in office. All Board Members shall have full voting rights.

(b) The Board shall select a Board Chair by vote of a majority of the Board.

(c) The composition of the Board shall at all times comply with applicable law. In the event the composition of the Board does not comply with applicable law, the Board

shall promptly meet and appoint new Member(s), until the composition of the Board complies with applicable law.

Section 2.5: Terms of Office

The Board will elect its Members during the annual meeting of the governing Board at the conclusion of a Members term. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date.

The term of office for each Board Member shall be two full academic years, which year shall commence on the first day of July the academic year following a Member's appointment to the Board. Expiring Board Member terms shall terminate on the last day of June. Members shall serve a two- year, renewable term with no limits. The Board may establish an alternating term schedule to minimize Board turnover. Each Member will serve until his or her successor has been elected or until his or her death, resignation or removal.

Section 2.6: Vacancy

Subject to the provisions of Section 2.5, if any vacancy is caused by death, resignation, or removal of a Member, the remaining Members, by majority vote, will elect a successor to hold office for the remaining term of the Member whose place is vacant. The successor will serve as a Member until the next regular election of Members.

No reduction in the authorized number of Members will have the effect of removing any Member before the expiration of his or her term.

Section 2.7: Resignation of Board Member

Any Board Member may resign effective on giving written notice to the Director of the Charter School or Board Chair.

Section 2.8: Removal of Board Member

Each Board Member shall consider their position as a public trust and not use it for private advantage or personal gain. The Board may declare by a majority vote that the office of a Board Member is vacant and a Member may be removed without cause.

ARTICLE III:  
Officers of the Board

Section 3.1: Board Officers

The officers shall consist of a minimum of a Board Chair and the Board may elect other officers at the discretion of the Board.

### Section 3.2: Responsibilities of Officers

Board Chair. Subject to Board policy and Board direction, the Board Chair shall lead the Board in its oversight of management.

Secretary. The Secretary shall keep a fair and correct record of all of the meetings of the Members and other official business. The secretary may give notice of meetings to the Members and shall perform such other duties as may be required by the Board. A person who is not a Member of the Board may be designated as secretary.

### Section 3.3: Conduct of Meetings

The Board Chair, or designee, will preside at and conduct all Board meetings, and may appoint temporary officers to serve at such meetings in the absence, any person appointed by the regularly appointed officers. The school Secretary or, in the Secretary's absence, any person appointed by the presiding officer will act as Secretary at meetings of the Board. Members of the Board may participate in any Board meeting through the use of conference telephone or similar audio visual communications equipment, so long as all Members participating in the meeting can hear one another, and such participation complies with applicable law. This participation constitutes personal presence at the meeting.

### Section 3.4: Internet Access

Board Members are required to have e-mail and Internet access. The school may pay for these services. If a Board Member does not have a computer, one may be made available for loan.

### Section 3.5: Compensation and Reimbursement

No Board Member shall receive compensation for service on the Board or for any committee. Pending budgeting approval, Board Members that attend training may receive reimbursement of actual expenses. Mileage compensation may be provided to Board Members as per VCA reimbursement policy. Provisions for compensation must be established by resolution to be just and reasonable compensation as to the Corporation at the time that the resolution is adopted.

## ARTICLE IV: Powers and Duties of the Board



#### Section 4.1: General Powers

Subject to the provisions and limitations of the Wyoming Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

#### Section 4.2: Duties

The Board's primary duties shall include, but not be limited to:

Without prejudice to the General Powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board shall have the primary duties of:

##### Finance:

- Monitor fiscal solvency and management.
- Approve budgets/spending and fiscal policies.

##### Educational Program:

- Monitor student performance.
- Ensure programs and operations align with mission.

##### Personnel:

- Hire/fire/evaluate Executive Director.
- Approve personnel policies, including but not limited to, the process by which salaries, benefits, working conditions (i.e., calendars, holidays, vacations, work day and year) will be determined.

##### Facilities:

- Enter into financing and building contracts.
- Approve construction and remodeling of facilities.

To facilitate input from the teacher and parent community, the Board will delineate the following roles and responsibilities to Special Committee or the Parent Advisory Council which include but are not limited to:

##### Finance:

- Review and recommend budget priorities.
- Review annual, first interim, and second interim budgets.

Educational Program:

- Review student performance data.
- Develop/align/adopt standards, curriculum, instruction, and assessment.
- Review and refine policies/procedures regarding student achievement.
- Maintain the parent/student handbook.

Personnel:

- Participate in prospective employee interviews, as appropriate.
- Review and make recommendations regarding the Employee Handbook.
- Develop and provide input for a professional development plan.

Compliance:

- Review and provide input for the school's Annual School-wide Action Plan.
- Review and provide input on important school documents and plans including but not limited to, the Charter, School Improvement Plan, SPED Plans, Accreditation Plans, etc.

Facilities:

- Conduct school central office/resource center needs assessment.
- Make recommendations on facility needs and policies.

The Charter School Executive Director is fully responsible for the daily administration of the Charter School. The responsibilities of the Director shall include, but not limited to the following:

Liaison between the Charter School, parents, and the community.

Remain current with legislation and educational trends that will benefit the Charter School. Ensure that the school is in compliance with all applicable requirements.

Responsible for all aspects of the School's finances and fiscal reporting and business aspects of the school.

Oversee Charter School's educational program and monitor student achievement.

Oversee all personnel matters including hiring, evaluation and termination.

Secure facilities and oversee daily operation of facilities

ARTICLE V:  
Meetings and Quorum

Section 5.1: Regular Meetings

The Board shall hold regular meetings on at least a quarterly basis. The schedule of regular meetings shall be determined by the Board and communicated to all Members. Meetings of the Board with respect to charter school operations shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act.

Section 5.2 Annual Meeting

The Board will hold its annual meeting during the month of June at the usual meeting time as established by the Board for electing Members for the ensuing year and to transact other business that may be brought properly before the Board.

Section 5.3: Special Meetings

Special meetings of the Board for any purpose may be called at any time by the Board Chair, any two Board Members, or the School Director. Notice of the time and place of special meetings shall be delivered to each Board Member personally or by telephone or email. Notice of special meetings related to charter school operations shall be provided at least twenty-four (24) hours prior to the meeting and shall be held in locations and in a manner consistent with the Brown Act.

Section 5.4: Quorum

A majority of the, then in office, Members of the Board shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Board Members present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the Wyoming Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to:

- (a) approval of contracts or transactions in which a Board Member has a direct or indirect material financial interest,
- (b) approval of certain transactions between corporations having common Board Memberships,
- (c) creation of and appointments to committees of the Board, and
- (d) indemnification of Board Members.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some Board Members, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 5.5: Participation by Teleconference

Board Members may participate in a meeting of the Board through the use of teleconference telephone, electronic video communication, or similar communications equipment, so long as each Member participating in such meeting can communicate with all of the other Members concurrently and is provided the means of participating in all matters before the Board. In addition, a Board meeting related to charter school operations must be noticed and conducted in compliance with the Brown Act including without limitation the following:

- (a) At a minimum, a quorum of the Members of the Board, currently in office, shall participate in the teleconference meeting from locations within the Corporation's jurisdiction;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) Agendas shall be posted at all teleconference locations, with each location identified in the notice and agenda of the meeting;
- (d) All locations where a Member of the Board participates via teleconference must be fully accessible to Members of the public and shall be listed on the agenda;
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- (f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 5.6: Executive Session

The Board may meet at any time in Executive Session to discuss personnel, legal or other sensitive issues. An Executive Session may be convened only upon a majority vote of the Board after the general purpose for the Executive Session is stated during the public session.

ARTICLE VI:  
Committees

Section 6.1: Establishment of Committees

The Board, by resolution adopted by a majority of the Board Members then in office, may create one or more committees, to serve at the pleasure of the Board. Committees may be

structured so that they report to the Charter School Governing Board. Appointments to committees of the Board shall be by majority vote of the authorized number of Board Members. The Board may appoint one or more Board Members as alternate Members of any such committee, who may replace any absent Member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- (a) Take any final action on any matter that, under the Wyoming Nonprofit Public Benefit Corporation Law, also requires approval of the Members or approval of a majority of all Members;
- (b) Fill vacancies on the Board or any committee of the Board;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- (e) Create any other committees of the Board or appoint the Members of committees of the Board; or
- (f) Approve any contract or transaction to which the corporation is a party and in which one or more of its Board Members has a material financial interest, except as special approval is provided for in Wyoming Nonprofit Public Benefit Corporations Law.

#### Section 6.2: Meetings and Action of Committees

A committee or committee Member cannot instruct the Director on a course of action. A committee may recommend a course of action to the Board for the Board's consideration.

#### Section 6.3: Committee Membership

Committees shall consist of Board Members, parents of students enrolled at the Charter School, other individuals with relevant expertise, and students enrolled at VCA. The Board shall appoint committee Members and define their roles and responsibilities.

### ARTICLE VII:

#### Indemnification and Insurance

#### Section 7.1: Indemnification

No Board Member or officer of the nonprofit corporation will be personally liable for the payment of the nonprofit corporation's debts and liabilities except as any Member or officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the nonprofit corporation's debts will not apply in any instance where that relief is

inconsistent with any provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3).

Subject to the previous paragraph, the nonprofit corporation shall indemnify every Member or officer and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred by him or her—as well as any amount paid upon judgment—in connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Member or officer of the nonprofit corporation. This indemnification is being given since the Members will be requested to act by the nonprofit corporation for the nonprofit corporation's benefit. This indemnification is exclusive of all other rights to which a Member may be entitled.

#### Section 7.2: Insurance

The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Board Members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Member, Director, employee, or agent in such capacity or arising from the officer's, Member's, Director's, employee's, or agent's status as such.

### ARTICLE VIII: Financial Matters Section

#### Section 8.1 Delegation by Board Members

The Board may authorize any officer, employee or agent to enter into any contracts or to sign and deliver any instruments in the name of the nonprofit corporation. The authority granted by the Board may be general or confined to specific instances.

#### Section 8.2 Authority over Certain Funds

If at any time the nonprofit corporation is a beneficiary of a charitable lead trust, a charitable remainder trust, or other similar trust (Charitable Trust), and the Charitable Trust was established by a Member, an officer, or a substantial contributor to the nonprofit corporation, the Member, officer, or substantial contributor who established the Charitable Trust is prohibited from acting on matters concerning funds coming to nonprofit corporation from the Charitable Trust.

The Member who establishes a Charitable Trust must adhere to the Conflict of Interest Policy. Any funds received from a Charitable Trust must be segregated into a separate

accounting line item in the nonprofit corporation's financial records as provided in these Bylaws.

For all purposes concerning any funds received from a Charitable Trust described above, the term substantial contributor has the same meaning as provided in Internal Revenue Code Section 507(d)(2)(A).

### Section 8.3 Deposits

All nonprofit corporation funds will be deposited to the credit of the nonprofit corporation at those banks, trust companies or other depositories selected by the Board. But the Board may authorize any officer, employee or agent to select the banks, trust companies or other depositories into which the funds of the nonprofit corporation will be deposited.

### Section 8.4 Checks and Drafts

All checks, drafts and other orders for payments of money, notes, or other evidence of indebtedness by the nonprofit corporation must be signed by those officers, agents or employees selected by the Board, and in the manner determined by majority resolution of the Board.

### Section 8.5 Loans

The nonprofit corporation is prohibited from making any loans or borrowing any funds unless specifically authorized by a resolution of the Board. The authority granted by the Board may be general or confined to specific instances. The nonprofit corporation will not make any loans to its members or officers.

### Section 8.6 Investments

The nonprofit corporation's funds may be invested in any investments selected by the Board or any investment manager appointed by the Board for that purpose. In making any investments, the Board or investment manager (as the case may be) should give due regard to balancing the need to preserve principal, to produce income and capital gains, and to achieve long-term growth of the nonprofit corporation's assets.

### Section 8.7 Separate Account

The nonprofit corporation must segregate any funds received from a Charitable Trust into a separate accounting line item in the nonprofit corporation's financial records. The nonprofit corporation shall administer the separate account in such a manner as to allow tracing of the funds into and out of that account. The separate account must be administered and distributed by a separate fund committee, and the Member, the officer, or the substantial

contributor who established the Charitable Trust from which the nonprofit corporation received the funds may not possess any power over this account or this separate fund committee.

#### Section 8.8 Expenses

The Board will pay all expenses of the nonprofit corporation including, but not limited to, custodian, management fees, legal fees, and accounting fees and charges first from revenue and then from the principal assets of the nonprofit corporation.

### ARTICLE IX Records and Reports

#### Section 9.1: Maintenance of Corporate Records

The Corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law.

#### Section 9.2: Inspection

Every Board Member shall have the right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the Corporation, subject to applicable law. The Board Member must give the rest of the Board and the school Director five business days notice prior to viewing the requested document(s). Such inspection by a Board Member may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Wyoming or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

#### Section 9.3: Accounting Records and Minutes

On written demand of the corporation, any Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Members, the Governance Council, and committees of the Board at any reasonable time for a purpose reasonably related to the Member's interest as a Member. Any such inspection and copying may be made in person or by the Member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

#### Section 9.4 Annual Report



Pursuant to Corporations law, within 120 days after the close of its fiscal year the Corporation shall send each Board Members and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.
- (b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year. The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

## ARTICLE X Dissolution

### Section 10.1: Dedication of Assets

Upon the dissolution of the corporation, the Board shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious or scientific purpose shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Laws) as the Board shall determine. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## ARTICLE XI Miscellaneous Provisions

### Section 11.1: Conflict of Interest Policy

The Corporation shall adopt a conflict of interest and anti-nepotism policy pursuant to WY Stat § 17-19-831 (2021).

Section 11.2: Corporate Seal

The nonprofit corporation will not have a seal. If a seal is required for any corporate transactions, the words Corporate Seal followed by the signature of one or more officers on behalf of the nonprofit corporation shall constitute a proper affixing of the seal.

Section 11.3: Fiscal Year

The fiscal year of the Corporation shall be from July 1st through June 30th of the following year.

Section 11.4 Singular and Plural; Gender

Unless the context requires otherwise, words denoting the singular may be construed as plural and words of the plural may be construed as denoting the singular. Words of one gender may be construed as denoting another gender as is appropriate within the context. The word or when used in a list of more than two items may function as both a conjunction and a disjunction as the context requires or permits.

Section 11.5 Headings of Articles, Sections, and Subsections

The headings of Articles, Sections, and Subsections used within these Bylaws are included solely for the reader's convenience and reference. They have no significance in the interpretation or construction of these Bylaws.

Section 11.6 Reference to Laws

All general or specific references to the Internal Revenue Code are to the Internal Revenue Code of 1986 as now in force or later amended, or the corresponding provision of any future United States revenue law. Similarly, any general or specific references to the laws of the State of Wyoming are to the laws of the State of Wyoming as now in force or later amended.

ARTICLE XII

Amendment of Bylaws

Section 12.1: Bylaw Amendment

The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the Wyoming Corporations Code. Any amendment to these Bylaws will require a majority vote of the Board Members then in office.

###

CERTIFICATE OF ADOPTION

I certify that I am the duly appointed and acting Secretary of Vitalis Charter Academy Governing Board, a Wyoming nonprofit public benefit corporation and that the foregoing Bylaws constitute the Bylaws of such Corporation that were duly adopted by its Governing Board on April , 2024.

IN WITNESS WHEREOF, I have executed this certificate on April \_\_\_\_, 2024.

---

Secretary, Vitalis Charter Academy

First executed: April 2024

DRAFT

Order #: Q-372373-1  
 Date: 2024-05-22  
 Offer Valid Through: 2024-06-30

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

### Order Form For Vitalis Charter Academy

Address:  
 City: Cody  
 State/Province: Wyoming  
 Zip/Postal Code: 82414  
 Country: United States

**Order Information**  
 Billing Frequency: Annual Upfront  
 Payment Terms: Net 30

#### Billing Contact

Name: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Phone: \_\_\_\_\_

#### Primary Contact

Name: Lisa Oilar  
 Email: wpersonalizedlearning@gmail.com  
 Phone: 3072725223

#### Billing Frequency Term:

Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Year 1						
Description	Start Date	End Date	Metric	Qty	Price	Amount
The Mastery Connect Success Package	2025-07-01	2026-06-30	User	500	USD 5,000.00	USD 5,000.00
Recurring Sub-Total						USD 5,000.00
Mastery Connect Implementation			Per Each	1	USD 2,980.00	USD 2,980.00
Non-Recurring Sub-Total						USD 2,980.00
Year 1 Total						USD 7,980.00
<b>Grand Total:</b>						USD 7,980.00

Deliverable	Description	Expiration	Qty
Mastery Connect Subscription	Mastery Connect - Subscription	N/A	500
Mastery Connect Student Licensing - GradeCam	User means a learner, administrator, author, manager or designated user associated with Customer's organization, which is authorized by Customer to use the Service with a login credential. Includes access to GradeCam services allowing for bubblesheet scoring.	N/A	500

Deliverable	Description	Expiration	Qty
Mastery Item Bank Subscription	Mastery Item Bank subscription for ELA, Math, Science and Social Studies featuring learning standards alignments for all 50 States, D.C., Common Core and Next Generation Science Standards.	N/A	500

The items above must be completed during the time period beginning on the later of the Effective Date or the initial Start Date specified in this Order Form and ending pursuant to the time frame set forth in the Expiration column above.

3rd Party Product	Description	Expiration	Qty
Mastery Connect Student Licensing - GradeCam	User means a learner, administrator, author, manager or designated user associated with Customer's organization, which is authorized by Customer to use the Service with a login credential. Includes access to GradeCam services allowing for bubblesheet scoring.	N/A	500

Professional Services	Description	Expiration	Qty
Mastery Connect Online PD Subscription	Unlimited access for faculty and staff users to online training video library.	N/A	500
The Mastery Connect Success Package Implementation		N/A	500
Mastery Connect Implementation	<p>Project Management:</p> <ul style="list-style-type: none"> <li>* Instructure consultants will be assigned to give you targeted, one-on-one guidance to ensure your success when implementing Mastery Connect for use with your existing Canvas instance or another LMS.</li> <li>* All project management will be performed remotely.</li> </ul> <p>Configuration:</p> <ul style="list-style-type: none"> <li>* Configuration of one Mastery Connect instance, including administrators, authentication, rostering, etc.</li> <li>* Additional data provisioning support to get your user and/or standard data into Mastery Connect, through one of the following methods: manual creation, CSV import, or SIS integration.</li> <li>* The following SIS integrations are supported. Any SIS not listed below will need to be provisioned by manual entry or CSV import.</li> </ul> <ul style="list-style-type: none"> <li>** Aeries</li> <li>** Aspen</li> <li>** Aspire</li> <li>** Classlink</li> <li>** Clever</li> <li>** Focus</li> <li>** Infinite Campus (v1.2)</li> <li>** PowerSchool (See note below)</li> <li>** ProgressBook (DASL)</li> <li>** Q (Aequitas)</li> <li>** Qmlativ (Skyward)</li> <li>** Sapphire</li> <li>** SchoolTool</li> <li>** Skyward (SMS 2.0)</li> <li>** Synergy</li> </ul> <p>PowerSchool requires a OneRoster licensing agreement for Instructure customers utilizing PS version 21.4.1 or greater. Customers provisioning Canvas via this OneRoster integration can use the same credentials for the MasteryConnect integration. Customers who are not on the minimum PowerSchool version will need to use Clever, Classlink, or SFTP w/ CSV files to provision data to MasteryConnect.</p> <ul style="list-style-type: none"> <li>* Manual provisioning and CSV imports are configured and tested by you with basic guidance from your consultants; your consultants and you will both perform tasks to establish SFTP access (if desired) or perform SIS integration.</li> <li>* Authentication integration support for your LDAP and SAML as configured by you (available to Teachers and Admins only). Access to guides and troubleshooting assistance.</li> </ul>	12 Months	1

**Metrics and Descriptions:**

**User:** User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

**Duration:** The Services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related Services prior to the first year Start Date at its sole discretion.

**Miscellaneous:** Instructure's support terms are available as follows:  
 Canvas & Catalog: <https://www.instructure.com/canvas/support-terms>  
 Folium: <https://portfolium.com/support-terms>  
 MasteryConnect: <https://www.masteryconnect.com/support/>

As part of our commitment to provide the most innovative and trusted products in the industry, at times we must increase our renewal rates to cover additional expenses associated with advancing our products. If you have concerns with any increases, please reach out to your account representative.

**Terms and Conditions**

This Order Form shall be governed by the Master Terms and Conditions which can be found here: <https://www.instructure.com/policies/master-terms-and-conditions>

The provision of any Item Bank Services shall also be governed by the Addendum which can be found here: <https://www.instructure.com/policies/item-bank-addendum>.

In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

The parties agreement with regards to Instructure's processing of personal data or personally identifiable information can be found at: <https://www.instructure.com/policies/data-processing>

**Auto Renewal Terms**

Recurring items on this Order Form (other than any 3rd Party Products) shall automatically renew for succeeding terms of 12 month duration at an annual price increase of 10% unless either party gives the other party 60 days' written notice of its intent not to renew prior to the expiration of the then-current term.

Any requests to change service deliverables as defined on the order form may incur a fee of ten percent (10%) of the remaining fees for the service.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form?  Please Enter (Yes or No): _____ If yes, please enter PO Number: _____	Check here if your company is exempt from US state sales tax : _____  <i>Please email all US state sales tax exemption certifications to ar@instructure.com</i>

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

**Vitalis Charter Academy**

Signature:	_____
Name:	_____
Title:	_____
Date:	_____

**Instructure, Inc.**

Signature:	_____
Name:	_____
Title:	_____
Date:	_____



# Cedar Taylor

## Contact

██████████  
██████████  
307.250.2842  
██████████

## Education

University of Wyoming  
Northwest College  
Associates in Elementary  
Education

## Key Skills

Teaching  
Active Listening  
Teamwork  
Communication  
Writing

## Objective

My objective is to assist in the reality of having more school choice for the students of Wyoming. I want to help students have a lifelong love of learning in a way that is emotionally and intellectually sound. I want to help parents have a say in the way their children are educated and help them have the resources they need in order to do so.

## Experience

*2012-2014*  
Cashier and Purchasing Agent • Linton's Big R

*2010-Current*  
Church Program Counselor • Relief Society, Primary and Youth

*2020-2024*  
Homeschool Teacher

Responsibilities: My responsibilities over the years have included, but are not limited to ordering materials needed for store use, working with children ages 18 months-18 years in teaching programs and goal setting, teaching my own 3 children on a daily basis, planning and orchestrating activities and events for large groups, student teaching in a public-school setting, etc.

## References

Available upon request.



# Chelsea Slade

## PROFILE

Homeschool mother of two with extensive experience in a variety of educational settings, as well as several years in positions of leadership. Ability to engage, motivate and teach individuals, collaborate, utilize technology, manage resources, and create solutions.

## CONTACT ME

360 303 9441



## PROFESSIONAL SKILLS

Innovative problem solver  
Connects with students and colleagues  
Well-versed in education best practices  
Communicates clearly and effectively  
Excellent leadership skills  
Organized and efficient

## TECHNICAL SKILLS

Microsoft PowerPoint, Word and Excel  
Adobe Photoshop, InDesign  
and Premiere Pro



## EDUCATION

**BACHELORS DEGREE IN K-12 ART EDUCATION** 2007-2010  
Brigham Young University in Provo, UT

**ASSOCIATES DEGREE** 2002-2004  
Whatcom Community College in Bellingham, WA

## WORK EXPERIENCE

**ONLINE ESL EDUCATOR** 2017-2019  
VIPKid in Beijing, China  
Instructed English Language Learners, ages 5-14, in an online classroom setting. Motivated and engaged individuals while effectively teaching content.

**ART EDUCATOR** 2011-2016  
Thomas Edison Charter School in Logan, UT  
Instructed and supported kindergarten through eighth grade students in art production, aesthetics, criticism, and art history. Designed relevant and engaging curriculum for a broad range of 21st-century learners in accordance with state learning standards and research-based practices. Adapted curriculum based on student needs. Experienced in teaching a wide variety of artistic media.

Assisted individuals in generating ideas, self-assessing, problem solving, managing frustrations, and improving their work. Expert at creating supportive learning environment, motivating individuals, utilizing technology for effective instruction, and facilitating after-school programs.

Led monthly department meetings for art educators from two campuses. Coordinated with colleagues, organized and managed materials, and communicated with administration and parents to identify needs and develop strategies. Contributed in professional development trainings, and continually set and met goals.

**CHILDREN'S SUMMER CAMP ART SPECIALIST** 2015  
Utah State University in Logan, UT  
Created opportunities for children to have engaging experiences with the visual arts. Planned and carried out a variety of projects for a diverse range of learners, adapting to meet individual needs.

## ADDITIONAL EXPERIENCE

**SECRETARY FOR WOMEN'S ORGANIZATION** 2015-2016  
Young Adult Organization in Logan, UT  
Secretary for church organization serving more than 1000 women. Included planning and speaking at conferences, organizing and carrying out events for hundreds of young adults, as well as advertising for events by designing posters, email campaigns, and utilizing social media. Assisted leadership in problem solving, teaching, creating documents to manage data, and training.

**NAEA STUDENT CHAPTER CO-PRESIDENT** 2009-2010  
Brigham Young University in Provo, UT  
Facilitated professional development opportunities, organized fundraisers, and coordinated community out-reach within the art education program.

## Vitalis Charter Academy Mathematics Curriculum Checklist

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Purpose:** To assess and evaluate instructional materials to ensure alignment with the Wyoming Content & Performance Standards and to determine appropriateness for your student.

**Directions:** Use the following checklists to help you choose the appropriate curriculum for your student.

### General Checklist:

- The curriculum includes a balance of computational and procedural skills, conceptual understanding, and problem-solving skills.
- The instructional materials address the particular needs of your student, including strategies for English language learners, advanced learners, special education students, or struggling mathematics students.
- The reading level of the text is appropriate for your child.
- The concepts are developed using a variety of teaching methods and addressing a variety of learning styles.
- Abstract concepts are connected to hands-on activities or real-life applications, when possible. The scope and sequence suggests that the instructional material is aligned with the Wyoming Content & Performance Standards across grade levels. (See below)
- If instructional material is not aligned through the levels, then supplemental material are available.

### K-8 Checklist

The Mathematics curriculum provides explicit, sequential, logical, systematic instruction and support in the following required mathematical areas:

Details of the content standards can be found at the following link: [Wyoming Content and Performance Standards- Mathematics](#)

### Mark all that apply for student's grade level

Domains:

- Counting and Cardinality (K Only)
- Number and Operations in Base Ten (K-5)
- Operations and Algebraic Thinking (K-5)
- Measurement & Data (K-5)
- Numbers and Operations-Fractions (3-5)
- Geometry (K-8)
- Ratios and Proportional Relationships (6-7)
- The Number System (6-8)
- Expressions and Equations (6-8)
- Statistics and Probability (6-8)
- Functions (8 Only)

8 Standards for Mathematical Practices (K-12):

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reason

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Core Courses Catalog

ELA

Math

Science

Social Studies

Grades K - 12

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DRAFT

## Introduction

As a Personalized Learning School, Vitalis Charter Academy strongly supports parental (and student) choice in educational materials. With so many options available, however, it can be difficult to sort through all the possibilities before finding a great curriculum that fits your needs. This catalog draws on many years of experience among personalized learning teachers in searching out great curriculum choices for all grade levels. The curricula listed in this catalog have been field tested by educators and families with great success.

Of course we realize that the best curriculum for one student might not work for a different student – after all, that’s the reason we believe in personalized learning. However, the curriculum choices below have been found to work well with a wide variety of students, and we’ve tried to include a range of options that cater to different learning styles.

Finally, this catalog is a work in progress and grows with the suggestions and comments from the teachers and families using the curricula. Please pass on any comments you have about these programs to your mentor, and feel free to suggest other options that have worked well for you. In order to keep the list manageable, we have intentionally limited the number of options listed, so we may not be able to include everything, but we’d love to hear about your experiences!

## English/Language Arts:

### Grades K – 8

#### Bob Books (early readers)

From the website: [www.bobbooks.com](http://www.bobbooks.com)

Created by a kindergarten teacher, Bob Books start slowly and progress from books with three letter words to books with more than one sentence per page. The books come in leveled sets that get incrementally more complex as children progress in their reading.

#### Teach Your Child to Read in 100 Easy Lessons (early reading instruction)

Website: [www.startreading.com](http://www.startreading.com)

From the website: “Children easily move step-by-step with phonics and learn the essential skills to blend the sounds into words. Built on this unique phonics foundation, children quickly start to read those words in fully illustrated stories. This book was designed to be user-friendly for parents, grandparents, tutors or others who want to teach young non-readers. The book contains 100 twenty-minute lessons that are clearly color-coded and scripted so that both you and the child you are teaching can be successful.

#### Explode the Code (grades K-4)

From the website <http://www.explodethecode.com/>

A phonics bestseller for over 30 years, Explode the Code has helped millions of students nationwide build the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency, and spelling. This research-based and teacher-tested program meets and exceeds the “No Child Left Behind” requirements and National Reading Panel Standards.

#### Beyond the Code (grades 2-4)

Targeting grades 2-4, Beyond the Code picks up where Explode the Code leaves off.

#### Logic of English (grades K-8)

Website: [www.logicofenglish.com](http://www.logicofenglish.com)

Logic of English offers a complete language arts curriculum for ages 4 – 7 (grades Pre-K through 2), spelling, reading and grammar for grades 7 and up, and support for struggling readers. Additional materials (including card sets

and games) also available.

Teachers say: “This is a great curriculum for K-12. It works for all levels because within the teacher’s guide it explains how to use the curriculum for all ages and abilities. I think this would be a good choice for students who are not reading at grade level because it makes sense (gives logic) of what can be a confusing language to learn.” -Kara

#### Starfall (grades K-2)

Website: [www.starfall.com](http://www.starfall.com)

Starfall is an online phonics-based reading program for grades K-2. Starfall also offers a full Kindergarten curriculum with lesson plans, available as a Homeschool Kit. Supplemental print materials are also available on the website.

Teachers say: “This free, online resource is a great way to learn phonics through songs and visual images. Because it is an online program, students are also learning basic computer skills as they navigate through the lessons. There are also free printable worksheets available too!” -Kara

#### First Language Lessons for the Well-Trained Mind (grades K-4)

Website: <http://peacehillpress.com/language-arts/>

This program teaches grammar through a series of activities including discussion of grammatical concepts, memorization of poems, and copywork. Associated resources include “The Ordinary Parent’s Guide” for teaching reading and a writing program covering writing skills from early elementary through middle school.

#### SPIRE (grades K-8)

Website: <https://www.epslearning.com/products/spire-overview>

From the author of Explode the Code, this “intensive, sequential multisensory instruction of SPIRE helps you open it up for all. Every aspect of SPIRE’s Science of Reading-based physical or digital intervention program systematically builds reading skills. Multisensory activities meet different learning styles to engage all students. Explicit, teacher-led instruction is data-driven to shore up weak areas. Continual practice and review then lock in permanent gains. ESSA Approved”

## McRuffy Press (grades K-5)

Website: <https://mcruffy.com/>

The same company that offers the very popular Color Math; McRuffy language arts programs include instruction in phonics, reading, and basic grammar skills. Includes teacher's guide, student book, and additional resources.

## All About Learning (K-8, and high school students struggling with spelling)

Website: [www.allaboutlearningpress.com](http://www.allaboutlearningpress.com)

All About Learning offers two programs: All About Reading (grades K-5) and All About Spelling (grades K-8); these programs can also be used with struggling readers at higher grade levels.

All About Reading is a complete program that teaches phonics, decoding, fluency, and comprehension in a fun and engaging way.

All About Spelling teaches encoding skills, spelling rules, and multisensory strategies to help students become proficient spellers.

The programs are independent and can be used separately, but are recommended to be used together to complement each other. However, students can move at different rates in the two programs, so spelling difficulties do not need to hold students back from progressing in reading skills, or vice-versa.

Teachers say: "It's very comprehensive! There are lots of different ways that it teaches and reinforces the concepts, and each level builds on the last, so make sure that you start at the beginning, even if it seems too easy. (You can whiz through the levels quickly until you hit the point that it becomes challenging.) It's good for visual learners and those who need manipulatives to grasp a concept with the magnetic letters."

## Reading Plus (grades 3-12)

Website: <https://www.readingplus.com/>

Reading Plus is a web-based reading program that provides individualized scaffolded silent reading instruction for students in grades 3 and higher. Reading Plus develops and improves students' silent reading fluency, comprehension, and vocabulary. The program includes text-based writing assignments. It can be used as a comprehensive or supplemental curriculum.

## Florida Virtual (FLVS)



Website: <http://www.flvsglobal.net/>

FLVS offers English courses for grades 6-8. Online courses include instruction, practice problems, tests and quizzes.

Readworks (grades K – 8)

Website: [www.readworks.org](http://www.readworks.org)

Free online reading passages and lesson plans on a variety of topics. An account is required to access the material, but the account is free. Resources include reading passages and comprehension questions, skill and strategy units, comprehension units, and novel study units

Spelling Workout (grades 1 – 8)

Website: <https://www.pearson.com/schools.html> (then search the site for spelling workout)

An incremental, remote learning-friendly approach to developing spelling skills. One workbook for each grade level.

Institute for Excellence in Writing (grades K – 12)

Website: [www.iew.com](http://www.iew.com)

According to the IEW website, “IEW’s unique approach provides the structure that students need to develop confidence in the writing process, while gradually guiding them toward greater independence and creativity. They will learn nine structural models (note taking, writing paragraphs, stories, simple reports, writing from pictures, research reports, creative writing, essays, and critiques) to help them organize any type of composition. Additionally, stylistic techniques (strong verbs, quality adjectives, sentence openers, and more) are taught incrementally to gently move students from the basics to more sophisticated writing.”

The program ranges from learning to read and write in grades K-2, through more advanced writing in grades 2-12, culminating with preparing for college writing.

Easy Grammar (grades 3-12)

Website: [www.easygrammar.com](http://www.easygrammar.com)

Grammar topics are introduced in an easy, step-by-step approach and the concepts build throughout the levels. The program includes a teacher’s guide with daily lessons and a student workbook.

Also available: Daily Grams - Guided Review Aiding Mastery Skills texts have

been designed as a 5-10 minute daily review to be used at the beginning of every lesson to promote mastery learning.

#### Write Source (grades K-12)

Website: <http://www.hmhco.com/homeschool/language-arts> (search Write Source)

Write source is a personalized K-12 print and digital program that features “clear explanations of the writing process, Integrated Six Traits instruction in every unit, key writing forms covered in detail, student models for every writing form, strategies for writing across the curriculum and on writing assessments, graphic organizers to help students focus their writing, activities for building mechanics, grammar and usage skills, differentiated instruction to meet varied student needs, and clear, logical sequence of instruction.” Available in a homeschool package for each grade level, including teacher and student materials.

Teachers say: “Write Source is an excellent program that lays a strong foundation in writing, and uses colorful graphics. I just love their programs and have had really good success over the years with families using it. They also carry additional skill books for grammar and punctuation and daily language practice.”

#### Teacher-Created Resources Literature Units (grades 3-8)

Website: <http://www.teachercreated.com/books/literature-units>

Teacher-Created Resources offers a range of literature guides to be used with commonly read novels in 3<sup>rd</sup> – 8<sup>th</sup> grade. The guides are about \$10 each, novel not included.

#### Novel Units (grades 1-12)

Website:

[https://www.rainbowresource.com/?gad\\_source=1&gclid=CjwKCAjwjeuyBhBuEiwAl3vuoVt6DzwOK2nE6-1amv1llAm8AvG7aQy7pdMr6hGLjspZtTtQQClu4RoC2kiQAvD BwE](https://www.rainbowresource.com/?gad_source=1&gclid=CjwKCAjwjeuyBhBuEiwAl3vuoVt6DzwOK2nE6-1amv1llAm8AvG7aQy7pdMr6hGLjspZtTtQQClu4RoC2kiQAvD BwE)

Similar to the TCR Literature Units described above, Novel Units are available for a wide range of commonly read literature at all grade levels. Both student packets and teacher’s guides are available (about \$12 each). Novel Units can be ordered through Rainbow Resource, or ECS Learning systems

## Grades 9 – 12

## Oak Meadow

Website: [www.oakmeadow.com](http://www.oakmeadow.com)

Oak Meadow offers full, comprehensive courses in English Language Arts, as well as many other subjects. High school English Courses include Introduction to Literature and Composition, Literature and Composition II, American Literature, and World Literature. Each course comes with a syllabus providing weekly lessons, and incorporates grammar, writing, and literature activities. Teacher's manuals are also available.

Teachers say: "This is a well-designed and laid out curriculum that covers all aspects of a comprehensive language arts program. The weekly lesson format makes it easy for homeschool and independent study students to follow."

## Write Source (grades K-12)

Website: <http://www.hmhco.com/homeschool/language-arts> (search Write Source)

Write source is a personalized K-12 print and digital program that features "clear explanations of the writing process, Integrated Six Traits instruction in every unit, key writing forms covered in detail, student models for every writing form, strategies for writing across the curriculum and on writing assessments, graphic organizers to help students focus their writing, activities for building mechanics, grammar and usage skills, differentiated instruction to meet varied student needs, and clear, logical sequence of instruction." Available in a homeschool package for each grade level, including teacher and student materials.

Teachers say: "Write Source is an excellent program that lays a strong foundation in writing, and uses colorful graphics. I just love their programs and have had really good success over the years with families using it. They also carry additional skill books for grammar and punctuation and daily language practice."

## Florida Virtual (FLVS)

Website: <http://www.flvsglobal.net/>

FLVS offers all the basic high school English courses as well as two AP English Courses (Language and Composition and Literature and Composition) Online courses include instruction, practice problems, tests and quizzes.

## Currents in Literature

Website: <http://www.amscopub.com/currents-in-literature>

These workbooks combine literature passages with grammar, spelling, and writing activities. The workbooks do not constitute a full high school language arts curriculum, but can be used in conjunction with novel study and additional writing assignments.

Workbooks include Genre Volume (9<sup>th</sup> grade), World Volume (10<sup>th</sup> grade), American Volume (11<sup>th</sup> grade), and British Volume (12<sup>th</sup> grade)

Teachers say: “This program works well with independent study students – it provides a good combination of basic reading comprehension, grammar, spelling, and writing activities. I would supplement this with several novels and additional writing activities throughout the year for a complete curriculum.”

### Novel Units (grades 1-12)

Website:

[https://www.rainbowresource.com/?gad\\_source=1&gclid=CjwKCAjwjeuyBhBuEiwAJ3vuoaALUrK28026dM2Oivj8ujUw5lAG\\_tW1nJagsETD3RgsITWJfjQ2BoCumUQAvD\\_BwE](https://www.rainbowresource.com/?gad_source=1&gclid=CjwKCAjwjeuyBhBuEiwAJ3vuoaALUrK28026dM2Oivj8ujUw5lAG_tW1nJagsETD3RgsITWJfjQ2BoCumUQAvD_BwE)

Novel Units are study guides written to accompany a wide range of commonly read literature at all grade levels. Activities include comprehension questions, literary analysis, vocabulary and writing activities. Both student packets and teacher’s guides are available (about \$12 each). Novel Units can be ordered through Rainbow Resource, or ECS Learning systems.

### Institute for Excellence in Writing

Website: [www.iew.com](http://www.iew.com)

According to the IEW website, “IEW’s unique approach provides the structure that students need to develop confidence in the writing process, while gradually guiding them toward greater independence and creativity. They will learn nine structural models (note taking, writing paragraphs, stories, simple reports, writing from pictures, research reports, creative writing, essays, and critiques) to help them organize any type of composition. Additionally, stylistic techniques (strong verbs, quality adjectives, sentence openers, and more) are taught incrementally to gently move students from the basics to more sophisticated writing.”

The program builds on the skills developed in grades K-8 with longer, more complex writing assignments, preparing students for college-level writing.

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# Mathematics

## Grades K – 8

### Go Math (grades K-8)

Website: <https://www.chsd1.org/domain/270> (examples and ebooks)  
<https://www.hmhco.com/programs/go-math> (publisher website)

Go Math is an interactive text that is visually appealing. It also has a component called Personal Math Trainer that can be used either online, or on an app that will update if a student uses it offline. The teacher can assign lessons in the interactive text and/or the Personal Math trainer.

If using the interactive text, the homework includes work in the Personal Math trainer.

### Singapore Math (grades 1 – 6)

Website: <http://www.singaporemath.com/>

Singapore Math develops a strong mathematical foundation based on a deep understanding of the underlying math concepts using a progression from concrete to more abstract concepts. The program helps students develop the foundation they will need for more advanced mathematics and provides practice in modeling with mathematics. Placement tests are available on the website to help determine where students should start in the program.

### Evan Moore Skills Sharpener (grades K – 6)

Website: <http://www.evan-moor.com/math>

Practice books for basic math concepts. For most grades (2 and up) these should be used to supplement a full, comprehensive math program; in the lower grades they can form the basis of a curriculum, along with lots of exploration and practice.

### Everyday Mathematics (grades K – 6)

Website: <http://everydaymath.uchicago.edu/>

Developed by the University of Chicago School Mathematics Project, Everyday Mathematics is a comprehensive K – 6 Mathematics Program focusing on conceptual understanding of math concepts. It was designed for classroom use, so some of the activities need to be adapted for non-classroom based learning, and it requires a good deal of preparation to figure out how to implement it in such a setting.

## McRuffy Color Math (grades K-5)

Website: <https://mcruffy.com/>

From the website: “The McRuffy **First Grade Color Math Curriculum** is a highly interactive math program that emphasizes a well-balanced variety of skills. The curriculum is comprehensive and thorough. Auditory, visual, and tactile methods are used to develop concepts. Our first grade math lesson plans contain a detailed teacher's manual, colorful workbook and resource pack containing card sets, games, posters and more. Math manipulatives are used to engage students in hands-on learning.”

The kit comes with a workbook, teacher’s manual and can be purchased with a manipulatives kit included. Parents appreciate the straightforward layout, ease of implementation, and the fact that the needed manipulatives are included in the kit.

## Florida Virtual (FLVS - grades 6-8)

Website: <http://www.flvsglobal.net/>

FLVS offers middle school math courses and Pre-Algebra. Online courses include instruction, practice problems, tests and quizzes.

## Thinkwell

Website: <http://www.thinkwellhomeschool.com/>

Thinkwell offers online math courses from 6<sup>th</sup> grade through AP Calculus. They do not currently offer the High School Integrated Math Series, but could be a good option for Pre-Algebra or advanced math courses. Courses include online video lessons, day-by-day lesson plans, automatically graded exercises, and an optional workbook with lecture notes, sample problems, and additional exercises for extra practice.

## Connected Mathematics Project (grades 6 – 8)

Website: <http://connectedmath.msu.edu/>

This math program (CMP, not to be confused with the CPM, described later) is a problem-based approach to learning math in context. Each grade level is broken down into 8 workbooks organized around different concepts (such as fraction operations, two-dimensional measurement and area, probability, etc). The curriculum is ordered through Pearson. The newer CMP3 program includes “ACTIVE-book” digital units and appears to come as a complete bundle of the entire year’s worth of content, while the older CMP2 program comes in individual print student units and accompanying teacher’s guides. The content is mostly the same between the two; the main difference is the format. A year subscription to MathXL for schools can be purchased with the

CMP3 program for extra practice.

#### Pearson Math

Website: <https://www.pearson.com/schools.html>

Pearson has a variety of math programs, including EnvisionMath for grades K-6, and Digits, CMP (see above) or Mathematics Middle School for grades 6-8. Most of the programs have online components, including videos and interactive assistance on problems.

## Grades 9 – 12

#### Big Ideas Math

Website: <https://bigideaslearning.com/programs>

Big Ideas has a series of Integrated Math texts (Integrated Math I, II, and III). From the publisher: “Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Students master content through inductive reasoning opportunities, engaging explorations that provide deeper understanding, concise, stepped-out examples and rich, thought-provoking exercises. The research-based curriculum features a continual development of concepts that have been previously taught while integrating algebra, geometry, probability, and statistics topics throughout each course.”

#### Mathspace

Website: <https://mathspace.co/us>

Mathspace is an online interactive text that gives students feedback at each step of a problem. It also has links to videos and hints for each step. Students who have a touch screen device (ipad, cell phone, or touch screen laptop) can write on the screen with their finger or a stylus instead of typing in answers.

#### Florida Virtual (FLVS)

Website: <http://www.flvsglobal.net/>

FLVS offers both the traditional math sequence (Algebra I, Geometry, Algebra II) and the Integrated Sequence (Integrated Math I, Integrated Math II, and Integrated Math III), as well as Pre-Algebra and Pre-Calculus, AP Calculus and AP Statistics. Online courses include instruction, practice problems, tests and



quizzes.

#### VideoText Interactive

Website: <http://videotext.com/>

As the name implies, this is a video-based course. Video lessons introduce and explain concepts, and students complete practice problems in the accompanying work-text. It is designed for parents to watch the videos with the students, correct student work and then review missed problems with the student. The Algebra Complete Course combines the material from Pre-Algebra, Algebra I, and Algebra II. The Geometry Course includes content from Geometry, Trigonometry, and some Pre-Calculus.

#### Pearson Math

Website: <https://www.pearson.com/schools.html>

Pearson has two series of Integrated Math texts for high school: Pearson Integrated High School Mathematics and Integrated CME Mathematics Project. The first (Pearson Integrated High School) offers video tutorials and online support through MathXL for schools, where students can get immediate feedback on their homework. The CME Mathematics Project features an inquiry approach, teaching mathematics in context of real world applications.

#### College Preparatory Mathematics (CPM)

Website: <https://cpm.org/high-school/>

CPM has an integrated high school math series based on inquiry and organized around real-world problems. Online homework support is available where students can get hints to help them solve all the homework problems.

#### Thinkwell

Website: <http://www.thinkwellhomeschool.com/>

Thinkwell Homeschool offers online math courses from 6<sup>th</sup> grade through AP Calculus. They do not currently offer the High School Integrated Math Series, but could be a good option for Pre-Algebra or advanced math courses. Courses including online video lessons, day-by-day lesson plans, automatically graded exercises, and an optional workbook with lecture notes, sample problems, and additional exercises for extra practice.

#### Mathematics Vision Project

Website: <http://www.mathematicsvisionproject.org/>

Developed by the Utah Department of Education to meet the requirements of the new High School Integrated Math series, the Math Visions curriculum is organized around applied problems, followed by skills practice. From the website: “The MVP class experience begins by confronting students with an engaging problem, then allows them to grapple with solving it.” The program was designed for classroom use, but with some adjustments can be applied to a non-classroom based setting, as well. The entire curriculum is available for free download from the above website, so you can check it out and see if it would work for you without purchasing anything!

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# Science

## Grades K – 8

### Usborne Science Books (K – 2)

Website:

<https://usborne.com/us/books/browse-by-category/science-and-technology>

Usborne offers a wide variety of science books, including activities and experiments, suitable for science in the younger grades. Information can be found at the above website, but it is a British company, so it's probably better to order the books from a US supplier (like, Barnes and Noble, or Rainbow Resource)

### Janice Van Cleaves Science Books (K – 6)

Website: <http://www.wiley.com/WileyCDA/Section/id-104120.html>

Janice Van Cleaves engaging science books contain hands-on activities and experiments in a range of scientific disciplines. These books can also be used as a supplement and for project ideas for higher grade levels.

### AIMS Education Foundation (K – 8)

Website: <http://www.aimsedu.org/>

AIMS Education offers reasonably priced science activities books for grades K – 8, full of engaging, hands-on activities that promote active learning across a wide range of science topics. Several sample activities can be downloaded from the AIMS website, so you can check out the activities before you purchase.

### Science in a Nutshell (K – 6)

Website: <https://www.schoolspecialty.com/> (search Delta Science in a Nutshell)

These fun science kits contain everything you need for 8 – 12 hands-on activities for up to 3 students. Each kit contains an activity guide with clear, easy-to-follow instructions, 3 Activity journals for students to record their data, and all the materials for 1 – 3 students to complete the activities. Taken together, the activities build understanding of a particular scientific topic. Dozens of different kits are available for Life, Earth, and Physical science.

### Elemental Science (K-8)

Website: <https://elementalscience.com/collections/high-school>

This program is geared specifically towards non-classroom based learners. Programs include Biology, Chemistry, Earth Science, and Physical Science for the Grammar Stage (grades 1-4) and Biology, Earth Science, Chemistry, and Physical Science for the Logic Stage (grades 5-8). All programs include student pages, sketch pages, experiment pages, and blank report pages and can be purchased with a teacher's guide that lays out the curriculum for the year. Experiment kits can also be purchased with each program, including all the specific materials needed for the experiments in that program.

#### R.E.A.L. Science Odyssey (K-8)

Website: <https://www.pandiapress.com/real-science-odyssey/>

R.E.A.L. Science Odyssey (RSO) is written specifically for remote learning and small classroom use. It is an incremental program that slowly builds knowledge through using the scientific process. No prior knowledge of science is assumed on the part of the parent implementing the program. Programs available include Life Science, Earth and Space Science, and Chemistry. From the website: "We strongly believe children benefit from using scientific method at an early age. RSO level one infuses scientific method and age-appropriate mathematics in every course. Students learn how to speculate, hypothesize, experiment, and conclude. Observation skills are developed through sketch drawings and written descriptions. Analytical skills are encouraged through comparing, forming questions, and interpretations. Students make age-appropriate calculations, plot results, make graphs, and diagram information, just like R.E.A.L. scientists!"

#### Real Science 4 Kids (K – 8, + High School Chemistry)

Website:

[https://www.homesciencetools.com/science-curriculum-kits/real-science-4-kids/?gad\\_source=1&gclid=CjwKCAjwjeuyBhBuEiwAJ3vuobxi2hjhZL5lPcZ3lkeDfEgpTjEt\\_OHOP9hAdMLkTajiEpGwxmnlVxoCe5MQAvD\\_BwE](https://www.homesciencetools.com/science-curriculum-kits/real-science-4-kids/?gad_source=1&gclid=CjwKCAjwjeuyBhBuEiwAJ3vuobxi2hjhZL5lPcZ3lkeDfEgpTjEt_OHOP9hAdMLkTajiEpGwxmnlVxoCe5MQAvD_BwE)

From the website: "Real Science-4-Kids is a unique science program that introduces young children to the core scientific disciplines of chemistry, biology, physics, astronomy, and geology. With Real Science-4-Kids, students learn science in a sequential order, starting with the very basic building blocks of science." The "Kog" books also create connections between science and other subjects.

#### Exploration Education Physical Science (K -8)

Website: <http://www.explorationeducation.com/>

These hands-on science kits contain science lessons on CD, a student activity

book, and all materials necessary to complete the investigations and experiments in the program. The curriculum is set up to do one lesson per week for 36 weeks, so each level covers one year of science. There are three levels: Elementary (grades K-2), Intermediate Standard Version(grades 4 – 6) and Intermediate Advanced Version (grades 7 – 8). This is a great, engaging, science curriculum, but only covers physical science.

### Zingy Science (4 – 8)

Website: <http://www.zingylearning.com/>

Zingy is an online science program that provides video and animated lessons, activities and quizzes covering grade level standards for grades 4 – 8. It can be used in conjunction with a more hands-on, inquiry-based science program to make sure all the standards are covered quickly and efficiently. There is an app available to use the program on tablets and iphones.

## Grades 9 – 12

### Elemental Science

Website: <https://elementalscience.com/collections/high-school>

This program is geared towards non-classroom based learners. Programs include Biology for the Rhetoric Stage, Chemistry for the Rhetoric Stage, and Physics for the Rhetoric Stage. All programs include textbook assignments correlated with free CK12 online texts, weekly experiments in a virtual lab, and optional hands-on experiments. In addition to the book, students must also purchase a subscription to Late Nite Labs. Note: this is an intensive program and requires significant parent involvement.

### Miller and Levine Biology

Website: <http://www.millerandlevine.com/> (the text companion site) or <https://www.pearson.com/schools.html> (to purchase)

Miller and Levine offers a comprehensive biology textbook, covering all the high school biology standards. Found by many teachers and parents to be straightforward and easy to use, this has been a favorite for many students. A Study Workbook and Lab Manual are also available to supplement the text, if desired.

### Illustrated Guide to Home Biology

Website: <https://www.thehomescientist.com/manuals#> (manuals)  
<https://www.thehomescientist.com/e-commerce/biology> (kits)

Written for non-classroom based learners, this guide provides step-by-step instructions for the lab component of a high school biology course. A materials kit can also be purchased from the above website, providing nearly all the lab equipment and materials necessary to implement the labs in the guide. For a full high school Biology course, a textbook would also be needed; the site gives correlations between the lab guide and various biology texts, including Miller and Levine (above) and CK-12 Biology (available free online at ck12.org). A useful addition to any biology curriculum, this guide makes it possible to complete the lab portion required for high school biology.

### Illustrated Guide to Home Chemistry

Website:

[https://www.rainbowresource.com/027801.html?gad\\_source=1&gclid=CjwKCAjwjeuyBhBuEiwAJ3vuoaj6dbK2sZlRE3laZXK8DJMNi7fVCXhsw-k9nPAK3bIc0InoCtCnkRoCkzoQAvD\\_BwE](https://www.rainbowresource.com/027801.html?gad_source=1&gclid=CjwKCAjwjeuyBhBuEiwAJ3vuoaj6dbK2sZlRE3laZXK8DJMNi7fVCXhsw-k9nPAK3bIc0InoCtCnkRoCkzoQAvD_BwE)

Similar to the Illustrated Guide to Home Biology, but for Chemistry instead. The guide provides instructions for chemistry labs that can be done at remotely, and a materials kit is available.

A manual for chemistry experiments can also be downloaded from the following website: <https://www.thehomescientist.com/manuals>, where you can also buy a chemical supplies kit to complete experiments. Like the Biology curriculum, this will also need a supplemental text. One possibility is the CK-12 Chemistry Flexbook available at ck12.org.

### Glencoe / National Geographic Earth Science with online workbook

Website:

<https://www.mheonline.com/program/view/2/5/2554/0076587134>

Glencoe and National Geographic have teamed up to bring you an Earth Science textbook with a wide variety of online digital resources. Online study tools and resources, such as quizzes, assessments, simulations, videos, and animations provide additional support and engagement.

### Florida Virtual (FLVS)

Website: <http://www.flvsglobal.net/>

FLVS offers a variety of science courses including Biology, Chemistry, Earth Science, Anatomy, Marine Science, and Physics, as well as several AP Science courses. Note: these courses cannot be used to meet the lab science requirement for college admission (see note above), but students may meet the requirement by achieving an appropriate score on the AP test. Online

courses include instruction, practice problems, tests and quizzes.

#### Thinkwell online courses

Website: <http://www.thinkwellhomeschool.com/>

Thinkwell courses feature professionally produced videos and illustrations, award-winning teachers, a complete package of lessons, exercises, tests, exams, and a gradebook. Online science courses include AP Biology and Chemistry.

#### Bozeman Science Videos

Website: <http://www.bozemanscience.com/>

Though this is not a stand-alone course, Paul Anderson has a series of videos that provide a great supplement to any science course.

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# Social Studies

## Grades K-8

### Evan Moore History Pockets (1 – 6)

Website: <http://www.evan-moor.com/c/197/history>

History Pockets offer engaging, hands-on study of a variety of history topics in grades 1 – 6. Each pocket contains a reproducible pocket label, dictionary words and pictures, a fact sheet with background information for the teacher, a reproducible student information booklet with illustrations, arts and crafts projects related to the historical topic, and writing activities.

### Core Skills in Social Studies (1-6)

Website:

<https://www.rainbowresource.com/catalogsearch/result?q=core%20skills%20social%20studies>

Core Skills in Social Studies, from Steck Vaughn Publisher, provides a basic overview of social studies topics for each grade level, including history, geography, culture, economics, civics, and government. Work-text format encourages interaction with the text through practice with maps, charts, and illustrations, as well as higher-order thinking questions.

### In the Hands of a Child Lapbooks (2 – 6)

Website:

<https://www.teacherspayteachers.com/Store/In-The-Hands-Of-A-Child>

These complete unit studies provide hands-on activities culminating in a lapbook where students can share what they learned throughout the unit. The curriculum guides incorporate engaging, hands-on activities to bring the content to life. Each project pack contains activities and a lesson plan or research guide to direct the learning process. The process itself, however, is driven by the student's interest and imagination.

### The Story of the World (3 – 7)

Website: <http://peacehillpress.com/story-of-the-world/>

The Story of the World comes in four volumes, moving from Ancient to Modern times. This award-winning series is a favorite among non-classroom based learners. It is meant to be read aloud and discussed. CDs are available. There are many sources to purchase these books and resources; the website above is just one option. Google "The Story of the World" for further options.



## History of Us (grades 5, 8, and 11)

Website: <https://www.joyhakim.com/>

This engaging series covers American History from early pre-history through modern times. It is divided into 10 volumes. Volumes 1 – 3 cover pre-Columbian history through the Colonial Era to the American Revolution, and are suitable for the content standards in 5<sup>th</sup> grade. Volumes 4 – 6 cover the New Nation through the Civil War, and are suitable for the content standards in 8<sup>th</sup> grade. Volumes 7 – 10 cover Reconstruction through the current times, and are suitable for High School US History standards. PBS has a series called Freedom that correlates with the History of US series, and the PBS Freedom Teaching website has activities to go along with the video.

## Teacher-Created Resources Thematic Units (K – 8)

Website: <http://www.teachercreated.com/books/thematic-units>

The thematic units from Teacher-Created Resources incorporate literature, history, and a variety of engaging lessons and activities for cross-curricular learning.

## Jackdaws

Website: <http://www.jackdaw.com/>

Jackdaw portfolios provide collections of primary source documents (in full-size reproduction) on various historical topics. Each Jackdaw comes with a collection of primary source documents with descriptive captions, broadsheet essays that give background information on the topic, timelines to put the events in chronological context, and a study guide. From the website: “A Jackdaw is a treasure chest of primary source materials. You will read and examine full-size reproductions of actual letters, diaries, telegrams, and newspapers, study maps and many other authentically reproduced documents. With Jackdaws, you see and touch the elements of history.”

## TCI History Alive!

Website: <https://www.teachtci.com/social-studies-ca/>

Well-written, engaging textbooks. An interactive student workbook is available to supplement the text. The workbook is designed for classroom use, so may need some modification to use with remote learners, but this is a high-quality text highly recommended by many social studies teachers.

## Grades 9 – 12

TCI History Alive!, Government Alive!, and Economics Alive!

Website: <https://www.teachtci.com/social-studies-ca/>

Well-written, engaging textbooks. These texts can also be used as a resource for creative projects and document-based questions.

Essential World History or US History

Website:

<https://www.perfectionlearning.com/high-school/high-school-social-stud.html>

Perhaps not the most exciting or engaging history books on the market, but these softcover texts cover the basics of World or US History in a concise, efficient manner. They can be used on their own as a history text, or can be used as a resource for a more project-based approach to history (giving the background of historical events before students pursue further research). Vocabulary and comprehension questions are given at the end of each chapter, along with Document-Based essay prompts.

Teachers say: I use this to “get through the basic overview before moving on to the more interesting details.”

Oak Meadow – World and US History Syllabi

Website:

<https://shop.oakmeadow.com/high-school-courses/high-school-social-studies/>

Oak Meadow takes traditional history textbooks, but focuses discussion and thinking questions on the bigger picture historical processes and the importance of historical events rather than the memorize-and-forget approach of some traditional curricula. For each chapter in the text, the Oak Meadow syllabus has a handful of discussion questions that go beyond basic comprehension to develop critical thinking and analysis skills. Like all Oak Meadow curriculum, the syllabi are easy to follow, organized with one lesson per week. One drawback for the World History syllabus – the first half of the course covers a time period not included in state high school world history standards, so state standards basically begin in the second half of the program. For US History, the first third of the course covers the time period not included in state US History standards. Certainly there is nothing wrong with a little historical review (this material should have been covered in grades 5 and 8), but another approach is to start with the state standards, slow the pace to one lesson every two weeks for World History, 2 lessons

every three weeks for US History, and incorporate more research-based projects to supplement the course material.

#### MR University (Economics)

Website: <https://mru.org/>

Free online video courses in Micro- and Macro- Economics. Practice questions, course syllabi, and teaching resources also available.

#### Bluestocking Press – Whatever Happened to Penny Candy? (Economics)

Website:

<http://www.bluestockingpress.com/whatever-happened-penny-candy.htm>

Bluestocking Press provides an alternative to dry, boring economics texts by giving context to economic concepts and adding lively, engaging writing. The corresponding study guide: A Bluestocking Guide: Economics is recommended as a way for students to engage with the content. Check out the Economics Course Curriculum package for additional resources

#### Bluestocking Press – Nature of Government

Website:

<http://www.bluestockingpress.com/nature-government-course.htm>

The Nature of Government course from Bluestocking Press includes several different books, including: Whatever Happened to Penny Candy?, Bluestocking Guide: Economics, Whatever Happened to Justice?, Bluestocking Guide: Justice, Are You a Liberal? Conservative? Or Confused?, Bluestocking Guide: Political Philosophies, Ancient Rome: How it Affects You Today, Bluestocking Guide: Ancient Rome, and Capitalism for Kids. These titles can also be purchased separately, if you want to adjust the content of the course. This can be used as a full year course covering both Economics and Government.

#### Amsco Publishing American Government

Website:

<https://www.perfectionlearning.com/series/basic-principles-of-american-government.html>

[https://www.perfectionlearning.com/advanced-search/government-for-everybody-second-edition-13482-g.html?queryID=5794d287523b68b5feceb611aef0655c&objectID=126018&indexName=magento2\\_live\\_default\\_products](https://www.perfectionlearning.com/advanced-search/government-for-everybody-second-edition-13482-g.html?queryID=5794d287523b68b5feceb611aef0655c&objectID=126018&indexName=magento2_live_default_products)

Amsco publishes two good text options for American Government: Basic Principles of American Government and Government for Everybody.

Government for Everybody has a somewhat more accessible style, with concise reading passages, high graphics-to-text ratio, frequent problem sets and emphasis on vocabulary. An additional book, Literature and Thought, can be used in conjunction with either of the Government Texts to give additional insight into the Constitution, individual liberties, and the three branches of government.

#### Amsco Publishing Economics

Website:

[https://www.perfectionlearning.com/12872-g.html?queryID=fcce19e2a4480db61ef7501fc61f0dba&objectID=112213&indexName=magento2\\_live\\_default\\_products](https://www.perfectionlearning.com/12872-g.html?queryID=fcce19e2a4480db61ef7501fc61f0dba&objectID=112213&indexName=magento2_live_default_products)

[https://www.perfectionlearning.com/economics-institutions-and-analysis-fourth-edition-13475-g.html?queryID=0f2f62fcbbebfa58389f45cc0f457f54&objectID=112222&indexName=magento2\\_live\\_default\\_products](https://www.perfectionlearning.com/economics-institutions-and-analysis-fourth-edition-13475-g.html?queryID=0f2f62fcbbebfa58389f45cc0f457f54&objectID=112222&indexName=magento2_live_default_products)

Amsco also offers two very good options for Economics: Economics for Everybody and Economics: Institutions and Analysis. The latter has a heavier emphasis on entrepreneurship and personal finance.

## **Vitalis Charter Academy Community Partners Vendor Course Instructor Policy:**

In addition to its employees, the Vitalis Charter Academy (“Charter School” or “VCA”) has a need for various independent contractors (“Vendor Course Instructors” or “VCI”). In order to be considered an independent contractor and not an employee, it must first be determined by the Charter School and legal counsel that the service of the contractor meets the requirements of the “Three-Part Test”:

“Independent contractor” means an individual who performs services for another individual or entity and:

1. Is free from control or direction over the details of the performance of services by contract and by fact;
2. Represents his/her services to the public as a self-employed individual or an independent contractor; and
3. May substitute another person to perform his/her services.

### **Requirements**

Once this test criterion has been considered, and it has been determined that the service offered by the independent contractor is a need for the school, then the following additional requirements will be evaluated and met. In order to validate the educational value of the service to be provided by the contractor, the contractor must be able to demonstrate their competence in the subject area of instruction. All independent contractors providing service in a core academic content area, such as tutoring, are doing so under the direction of the Charter School Teacher (“Mentor”) and that Mentor’s associated student assignments as documented on the Learning Period Assignment Sheet or Assignment and Work Record. No independent contractor shall award grades or credit. Additionally, contractors, like employees, must be free from conflicts of interest and agree to follow VCA non-discrimination and anti-harassment policies. As such, independent contractors, upon application, must provide:

1. Evidence of expertise in the subject area through evidence of a teaching credential or a resume and college transcripts (*unless waived by Director*).
2. Evidence of a business license or tax registration certificate showing a fictitious name with the county or corporation number.
3. Current promotional materials regarding classes or services offered including the business’ policies that VCA students must follow.
4. Insurance. See further explanation below.

5. Obtain fingerprint documentation through the Sheriff's Office or provide verification of background check clearance by the DOJ at their business' expense (in the case of a business employer).
6. Complete an Application for Child & Adult Abuse/Neglect Central Registry Screening form. The Charter School will also conduct background checks as prescribed under state law through other reporting agencies.
7. Verification of TB Test Clearance, to be renewed every four years.
8. Annually complete and submit evidence of Mandated Reporter Training.
9. A completed application. All incomplete applications will be returned.
10. A completed W-9.
11. Be willing to serve any eligible charter school students as space is available in the program or classes offered and agree to not discriminate against which students can participate.

### **Exclusions**

The school will not enter into agreements with:

1. Employees. Employees may not also be independent contractors even under a business name as this presents a conflict of interest.
2. Individuals who fail to demonstrate that they have expertise in the area of service.
3. Businesses who engage in activities classified as dangerous by VCA and legal counsel.

### **Insurance Guarantees**

All contractors must provide evidence of liability insurance by submitting proof to the Charter School at the time the agreement is approved. By signing the services agreement, contractors are agreeing to maintain insurance consistently throughout the time period in which they are working with Vitalis Charter School students.

Furthermore, independent contractors who offer activities identified by school officials and affirmed by the School Director, as "potentially dangerous or hazardous" must provide adequate evidence of insurance coverage to maintain standing as an independent contractor (Vendor) Course Instructor. This coverage is a minimum of \$1,000,000 general liability insurance guaranteed through a Certificate of Insurance through which VCA is named as an "Additional Insured." Current activities in which VCA students participate and which will fall under this policy could include, but are not limited to:

- Rock climbing
- Gymnastics

- Martial Arts
- Any other courses which utilize potentially hazardous materials

### **Process**

1. Interested independent contractors will complete the interest form on the website which then sends an auto-email to the Director. This interest form will address the criteria for the Three-part test.
2. The Director reviews the interest form and determines if the applicant meets the Three-part test. If the applicant does meet the Three-part test, the Director will then confer with the VCA's Leadership Team to determine if the service offered by the contractor is desired. If the applicant does not meet the Three-part test, HR will send them a notice.
3. For applicants who passed the Three-part test and are offering a valued service, the Director will request that HR send the applicant a new application packet.
4. Once an applicant's application is completed, their contract is submitted as part of the next Board Meeting's Consent Agenda.
5. HR will add approved contractors to OPS and the website and inform staff when they may begin to serve students.

### **Payments**

- Service can only start after a purchase order from school has been received.
- Payment is made only on services already rendered. No pre-payments.
- Pathways will follow the published cancellation policy of the business.
- Annually the final day to submit invoices for services rendered is the last day of school.

## Vitalis Charter Academy Community Partners Vendor Course Instructor Interest form

As per Board Policy and Wyoming regulations, Vitalis Charter Academy must first determine if prospective independent contractors (“Vendor Course Instructors” or “VCI”) meet the requirements of the “Three-Part Test.” Please complete this form to help us make that determination. Once we receive your completed form, we will email you with follow-up questions and next steps. Please note VCA does not contract for any services in these categories: horseback riding, water sports, extreme or hazardous activities (determined by the Director). Please see our website for current policies- Independent Contractor Policy

Email \_\_\_\_\_

Name of Business \_\_\_\_\_

Name of Business Owner \_\_\_\_\_

Phone Number \_\_\_\_\_

County of Operation:

- Park
- Big Horn
- Hot Springs
- Washakie

Category of services offered:

- Academic subject area classes
- Academic tutoring
- Art
- Language instruction
- Music
- Sports
- Other

### The Three-Part Test Criteria

As outlined in W.S. 27-14-102 (a)(xxiii) & W.S. 27-3-104(b), these are the 3 criteria that independent contractors must meet in order to be classified as an independent contractor and not a school employee.



Criteria 1: The worker is free from control or direction over the details of the performance of services by contract and by fact.

Can you provide any of the following documentation or evidence to support Criteria 1? Check all that apply or describe other documentation in the field below. Please email all documents to [WYpersonalizedlearning@gmail.com](mailto:WYpersonalizedlearning@gmail.com)

- Business license
- Tax registration certificate showing a fictitious name with the county or corporation number
- Other:

Describe other documentation for Criteria 1 here:

Criteria 2: The worker represents services to the public as a self-employed individual or independent contractor.

Can you provide any of the following documentation or evidence to support Criteria 2? Check all that apply or describe other documentation in the field below. Please email all documents to [WYpersonalizedlearning@gmail.com](mailto:WYpersonalizedlearning@gmail.com)

- Resume
- Applicable license or training certificate
- Evidence of a BA/BS in the subject or area in which you provide services
- Current promotional materials

Explain other documentation for Criteria 2 here:

Are you willing to serve any eligible charter school students as space is available in your program or classes? Yes or No

Do you agree to not discriminate against students on the basis of any protected class (race, class, gender, etc)? Yes or No

Criteria 3: The worker may substitute another person to perform his services.

Please provide a short description of the services offered to students. If possible, please email a current brochure or other listing of classes. Please email all documents to [WYpersonalizedlearning@gmail.com](mailto:WYpersonalizedlearning@gmail.com)

Any final comments or questions?

#### Next Steps

After review of this information VCA staff will reach out with any additional clarifications or requests. Please email all documents to [WYpersonalizedlearning@gmail.com](mailto:WYpersonalizedlearning@gmail.com). If the Three-part test is passed, then vendors will be asked to complete or provide the following:

- Application
- Signed service agreement
- TB test for all who come in contact with students
- Criminal background and fingerprinting check for all who come in contact with students
- WY Department of Family Services (DFS) Central Registry Screening
- W-9
- Proof of insurance

These documents will be reviewed and once finalized sent to the next Vitalis Charter Academy Governing Board Meeting for approval in the consent agenda. Approved vendors are then listed on the school website and in the ordering database and will be sent a welcome letter.

**AGREEMENT FOR**  
**CHARTER SCHOOL BUSINESS & ADMINISTRATIVE SERVICES**  
**DATED AS OF MAY 28, 2024 (THE "EFFECTIVE DATE")**

**THIS AGREEMENT FOR CHARTER SCHOOL BUSINESS & ADMINISTRATIVE SERVICES** (this "Agreement"), between **VITALIS CHARTER ACADEMY**, to which reference is made herein as the "School", and **DELTA MANAGED SOLUTIONS, INC.**, to which reference is made herein as "DMS," is entered into between the parties in connection with charter school business and administrative services to be provided by DMS to the School, as described in the Scope of Services attached hereto.

1. **Services.** The School hereby engages DMS as an independent contractor during the Term (as defined below), and DMS hereby accepts such engagement, to perform, as requested by the School, those services set forth in the Scope of Services attached hereto as **Exhibit A** (the "Scope of Services," and the foregoing services, the "Services"). The School acknowledges and agrees that DMS may perform the Services at any suitable time and location as DMS chooses.
2. **Representations, Warranties and Covenants of DMS.** DMS hereby represents, warrants and covenants to the School that:
  - A. DMS shall not receive a fee from any source other than the School for the Services, except as may be disclosed to the School in writing, and has no arrangement with respect thereto with any party other than the School regarding such Services.
  - B. Upon the expiration or termination of this Agreement, DMS shall return to the School any and all property, documentation, records and confidential information that is the property of the School.
  - C. DMS is an independent private business and is not acting in any other professional capacity than as represented in this Agreement and the Scope of Services.
3. **Agreements of DMS.** DMS hereby agrees as follows:
  - A. DMS will provide, as requested by the School, Services that reasonably conform to the Scope of Services. The School shall have thirty (30) days following the performance of any Services or the delivery of any work product in order to notify DMS of any alleged non-conformity in such Service or work product (any such notice, a "Notice of Non-Conformity"). Promptly following its receipt of a Notice of Non-Conformity, DMS shall undertake commercially reasonable efforts to correct such non-conformity by re-performing the Service or re-delivering the work product, as applicable. The foregoing re-performance by DMS shall be the School's sole remedy with respect to any non-conforming work product or Services under this Agreement. All Services or work product shall be deemed to have fully conformed with the Scope of Services if a Notice of Non-Conformity is not received within such thirty (30)-day period.
  - B. In providing such Services, DMS will make available the experience of its organization so as to represent the School.

- C. During the Term, DMS may represent, perform services for, and contract with as many additional clients, persons or companies as DMS, in its sole discretion, sees fit, provided that such performance does not interfere with DMS's performance of the Services under this Agreement.
4. **Term of the Agreement.** The term of this Agreement shall be twelve (12) months, for the period beginning on July 1, 2025 and unless earlier terminated in accordance with Section 10, ending on June 30, 2026 (such period, the "Term").
5. **Compensation.** DMS shall receive the following amounts in consideration of its performance of the Services:
- A. **Implementation Fee.** A one-time Preoperational Services and Implementation Fee equal to two (2) month's Services Fee (as defined below) shall be due and payable by the School to DMS and payable August 1st, 2025. Such amount shall be in addition to the Service Fee payable to DMS for such month.
- B. **Services Fee.** The school shall pay to DMS a service fee equal to 2.5% of **total annual School revenues** for each fiscal year during the Term of this Agreement (the "Service Fee"), paid in equal monthly installments for each month during the Term of this Agreement beginning with the first month of the Term and payable on the 1<sup>st</sup> of each month. Monthly payments shall be pro-rated based on the most recent approved School budget available (the "Initial School Budget") and include any adjustments needed for changes in projected revenues throughout that fiscal year. The final calculated Service Fee payable to DMS for each July-June fiscal year during the Term shall be based on final Unaudited Actuals using attendance as originally reported, and the School shall make a true-up payment to DMS equal to the difference between the Services Fee as calculated using the Initial School Budget and as calculated using the Unaudited Actuals, which shall be payable to DMS within thirty (30) days of the finalization of the Unaudited Actuals. Notwithstanding the foregoing, Service Fees are calculated based on originally reported attendance, and any subsequent reductions to revenues due to attendance reductions shall not result in a corresponding reduction of Services Fees for the applicable year.

DMS's Services Fee covers all Services set forth in the Scope of Services attached hereto and unless expressly provided in the Scope of Services includes all travel and other out-of-pocket costs. Additional services (including but not limited to: financing/cash flow loan services and private grant application and management services, WRS back reporting) may be made available to the School at an additional cost, to be negotiated between DMS and the School via separate agreement prior to the incurrence of such additional services.

- C. **Newly Applying Charter – Agreement Term Extension if School Opening Postponed.** The School intends to begin operations by serving students during the 2025-26 (July 1-June 30) fiscal year. In the event the School postpones the beginning of operations until a subsequent fiscal year, this Agreement shall continue with the Term of this Agreement being the July 1 through June 30 covering the fiscal year during which the school begins operations by serving students. If the postponement is more than one (1) fiscal year, services fees may be subject to increase due to cost-of-living adjustments and increased services required due to legislative and authorizer changes.

- D. **Newly Applying Charter - Fee Deferral During Pre-Operational Phase.** During the School's pre-operational phase from contract inception through **August 1<sup>st</sup> of the first fiscal year** during the Term of this Agreement, payment of all implementation and services fees may be deferred until receipt of the first state or federal funds, but in no case may payment be deferred past said **August 1<sup>st</sup>** without DMS written consent, which shall defer timing of payment only and not waive any right regarding receipt of such compensation.
- E. **Newly Applying Charter – Necessary Pre-Opening Benchmarks.** During the School's pre-operational phase from contract inception through **August 1<sup>st</sup> of the first fiscal year** during the Term of this Agreement, the School agrees to provide the following documentation to DMS by the dates shown below, evidencing the School's progress towards opening:
- i. **May 1:** Pre-enrollment list evidencing 50 or more enrollees for the first day of classes;
  - ii. **June 1:** Plan for school site occupancy, including list of potential site addresses; (If applicable)
  - iii. **August 1:** Pre-enrollment list evidencing 150 or more enrollees for first day of classes.

Failure to provide all documentation by August 1<sup>st</sup> of the first fiscal year during the Term of this Agreement will cause automatic termination of the Agreement absent written consent from DMS to extend this date. DMS may, at its own discretion, provide written consent to a brief extension to meet one or more benchmarks if other benchmarks have been met as required. Despite any extension(s), DMS reserves the right to terminate the Agreement pursuant to the Termination provisions in Section 10 below.

6. **Contract Renewal.** This Agreement shall be renewable for consecutive single or multiple fiscal year terms by the mutual agreement of the parties, if pursuant to DMS's discretion the School qualifies for a multiple fiscal year agreement, each such term beginning at the end of the prior period's agreement. Pricing for future years will be negotiated at the time of renewal.
7. **Entire Agreement; Amendments.** This Agreement is the entire agreement between the parties respecting the subject matter hereof and supersedes any and all prior and contemporaneous understandings, agreements, representations and warranties, both written and oral, with respect to such subject matter. This Agreement may be amended only in a writing signed by all of the parties hereto. This Agreement is renewable by amendment, subject to all terms and conditions herein unless otherwise agreed by the parties.
8. **Assignment.** This Agreement may not be assigned by either party hereto without the written consent of the other party.
9. **Notice.** During the term of this Agreement, the School shall not seek any third party to perform alternative services for the School which would in any way reduce the Services to be performed under this Agreement, as described in the Scope of Services attached hereto, without the prior written consent of DMS, which shall not be unreasonably withheld.
10. **Termination.** Either party hereto may terminate this Agreement for cause, which shall mean a material breach by the other party of any of their representations, warranties, covenants or

obligations under this Agreement, upon written notice to the other party. Such termination shall be effective: (i) five (5) days following the other party's receipt of such notice if such breach is based on the failure to pay any fee hereunder; or (ii) thirty (30) days following the other party's receipt of such notice for any other breach, in each case if such breach remains uncured following the expiration of such period. Upon termination by either party, DMS shall be paid compensation as described under Paragraph 5, Compensation, above incurred through the date of termination.

11. **Information.**

- A. **Ownership and Accuracy.** The School, its officials, staff, and board will be providing DMS various data, records, studies, computer print-outs and other information and representations as to the facts relating to the School and its operations. DMS will be using and relying upon such data, records, studies, computer print-outs and other information provided by the School in the preparation of DMS's work products. All such data, records, studies, computer print-outs and other information, and compilations created therefrom, are considered as and shall remain the property of the School. DMS shall not be obligated to establish or verify the accuracy or completeness of the information furnished to DMS by the School, its officials, staff, or board, and DMS bears no liability for any such information ultimately deemed to be false, misleading, inaccurate, violating the intellectual property rights of any third party, or otherwise violating any law, regulation or order. In the event of any such determination, the School shall defend, indemnify and hold DMS harmless from and against any claim, suit, proceeding or loss, damages, or liability of any kind arising from or related to the information provided by the School, its officials, staff, and board to DMS.
- B. **Confidentiality.** The School and DMS agree that each will ensure no use, dissemination, or disclosure of any confidential information of the other party to any person, firm or business, except as necessary to perform the obligations or exercise the rights or privileges of the receiving party set forth in this Agreement and the Scope of Services, and then only as agreed by the parties. Each party agrees it will receive all confidential information in trust and confidence and it will treat all confidential information with the same degree of care as it accords to its own confidential information of like sensitivity, but in no event less than a reasonable level of care.

12. **Standards.** DMS shall perform the Services in accordance with competent professional standards within the industry in which DMS practices. DMS shall not be liable for mistakes of judgement or other actions taken in good faith unless such error results from an intentionally wrongful or grossly negligent act of DMS. The liability of DMS to the School for any breach of these standards arising out of or related to this Agreement or the Services performed hereunder shall not exceed the total amount of the fees paid to DMS under this Agreement.

13. **Severability.** If any provision of this Agreement is unenforceable or invalid under any applicable law or is so held by applicable court decision(s), such unenforceability or invalidity shall not render this Agreement unenforceable or invalid as a whole. In such event, such unenforceable or invalid provision shall be changed by the parties and interpreted so as to best accomplish the objectives of such unenforceable or invalid provision as originally contemplated by the parties within the limits of applicable law or court decision(s).

14. **Waiver.** The failure of either party to require performance by the other party of any provision hereof shall not affect the full right to require such performance at any time thereafter unless otherwise agreed by the parties in writing; nor shall the waiver by either party of a breach of any provision hereof by the other party be taken or held to be a waiver of the provision itself with respect to subsequent breaches thereof unless otherwise agreed by the parties in writing.
15. **Counterparts; Scan/Facsimile.** This Agreement may be signed in counterparts and shall be effective against signatures by scan/facsimile (in an email, PDF or otherwise). Each counterpart when so executed shall constitute an original and all of which together shall constitute one and the same instrument.
16. **Governing Law.** This Agreement shall be construed in accordance with the laws of the State of California. DMS and the School agree that no legal action may be brought against the other party regarding any alleged breach of this Agreement more than two (2) years after the date the claim giving rise to such action became known by the party asserting the claim or exercising reasonable diligence should have been known to that party.
17. **Independent Contractor.** DMS's relationship to the School is and shall remain at all times during the Term as that of an independent contractor. Nothing in this Agreement or in the activities contemplated by the School and DMS shall be deemed to create an agency, partnership, employment, or joint venture relationship between the School and DMS. The School acknowledges that DMS is not an accounting or law firm, and no services or written or oral communications made by DMS during the course of providing services are or should be construed as tax or legal advice. DMS neither assumes nor underwrites any liability of the School and acts only as a provider of the Services, which are ministerial in nature. In the event the School hires an employee of DMS within six (6) calendar months of that employee working for DMS, the School shall pay to DMS a finder's fee equal to twenty-five percent (25%) of (i) the employee's annual salary at time of hire as paid by the School, or (ii) the employee's most recent annual salary at DMS, whichever is greater, and which shall be due and payable to DMS immediately upon hire and which obligation survives the termination of this Agreement.
18. **Government Code.** DMS and its representatives are not public officials or participating in governmental decisions, as those terms are used in Section 87100 of the California Government Code or equivalent Wyoming Government Codes. No actions or opinions necessary for the performance of DMS's duties under this Agreement will cause DMS to be a public official or to be participating in governmental decisions, as those terms are used in Section 87100 of the California Government Code or equivalent Wyoming Government Codes. Any legal suit, action, or proceeding arising out of or based upon this Agreement or the transactions contemplated hereby may be instituted in the federal courts of the United State of America or the courts of the State of California in each case located in the City and County of Sacramento, and each party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action or proceeding.

**IN WITNESS WHEREOF**, this Agreement has been executed and delivered for and in the names and on behalf of the School and DMS as of the date set forth above.

*[Signature Page Follows]*

**VITALIS CHARTER ACADEMY**

By: \_\_\_\_\_

Name:

Title:

**DELTA MANAGED SOLUTIONS, INC.**

By: \_\_\_\_\_

Name: Joanne Fountain

Title: Chief Executive Officer



**EXHIBIT A**

**VITALIS CHARTER ACADEMY / DELTA MANAGED SOLUTIONS, INC.**  
**SCOPE OF SERVICES**

In performing under this Agreement, DMS shall perform services that reasonably conform to those as described below:

**PREOPERATIONAL AND NEW CHARTER SERVICES:**

- ❖ DMS shall prepare and provide to the School the initial three-year budget and cash flow projections for inclusion in any new charter petition, revising as needed to reflect changes requested by the School.
- ❖ DMS shall review and comment as requested on all or specific portions of charter petitions which fall under DMS' expertise, including but not limited to sections on finance, audits, administration, governance, and human resources, and shall recommend the School seek legal or other professional counsel regarding such matters when appropriate.
- ❖ DMS shall attend internal charter planning meetings as DMS deems necessary and authorizer public hearings and approval board meetings as needed and upon request. DMS staff may not be able to attend all meetings during the planning process but will make every effort to be available as needed prior to and during charter approval periods. For internal meetings, attendance may be by electronic means, if necessary.
- ❖ Once the charter is approved, DMS shall coordinate the preparation and filing of the appropriate documents with the Wyoming Department of Education. Once a charter is approved, DMS shall assist the School in applying for funding, including working with School staff in preparing and submitting all necessary application forms and budget information.
- ❖ DMS shall also provide set up for all services relevant to a newly approved charter school listed in the standard Scope of Services attached hereto, including but not limited to the provisions regarding establishing an accounting system including an integrated payroll system, setting up and maintaining external bank account(s) with any new entity names (if required) and new "doing business as" (dba) filings, setting up and maintaining any payroll tax reporting accounts with any new entity names and new "doing business as" (dba) filings, obtaining any necessary accounts for state retirement reporting, advising regarding necessary updates to employment documents, advising regarding necessary updates to employee benefit plans, and advising regarding necessary updates to insurance providers.

**FISCAL SERVICES:**

- ❖ DMS shall provide and administer a comprehensive web-based accounting system, including all requisite fund accounting and general ledger and accounts payable/receivable modules (the "Accounting System"). The Accounting System will be fully compliant and capable of producing standardized reports in accordance to Wyoming Dept of Ed. for financial reporting to the School's authorizer and other public agencies as required. The School shall be responsible for the cost and maintenance of the hardware and/or

software and any other costs, if any, to establish any local internet connections to access the web-based Accounting System from the school site.

- ❖ DMS shall provide ongoing regular reporting of fiscal status to the School's board and staff. This shall include attendance at select board meetings requiring DMS participation. Such attendance may be by electronic means. Board meeting attendance, whether electronic or in-person, is limited to events requiring DMS participation, and a DMS representative will not be required to generally attend every board meeting. The School shall be responsible for timely notifying DMS of scheduled board meetings at which DMS attendance is requested. The School must specifically request actual attendance in writing, and absent circumstances warranting special/emergency board meetings, timely notification shall be two (2) weeks in advance absent prior scheduling conflicts. DMS must be provided the board agenda for review of DMS-related items prior to public posting.
- ❖ DMS shall coordinate and assist with the School's budgeting process, including preparation of the original budget and all interim budgets, revising and discussing with School staff and/or Finance Committee members (if applicable), providing professional advice on actual and projected line-item revenues and expenditures, attending budget approval board meetings if needed, and preparation and filing of authorizer-required and State-required budget forms.
- ❖ DMS shall provide advisory services in relation to the School's monthly cash flow needs, including computation of expected monthly revenues based on current and projected Average Daily Attendance (ADA) (as provided by the School), coordination of expenditure timing to match revenue flow (see Scope of Services - Purchasing/Procurement below) and other similar services as required. DMS may, at its own discretion, advance funds to the School to cover short-term working capital needs. Generally, this would only be done to meet crucial payroll expenditures when the School will be receiving other revenues close in time. In such event, DMS shall be repaid from the first available funds received by the School after the advance, unless DMS consents, at its own discretion, to a later payment date. DMS consent to a later payment date shall not in any way excuse the School from full repayment of any advance. Any such advances shall not carry an interest rate or origination fees. DMS can coordinate long term cash flow financing for the School, if requested and subject to the School's qualification, for an additional fee to be determined at such time via separate agreement.
- ❖ DMS shall assist the School in developing a satisfactory system of financial controls to ensure financial stability, including working with the School to develop a Fiscal Procedures & Policies Manual, if requested. School staff is responsible for implementing the accounting and fiscal controls and procedures as outlined in the School's approved policies and procedures.
- ❖ DMS shall assist the School in establishing and maintaining an external bank account(s) outside of the County Treasury and will administer and reconcile all banking transactions through this external bank account(s) and the School's County Treasury account(s). Accounts will be held in the School's name; DMS will hold no School bank account(s), nor be a signatory on School account(s).
- ❖ DMS shall work directly with the School's chosen independent auditor regarding the School's annual audit to ensure all necessary financial information is provided in a full and timely manner. DMS shall not be involved in the attendance portion of the audit.

#### **PAYROLL SERVICES/RISK MANAGEMENT:**

- ❖ DMS shall provide the School with a comprehensive payroll system, including calculation and payment of all federal and state payroll tax liabilities (if applicable), Wyoming State Teachers' Retirement System (WRS) and Public Employees' Retirement System (PERS) contribution calculations and payments (if applicable), and other benefits calculations and payments directly related to payroll processing. The

payroll system supports 401a/403b/457 plan payment processing if the School offers such plans as a benefit to employees, and DMS processes all such contributions in coordination with the School's 401a/403b/457 third party administrator (TPA). DMS services do not include 401a/403b/457 TPA duties, which should be performed by a TPA specializing in this area to ensure continuing qualification of such plans under the Internal Revenue Code.

- ❖ DMS shall assist the School in obtaining any necessary accounts for payroll tax payment and reporting and shall coordinate payment of federal and state payroll taxes and filing of federal and state payroll tax reporting as the School's Reporting Agent. Legally, the School is still obligated to ensure timely filing of returns and payment of any taxes due, even if it uses a Reporting Agent. DMS shall not generally be responsible for reporting pursuant to the Affordable Care Act (ACA) to the extent such reporting is based on information for which the School's healthcare broker is responsible. DMS can print ACA reporting if all such data required for the reporting is available in the accounting system referenced in this Scope of Services, based on DMS discretion, or based on data provided by the School's healthcare broker if the data is provided in an acceptable uploadable format for the accounting system.
- ❖ DMS shall assist the School, if applicable, in obtaining any necessary accounts for WRS/Retirement reporting, which DMS shall file pursuant to required procedures for such reports in the School's county(ies).
- ❖ DMS shall work with the School's bank to establish direct deposit of employee pay if the School's bank allows such electronic transactions via upload. The School's bank must allow for upload, rather than manual entry, of direct deposit files.
- ❖ DMS shall provide advice at the School's request regarding employee hiring, leave, and termination practices as related to payroll services, including recommending federal and state employment documents if requested, and shall advise the School to seek legal or other professional counsel regarding such matters when appropriate. These services do not include performing credential or human resources audits and do not include COBRA, 401a/403b/457, or ACA third party administration duties.
- ❖ DMS shall assist the School in researching and obtaining appropriate employee benefits and insurance packages, including coordinating between staff and insurance plan providers, and will assist in soliciting alternative providers for better rates and/or services at the School's request. DMS functions only as a facilitator/advocate on behalf of the School, is not an insurance provider or broker, and receives no commissions or referral fees from third party providers for this assistance to the School.
- ❖ DMS shall assist the School in researching and obtaining appropriate insurance policies for liability, property, workers' compensation, and other insurance necessary for operation of the School and shall assist in soliciting alternative providers for better rates and/or services at the School's request. DMS functions only as a facilitator/advocate on behalf of the School, is not an insurance provider or broker, and receives no commissions or referral fees from third party providers for this assistance to the School.

**PURCHASING/PROCUREMENT:**

- ❖ The School shall be responsible for initial creation and approval of all purchases, including inputting such orders into the accounting system. The School is solely responsible for ensuring that all items ordered are suitable for public educational purposes (e.g. non-religious materials). Once purchases are approved by the School's authorized staff, the School shall further be responsible for delivering approved purchase orders (POs) to vendors (i.e. placing the order). All POs shall reflect School as the shipping and billing address (which may include School staff addresses for shipping if authorized by School). Once the order is received by the School, School staff is responsible for marking items as received, including marking items as received in the accounting system.

- ❖ Invoices shall be sent to the School. Once School approves invoices for payment, the School shall forward all invoices to DMS via DMS SHARE within five (5) business days of receipt. DMS shall enter all invoices into the accounting system for payment, matching invoices to existing approved and received POs where applicable. For invoices without a corresponding PO, the School's submission of the invoice to DMS via SHARE shall be considered approval for payment.
- ❖ Assuming School has adequate cash flow, at least every ten (10) business days, DMS shall prepare a payment voucher containing all approved invoices to date, print all checks, and deliver all checks to School via overnight service (if available in the School's geographic area) for review, signature and delivery to vendors, integrating accounts payable with Fiscal Services as described in this Scope of Services for payment timing optimization and coordination of purchasing activities to coincide with timing of revenue limit receipts.
- ❖ DMS shall make all received invoices sent directly to DMS by the vendor available in PDF format to the School via password-protected access to DMS SHARE, so that authorized School staff may review all current and prior invoices online (dating back to the first non-implementation month of DMS-provided services to the School). Scanning and uploading of such invoices shall generally occur within no more than ten (10) business days of receipt of invoice by DMS absent extenuating circumstances.
- ❖ Throughout the purchasing and accounts payable process, all account activity will be visible to School staff on the accounting system, showing the amount paid from each account code, including from individual student accounts if any. The point at which transactions become visible in the accounting system depends on the purchasing method chosen by the School.
- ❖ On a monthly basis, DMS shall prepare and deliver a summary and detail warrant report to the School's Board for review and approval on the Board's consent agenda, showing all non-payroll-related payments made in the prior month. Payroll registers and evidence of payroll payments are available at any time for authorized School staff review and a payroll register detail is provided to the School staff with each pay run, but these are not part of the monthly summary and detail warrant register sent to the Board for review and approval.
- ❖ School is responsible for aligning all purchases with Board-approved purchasing policies and obtaining all required board approval or ratification for purchased items. All employee reimbursements must be accompanied by School approval for payment. Employee reimbursements will be processed in the same manner as vendor invoices but prioritized for payment at the earliest available payment batch.
- ❖ DMS shall reconcile purchasing activities with the School's external banking account(s). Accounts will be held in the School's name; DMS will hold no School bank account(s), nor be a signatory on School account(s).
- ❖ School shall minimize the use of on-site checks to critical time-sensitive payments only. In the event the School must use an on-site check, School shall immediately provide DMS with a scanned copy of the check and documentation of the item paid, at the time of the on-site check writing. School agrees to provide DMS with view-only online access to all School bank accounts (including credit card accounts).
- ❖ DMS shall assist School in obtaining a business credit card for use by School staff, if requested and subject to the School's qualification. School shall not use debit cards linked to the School's main operating account unless no credit card accounts can be obtained. For credit card purchases, DMS shall consider the credit card statement as the invoice for recordkeeping and audit purposes and shall consider receipt of the statement as authorization for payment of the credit card balance in full. All underlying receipts and documentation for individual credit card purchases shall be retained by School staff on-site.

- ❖ At the School's request, DMS shall assist the School in developing and approving a fixed asset capitalization policy, clarifying what items constitute fixed assets for accounting purposes. The School shall implement and maintain an updated on-site physical inventory of fixed and non-capitalized assets based on the approved policy and shall provide appropriate reporting to DMS of such inventory in order to coordinate with Fiscal Services as described in this Scope of Services. DMS shall be responsible for maintaining the fixed asset register in the accounting system, computing depreciation and average life, and coordinating such fixed asset register with auditors during the School's annual audit.

**COMPLIANCE/REPORTING:**

- ❖ At the School's request, DMS shall assist the School in preparing and submitting all state-required attendance reports, from raw attendance data provided by the School. DMS shall have no responsibility for verifying the accuracy of raw attendance data as provided or for preparing weekly or monthly attendance summaries from the School's student information system.
- ❖ DMS shall assist the School as needed with submitting the Consolidated Application and Reporting System (CARS) reporting, federal Cash Management quarterly reporting, and related state and federal program compliance and budget reporting. School shall be responsible for forwarding any requests for information or submittals received from the Wyoming Department of Education (WDE) (or other agencies to which the School is required to provide a response), for which the School requests DMS's assistance in providing response for any financially related portions, to DMS's offices immediately upon receipt.
- ❖ DMS is not responsible for preparation or submittal of federal and state income tax forms relating to the School's tax-exempt status, including but not limited to IRS Form 1023, IRS Form 990, FTB Form 3500, and FTB Form 199. These forms are generally handled by the School's attorney or independent auditor, respectively. DMS shall timely provide all financial information requested by the School, attorney, or independent auditor to timely complete these filings.

DMS and the School shall be jointly responsible for training of the School, its officials, and staff regarding the use of any software or ministerial coordination required between DMS and the School. The School, its officials, staff, and parents agree to comply with and adhere to any licensing requirements of any and all software acquired and implemented by DMS according to all terms and conditions of use for such software.

## OFFICE/CHARTER SCHOOL LEASE AGREEMENT

THIS OFFICE/CHARTER SCHOOL LEASE AGREEMENT is made and entered into as of the \_\_\_\_ day of June 2024 between KFT REAL ESTATE I, LLC, hereinafter referred to as "LESSOR" and VITALIS CHARTER ACADEMY, hereinafter referred to as "LESSEE."

WITNESSETH:

WHEREAS LESSOR is the sole owner of THE PREMISES described herein and desires to lease THE PREMISES to a suitable LESSEE; and

WHEREAS LESSEE desires to lease THE PREMISES for use as an office; and

WHEREAS the parties desire to enter into a lease agreement defining the rights, duties and liabilities relating to THE PREMISES and the responsibilities between parties.

NOW THEREFORE, in consideration of the mutual covenants contained herein, the parties agree as follows:

### SECTION ONE: DEFINITIONS

- 1.1 As used in this Office Lease Agreement;
- a) "This AGREEMENT" or "THE AGREEMENT" shall be used to refer to this Office Lease Agreement;
  - b) "THE BUILDING" shall be used to refer to the building located at 1043 13<sup>th</sup> Street, in the city of Cody, State of Wyoming.
  - c) "RENOVATION ACTIVITIES" shall be used to refer to all unnecessary alterations, betterments, improvements, additions, renovations, and reconstruction of or to THE PREMISES, or any part thereof, of any kind or nature whatsoever;
  - d) "LEASE PERIOD" or similar words shall be used to refer to a period of five (5) consecutive years;
  - e) "LESSEE" shall be used to refer to the person or entity desiring to lease THE PREMISES; in this instance, LESSEE is Plan One Architects.
  - f) "LESSOR" shall be used to refer to KFT Real Estate I, LLC or its authorized agent;
  - g) "NECESSARY REPAIRS" shall be used to refer to all necessary replacements and alterations; and
  - h) "THE PREMISES" shall be used to refer to the specific square feet of space leased to this LESSEE in THE BUILDING more particularly described in Paragraph 2.1.

### SECTION TWO: SUBJECT AND PURPOSE

2.1 LESSOR leases THE PREMISES more particularly described as follows: two thousand ninety-four (2,094) square feet of space of THE BUILDING located at 1043 13<sup>th</sup> Street.

2.2 THE PREMISES shall be used and occupied only for use as office/charter school space and for no other purpose without the written consent of the LESSOR.

If, in the opinion of LESSOR, THE PREMISES, or any part thereof, are not being used in the usual and legitimate manner in the conduct of such retail space, LESSOR may give LESSEE written notice requiring

LESSEE to terminate such improper use within three (3) days thereafter. A failure to comply with such request shall constitute a breach of THIS AGREEMENT.

### SECTION THREE: TERM AND RENT

3.1 LESSOR leases THE PREMISES for a term of five (5) years, commencing August 1, 2025 at 12:01 P.M. and terminating on July 31, 2030 at 12:01 P.M. or sooner, as provided herein, and the monthly rental amount for the LEASE PERIOD shall be Three Thousand Six Hundred and Fifty dollars and no cents (\$3,650.00), hereinafter referred to as the "BASIC RENT". All payments required herein are payable in advance on the first day of each month during the term of THIS AGREEMENT or any renewal thereof.

3.2 On the date of signing of THIS AGREEMENT, LESSEE shall remit to LESSOR a cleaning and damage deposit equal to one (1) month's rent, plus the first month's rent in advance.

3.3 All payments of rent shall be made by LESSEE to LESSOR without notice or demand, at KFT Real Estate I, LLC, 101 Castle Rock Road, Cody, WY, 82414, or such place as LESSOR may from time to time designate. All rent shall be payable in current legal tender of the United States of America. The extension of time for the payment of any installment of rent, or acceptance by LESSOR in any manner other than herein specified, shall not be a waiver of rights of LESSOR to insist on having all other payments of rent made in the manner and at the time herein specified.

3.4 Upon the expiration of the first LEASE YEAR, the annual rent shall be adjusted at the beginning of the second LEASE YEAR and each successive LEASE YEAR thereafter. At least thirty (30) days prior to the end of each LEASE YEAR, LESSOR shall determine from the U.S. Bureau of Labor Statistics the Consumer Price Index for all Urban Consumers (CPI-U) for the Mountain Plains, identified as Denver-Aurora-Lakewood CO, for the next to last month immediately preceding the end of the LEASE YEAR. For example, a lease ending in July would use the Denver CPI-U from the month of March. If higher than the CPI for the same month of the preceding year, the BASIC RENT, will be increased in the same proportion as the increase in the CPI. The BASIC RENT as thus calculated at the beginning of each new LEASE YEAR shall remain at the same level for that LEASE YEAR. In no event, however, shall any decrease in the CPI reduce the BASIC RENT. Upon any renewal hereof, LESSOR shall have the right to replace the Consumer Price Index with another generally accepted economic indicator or LESSOR's choice.

3.5 Upon expiration of THIS AGREEMENT, subject to all other terms and conditions contained herein, LESSEE may renew THIS AGREEMENT for one (1) additional period of five (5) years, by delivering written notice of the exercise of the renewal option no later than six (6) months before the expiration of the term. The BASIC RENT, payable per month, during each renewal shall be calculated at the fair market rate as of the first day of the renewal for space in buildings of similar location and quality in Cody, Wyoming. Within 30 days of LESSEE's written notice, LESSOR and LESSEE shall meet and confer in good faith to reach a new BASIC RENT. Under no circumstances can the new BASIC RENT be less than the rent paid in the initial term. In the event LESSOR and LESSEE are unable to mutually agree upon the terms of a renewal agreement, THIS AGREEMENT shall expire upon the terms and conditions contained herein.

3.6 No payment by LESSEE or receipt by LESSOR of a lesser amount than the rent stipulated in THIS AGREEMENT shall be deemed other than a payment on account of the earliest rent due, nor shall any endorsement or statement on any check or on any letter accompanying any check or payment as rent

be deemed an accord and satisfaction, and LESSOR may accept any such check or payment without prejudice to LESSOR's rights to recover the balance of the rent or to pursue any other remedy provided for in THIS AGREEMENT.

3.7 All charges, costs and expenses which LESSEE is required to pay hereunder, together with all interest and penalties that may accrue thereon in the event of LESSEE's failure to pay such amounts, and all damages, costs and expenses which LESSOR may incur by reason of any default of LESSEE, or failure on LESSEE's part to comply with the terms of THIS AGREEMENT, shall be deemed to be additional rent, and, in the event of non-payment by LESSEE, LESSOR shall have the rights and remedies with respect thereto as LESSOR has for the non-payment of the BASIC RENT.

3.8 It is the intention of the parties that LESSOR shall receive the rents and all sums payable by LESSEE under THIS AGREEMENT, free of all expenses, charges, damages and deductions of any nature whatsoever. LESSEE shall, however, be under no obligation to pay any real estate taxes, building fire insurance, principal or interest on any Mortgage on the leased property, income taxes payable by LESSOR or any gift, inheritance, transfer or estate tax by reason of any present or future law which may be enacted during the term of THIS AGREEMENT.

3.9 All payments required herein shall be paid on or before the respective date specified. Any payment not paid within five (5) days of when due shall be subject to a late fee equal to five percent (5%) of the payment then due. In the event LESSEE shall not pay all payments when due for more than three (3) times, LESSOR, at LESSOR's option, may terminate THIS AGREEMENT.

#### SECTION FOUR: TAXES

4.1 LESSOR shall assume responsibility for all real property taxes. LESSEE shall be responsible for the total of all personal property taxes levied against it.

#### SECTION FIVE: UTILITIES

5.1 During the term of THIS AGREEMENT, LESSOR shall provide all normal utility services, including heat, water, natural gas, electricity, sewer usage, snow removal and trash pick-up.

5.2 LESSOR shall not be liable in damages or otherwise for any failure to furnish or interruption in the supply of any utilities desired by LESSEE. In the event LESSEE shall install equipment requiring additional utilities, the cost of installation for any such utility transmission lines, cables, hoses, pipes or receptacles for the same shall be at LESSEE's expense, with such installation first begin approved by LESSOR.

5.3 Subject to the provisions of Section Seven, in the event LESSEE shall require any additional service lines, wiring, piping, security devices, cooling or any other modifications to the services currently located on THE PREMISES, all design and installation shall be supervised and approved by LESSOR or LESSOR's agents. All costs incurred by LESSOR for the supervision of design and installation shall be reimbursed by LESSEE to LESSOR upon presentation of any bills, statements or invoices designating such costs.

5.4 LESSEE shall contract for, in LESSEE's own name, and shall pay for the installation fees and monthly usage fees for all cable television, telephone service and telephone advertisements used by LESSEE. A security system has been installed on the premises; however, the security system is not



active. Should LESSEE desire to activate the system and after notice to LESSOR, LESSEE may contact the security company providing the system, and LESSEE shall be responsible for any costs or monthly service fees attributable to the security system. LESSEE shall provide LESSOR with access codes to deactivate system in the event LESSOR needs to make entry to THE PREMISES.

#### SECTION SIX: INSURANCE

6.1 LESSOR shall keep THE BUILDING, of which THE PREMISES are a part, insured against loss or damage by fire, lightning or the elements to the extent of the full insurable value thereof, including all products of RENOVATION ACTIVITIES made by either party hereto and which have become a part of THE BUILDING as set forth herein.

6.2 LESSEE shall obtain and maintain insurance on the personal property place on THE PREMISES at the expense of LESSEE. LESSOR shall have no responsibility for the loss of any personal property of the LESSEE maintained on THE PREMISES.

6.3 LESSEE, at LESSEE's own expense, agrees to maintain at all times during the term of THIS AGREEMENT and during any use, occupancy or possession of THE PREMISES prior to the commencement of the term of THIS AGREEMENT, public liability and property damage insurance, providing for limitations of not less than Five hundred Thousand Dollars (\$500,000.00) for injury or death to any one person and not less than One Million Dollars (\$1,000,000.00) for injury or death occurring to more than one person as a result of one accident and not less than One hundred Thousand Dollars (\$100,000.00) for property damage which may occur as a result of LESSEE's use of THE PREMISES. Such insurance policies shall be in the form commonly known as "Comprehensive General Liability." LESSEE further agrees to indemnify and hold LESSOR harmless from all claims for personal injuries, death and property damages which occur as the result of LESSEE's use of THE PREMISES, in and about THE PREMISES, or which result from any work done in and about THE PREMISES by LESSEE or any contractor selected by or for the LESSEE.

6.4 All insurance required by THIS AGREEMENT shall be obtained from a company with an AM Best Financial Strength Rating of A or better, and a certificate evidencing the issuance of such policy or policies, together with evidence of the payment of premiums, shall be delivered to LESSOR before commencement of the term of THIS AGREEMENT, or before any use, occupancy or possession of THE PREMISES prior to the commencement of THIS AGREEMENT, whichever is sooner.

6.5 Not less than thirty (30) days prior to the expiration of any insurance policy required of LESSEE under the terms of THIS AGREEMENT, LESSEE shall deliver to LESSOR evidence of renewal of such policy or policies or a new certificate, together with evidence of the payment of premiums for the renewal, or new policy, as the case may be. All such insurance required herein shall contain an agreement by the insurance company that the policy or policies will not be cancelled, or the coverage changed without ten (10) days prior written notice to LESSOR.

6.6 The liability insurance policy or policies required under the terms of THIS AGREEMENT shall name LESSOR and LESSEE as insureds and include a provision whereby LESSEE's insurance agrees to waive subrogation against LESSOR or any insurance coverage of LESSOR.

## SECTION SEVEN: RENOVATION ACTIVITIES

7.1 LESSEE agrees to accept THE PREMISES in their present condition "as is," without calling upon the LESSOR to make any expenditures or perform any work for the preparation of THE PREMISES for LESSEE's intended use.

7.2 LESSEE shall not order RENOVATION ACTIVITIES or permit RENOVATION ACTIVITIES to be performed on THE PREMISES, or any part thereof, except by and with the prior written consent of LESSOR, which consent shall be in LESSOR's sole discretion. All RENOVATION ACTIVITIES performed on THE PREMISES shall be made in accordance with all applicable laws and shall at once when made or installed be deemed to have attached to THE PREMISES and to become the property of LESSOR and shall remain for the benefit of LESSOR at the end of the term, or other expiration of THIS AGREEMENT, in as good order and condition as they were when installed, reasonable wear and tear excepted; provided, however, if, prior to the termination of THIS AGREEMENT or within fifteen (15) days thereafter, if LESSOR so directs, LESSEE shall promptly remove the additions, improvements, fixtures and installations which were placed on THE PREMISES by LESSEE and which are designated in said notice and repair any damage occasioned by such removal, and, in default thereof, LESSOR may effect said removal and repairs at LESSEE's expense. In the event LESSOR consents to any such RENOVATION ACTIVITIES as herein provided, LESSEE shall indemnify and save LESSOR harmless from all expense, liens, claims or damages to either persons or property arising out of or resulting from the undertaking of RENOVATION ACTIVITIES.

7.3 In the event LESSEE shall require any RENOVATION ACTIVITIES or any other modifications to THE PREMISES, all design and renovation shall be supervised and approved by LESSOR or LESSOR's agents. All costs incurred by LESSOR for the supervision of design and renovation shall be reimbursed by LESSEE to LESSOR upon presentation of any bills, statements or invoices designating such costs.

7.4 LESSEE shall indemnify and save LESSOR harmless against any and all bills for labor performed and equipment, fixtures and materials furnished to LESSEE in connection with said work as aforementioned and against any and all liens, bills or claims therefore or against THE PREMISES and from and against all loss, damages, costs, expenses, suits, claims and demands whatsoever.

7.5 LESSEE will not permit any mechanic's, materialman's or other lien to stand against THE PREMISES for work or material furnished to LESSEE, provided that LESSEE shall have the right to contest the validity of any lien or claim if LESSEE shall first have posted a bond to insure that, upon final determination of the validity of such lien or claim, LESSEE shall immediately pay and Judgment rendered against LESSEE with all proper costs and charge and shall have such lien released without cost to LESSOR.

7.6 Any and all RENOVATION ACTIVITIES shall be performed in a workmanlike manner and shall not weaken or impair the structural strength or lessen the value of THE PREMISES or change the purpose for which THE PREMISES, or any part thereof, may be used.

7.7 Should any governmental agency, bureau, division or otherwise require RENOVATION ACTIVITIES to THE PREMISES, pertaining to LESSEE's use of THE PREMISES, such RENOVATION ACTIVITIES shall be promptly constructed by LESSEE, at LESSEE'S sole cost and expense, upon first contacting LESSOR for approval.

## SECTION EIGHT: REPAIRS

8.1 LESSEE shall keep THE PREMISES in a clean and operational condition, repair all damages to THE PREMISES, including but not limited to the heating, air conditioning, electrical, water, sewer and lighting systems, occasioned by the fault or negligence of LESSEE or the employees of LESSEE and shall maintain all systems in good condition. LESSEE shall provide all incidental items necessary for the operation of THE PREMISES, including such items as light bulbs and ballasts. LESSEE shall further be responsible for and shall repair any damage done to the common areas of THE BUILDING occasioned or caused by LESSEE upon moving into or out of THE PREMISES. LESSEE agrees to utilize a chair mat under any office chairs and entry mats at all entrances used by LESSEE or its customers on THE PREMISES; LESSEE acknowledges that the failure to utilize a chair mat to prevent damage to the carpet on THE PREMISES may result in LESSEE being charged to replace all of the carpet on THE PREMISES.

8.2 LESSOR shall make NECESSARY REPAIRS to THE PREMISES and attendant systems not occasioned by negligence or fault of LESSEE, or LESSEE'S employees or patrons, and may enter THE PREMISES at any and all reasonable hours to inspect THE PREMISES and attendant systems to insure that all NECESSARY REPAIRS and maintenance functions are being performed or to make the repairs required of LESSOR.

8.3 All maintenance and repairs made by LESSEE shall be at least equal in quality and class to the original work.

## SECTION NINE: UNLAWFUL OR DANGEROUS ACTIVITY

9.1 LESSEE shall neither use nor occupy THE PREMISES, or any part thereof, for any unlawful, disreputable, or hazardous purpose nor operate THE PREMISES or conduct LESSEE'S business in a manner constituting a nuisance of any kind. LESSEE shall immediately, upon discovery of any unlawful, disreputable, or hazardous use, take action to halt such activity.

9.2 LESSEE shall not use, store or bring onto THE PREMISES any hazardous material, of any nature, without pre-approval of LESSOR. Should LESSOR approve of the use or storage of any hazardous material, LESSEE shall be responsible for any increased insurance costs attributable to the use or storage of any hazardous material. LESSEE hereby holds LESSOR harmless against any claim or cause of action arising from or using any hazardous material used or stored on THE PREMISES by LESSEE. Should LESSEE fail to notify or obtain LESSOR'S prior approval for the use or storage of any hazardous material, LESSOR may, at its option, terminate this LEASE upon three (3) days' notice to LESSEE.

9.3 LESSEE and LESSEE'S employees or agents shall refrain from smoking in the building lobby, hallways, rest rooms or any other common area.

## SECTION TEN: INDEMNITY

10.1 LESSEE shall indemnify and save LESSOR harmless against and from any and all claims by or on behalf of any person or persons, firm or firms, corporation or corporations, arising from any work, activity or thing whatsoever done by or on behalf of LESSEE, in or about THE PREMISES, and shall further indemnify and save LESSOR harmless against and from any and all claims arising from any breach or default on the part of LESSEE in the performance of any covenants or agreement on the part of LESSEE to be performed pursuant to the terms of THIS AGREEMENT, or arising from any act of negligence of LESSEE, or any of LESSEE'S agents, contractors, servants, employees or licensees, and from and against

all costs, legal fees, expenses and liabilities incurred in or about any such claim or action or proceeding brought therein; and, in case of any action or proceeding be brought against LESSOR by reason of any such claim, LESSEE, upon notice from LESSOR, covenants to resist or defend, at LESSEE's expense, such action or proceeding by legal counsel satisfactory to LESSOR.

#### SECTION ELEVEN: DEFAULT OR BREACH

11.1 In the event of any failure of LESSEE to pay any rental or other sums when due hereunder, or LESSEE's default in performing any of the other terms, conditions or covenants of THIS AGREEMENT to be observed or performed by LESSEE, for more than five (5) days after notice of such default shall have been given to LESSEE (or other length of time if specified herein to the contrary) or, if LESSEE shall suffer THIS AGREEMENT to be taken under any writ of execution, then LESSOR, besides other rights or remedies LESSOR may have, shall have the immediate right to terminate THIS AGREEMENT, or reenter and attempt to re-let without terminating THIS AGREEMENT, and remove all persons and personal property from THE PREMISES, and such property may be removed and stored in a public warehouse or elsewhere at the cost of and for the account of LESSEE, all without being deemed guilty of trespass or becoming liable for any loss or damage which may be occasioned thereby. LESSOR shall not be required to remove any property, personal or otherwise, whether such property is LESSOR's or LESSEE'S, from THE PREMISES.

11.2 If LESSOR without terminating THIS AGREEMENT either

- a) Elects to re-enter and attempts to re-let; or
- b) Takes possession pursuant to legal proceedings; or
- c) Takes possession pursuant to any notice proved by law,

then LESSOR may undertake such RENOVATION ACTIVITIES and/or NECESSARY REPAIRS as may be needed in order to re-let THE PREMISES or any part thereof for such term or terms (which may be for a term extending beyond the term of THIS AGREEMENT) and at such rental or rentals and upon such other terms and conditions as LESSOR in LESSOR's sole discretion may deem advisable. Upon such re-letting, all rentals received by LESSOR from such re-letting shall be applied:

- a) First, to the payment of any indebtedness other than rent due hereunder from LESSEE to LESSOR, including but not limited to the costs, expenses, and legal fees necessary to re-enter THE PREMISES;
- b) Second, to the payment of any costs and expenses of such re-letting, including but not limited to brokerage fees and attorney's fees;
- c) Third, to the payment of rent due and unpaid hereunder, and
- d) Finally, the residue, if any shall be held by LESSOR and applied to payment of future rent as the same may be due and payable hereunder.

If such rentals received from such re-letting during any month be less than that to be paid during that month by LESSEE hereunder, LESSEE shall pay any such deficiency to LESSOR. Such deficiency shall be calculated and paid monthly. No such re-entry or taking possession of THE PREMISES by LESSOR shall be construed as an election on LESSOR'S part to terminate THIS AGREEMENT unless a notice of such intention be given to LESSEE or unless the termination thereof be decreed by a Court of competent jurisdiction. Notwithstanding any such re-letting without termination, LESSOR may at any time

thereafter elect to terminate THIS AGREEMENT for such previous breach. Should LESSOR at any time terminate THIS AGREEMENT for any breach, in addition to any other remedies LESSOR may have, LESSOR may recover from LESSEE all damages LESSOR may incur by reasons of such breach, including the cost of recovering THE PREMISES, reasonable attorney's fees, including the worth, at the time of such termination, of the excess, if any, of the amount of rent and charges equivalent to rent reserved in THIS AGREEMENT for the remainder of the stated term of the then-reasonable rental value of THE PREMISES for the remainder of the stated term, all of which amounts shall be immediately due and payable from LESSEE to LESSOR.

11.3 In addition to any other remedies LESSOR may have at law or equity and/or under THIS AGREEMENT, LESSEE shall pay upon demand all of LESSOR's legally allowable costs, charges and expenses, including reasonable legal fees, fees of agents and others retained by LESSOR, incurred in connection with the recovery of sums due under THIS AGREEMENT, whether any suit be filed or not, or because of the breach of any covenants under THIS AGREEMENT, or for any other relief against LESSEE. In the event either party shall bring any action against the other party for relief hereunder, the unsuccessful party shall pay the other party's reasonable attorney's fees and all Court costs.

11.4 If LESSEE shall become bankrupt or file any debtor proceedings, or take or have taken against LESSEE, in any Court pursuant to any statute either of the United States or of any state, a petition in bankruptcy or insolvency or for reorganization or for the appointment of a receiver or trustee of all or a portion of LESSEE'S property, or, if LESSEE makes an assignment for the benefit of creditors or petitions for or enters into an arrangement, then and in that event THIS AGREEMENT shall, at the option of LESSOR, be canceled and terminated, and any party claiming on behalf of LESSEE shall not have any rights whatsoever under THIS AGREEMENT.

11.5 No waiver of any covenant or condition or of the breach of any covenant or condition of THIS AGREEMENT shall be taken to constitute a waiver of any subsequent breach of such covenant or condition nor to justify or authorize the non-observance of any other occasion of the same or of any other covenant or condition hereof, nor shall the acceptance of rent by LESSOR, at any time when LESSEE is in default under such covenant or condition hereof, be construed as a waiver of such default or of LESSOR's right to terminate THIS AGREEMENT on account of such default, nor shall any waiver or indulgence granted by LESSOR to LESSEE be taken as an estoppel against LESSOR, it being expressly understood that if, at any time LESSEE shall be in default in any of its covenants or conditions hereunder, an acceptance by LESSOR of rental during the continuance of such default or failure on the part of LESSOR promptly to avail itself of such other rights or remedies as LESSOR may have, shall not be construed as a waiver of such default, but LESSOR may at any time thereafter, if such default continues, terminate THIS AGREEMENT on account of such default.

11.6 The rights and remedies given to LESSOR by THIS AGREEMENT shall be deemed to be cumulative, and no one of such rights and remedies shall be exclusive at law or in equity of the rights and remedies which LESSOR might otherwise have by virtue of a default under THIS AGREEMENT, and the exercise of one such right or remedy by LESSOR shall not impair LESSOR's standing to exercise any other right or remedy.

## SECTION TWELVE: DESTRUCTION OF THE PREMISES

12.1 If THE PREMISES should be destroyed by fire, earthquake, Act of God or the elements during the term thereof, or damage to such an extent that THE PREMISES cannot be repaired within one hundred twenty (120) working days, THIS AGREEMENT, at LESSEE's option, shall terminate, and any prepaid, unearned rental shall be refunded to LESSEE. If during the first twenty (20) days after such damage or destruction the LESSEE agrees to continue as a tenant, THIS AGREEMENT shall remain in full force and effect, and LESSOR shall, with all reasonable dispatch, proceed to replace THE PREMISES with a premise similar in character, controlled by THE BUILDING laws and ordinances, and the rental shall abate for such length of time during the period of replacement that LESSEE is deprived of the occupation or enjoyment of THE PREMISES. If, however, THE PREMISES are only partially destroyed by any of the above causes and the damage thereto can be repaired within the one hundred twenty (120) working day period, LESSOR shall, at LESSOR's option, with all reasonable dispatch, proceed to repair THE PREMISES and place THE PREMISES in substantially the same condition as THE PREMISES were prior to the damage, and LESSEE shall pay rent to LESSOR for the damaged PREMISES should they be fit for occupancy during the time of repair. If THE PREMISES are not fit for occupancy during the time of repair, then the rent shall abate during such time. If LESSOR and LESSEE cannot agree as to whether THE PREMISES or a portion thereof are fit for occupancy, an independent third party, as agreed upon by LESSOR and LESSEE, shall make the said determination.

12.2 LESSOR shall not be responsible for any claim, cause of action, damage, cost or expenses in the event LESSEE's business is interrupted, in any manner, if THE PREMISES are damaged or destroyed by fire, earthquake, Act of God or the elements, or any other cause.

## SECTION THIRTEEN: CONDEMNATION

13.1 If the whole of THE PREMISES shall be taken or condemned by any competent authority for any public or quasi-public use or purpose, THIS AGREEMENT shall cease and terminate as of the date on which the title shall vest thereby in that authority, and the rent reserved hereunder shall be apportioned and paid up to that date.

13.2 If only a portion of THE PREMISES shall be taken or condemned, THIS AGREEMENT and the term hereof shall not cease or terminate, but the rent payable after the date on which LESSEE shall be required to surrender possession of such portion shall be reduced in proportion to the decreased use suffered by LESSEE as the parties may agree.

13.3 In the event of any taking or condemnation in whole or in part, the entire resulting award of consequential damages shall belong to LESSOR without any deduction therefrom for the value of the unexpired term of THIS AGREEMENT or for any other estate or interest in THE PREMISES now or later vested in LESSEE. LESSEE assigns to LESSOR all of LESSEE's right, title and interest in all such awards.

13.4 In case of any governmental action not resulting in the taking or condemnation of any portion of THE PREMISES but creating a right to compensation therefore or, if less than a fee title to all or any portion of THE PREMISES shall be taken or condemned by any governmental authority for temporary use or occupancy, the rental shall be reduced in proportion to the part of THE PREMISES which was taken or condemned by said government action.

#### SECTION FOURTEEN: SUBORDINATION

14.1 THIS AGREEMENT and all rights of LESSEE hereunder shall be subject and subordinate to the lien of any and all Mortgages that may now or hereafter affect THE PREMISES, or any part thereof, and to any and all renewals, modifications or extensions of any such Mortgages. LESSEE shall on demand execute, acknowledge and deliver to LESSOR, without expense to LESSOR, any and all instruments that may be necessary or proper to subordinate THIS AGREEMENT and all rights therein to the lien of any such Mortgage or Mortgages and each renewal, modification, or extension, and, if LESSEE shall fail at any time to execute, acknowledge and deliver any such subordination instrument, LESSOR, in addition to any other remedies available in consequence thereof, may execute, acknowledge and deliver the same as LESSEE's attorney in fact and in LESSEE's name. LESSEE hereby irrevocably makes, constitutes, and appoints LESSOR, LESSOR's successors, and assigns as LESSEE's attorney in fact for that purpose.

#### SECTION FIFTEEN: LESSOR'S RIGHT TO PEFORM

15.1 If LESSEE shall at any time be in default of the terms hereunder, LESSOR may cure such default on behalf of LESSEE, in which event LESSEE shall reimburse LESSOR for all sums paid to effect such cure, together with interest at the rate of eighteen percent (18%) per annum, reasonable attorney's fees and other costs. To collect such reimbursement, LESSOR shall have all the remedies available under law and THIS AGREEMENT for a default in payment of rent.

#### SECTION SIXTEEN: LESSOR'S RIGHT OF ACCESS

16.1 LESSEE shall permit LESSOR or LESSOR's agents to inspect or examine THE PREMISES at any reasonable time and shall permit LESSOR to make such REPAIRS and/or undertake such RENOVATION ACTIVITIES to THE PREMISES, or to THE BUILDING of which THE PREMISES are a part, that LESSOR may deem necessary or which LESSEE have covenanted herein to do and has failed so to do, without the same being construed as an eviction of LESSEE in whole or in part, and the rent shall in no manner abate while such REPAIRS and/or RENOVATION ACTIVITIES are being made by reason of loss or interruption of LESSEE's use of THE PREMISES because of the prosecution of such work; provided, however, except in case of emergency, LESSOR shall give LESSEE ten (10) days-notice of any such REPAIRS and/or RENOVATION ACTIVITIES required to comply with the terms and conditions of THIS AGREEMENT, during which ten (10) day period, LESSEE shall have the right to perform such REPAIRS and/or RENOVATION ACTIVITIES.

16.2 If LESSEE shall not be personally present to open and permit entry into THE PREMISES at any time when, for emergency purposes only, an entry therein shall be necessary or permissible, LESSOR or LESSOR'S agents may enter THE PREMISES by master key, or my forcibly enter THE PREMISES, without rendering LESSOR or such agents liable therefore, and without in any manner affecting the obligations and covenants of THIS AGREEMENT.

16.3 LESSOR's right of entry or re-entry shall not be deemed to impose upon LESSOR any obligation, responsibility or liability for the care, supervision, or repair of THE PREMISES.

#### SECTION SEVENTEE: LESSEE'S RIGHT OF ACCESS

17.1 LESSEE shall have full and complete access to THE PREMISES twenty-four (24) hours per day, three hundred sixty-five (365) days per year.

SECTION EIGHTEEN: PARKING

18.1 LESSOR shall provide a public parking area. Parking in the parking lot shall be on a first come, first served basis, with no assigned parking spaces. LESSOR shall not be responsible or liable for any damages occurring to any vehicle parked in the parking lot.

SECTION NINETEEN: ASSIGNMENT AND SUBLEASING

19.1 LESSEE shall not assign, mortgage or encumber THIS AGREEMENT or sublet, underlet, license or permit THE PREMISES or any part thereof to be used by others, whether voluntary or by operation of law or otherwise, without the prior written consent of LESSOR in each instance. The sale or transfer of stock control, if LESSEE is or becomes a corporation, shall be deemed an assignment of THIS AGREEMENT, unless such sale or transfer results from the death of a stockholder of LESSEE. Any consent by LESSOR to an assignment of underletting or subletting shall not in any manner be construed to relieve LESSEE, any assignee, undertenant or sublessee from obtaining the consent in writing of LESSOR to any further assignment, underletting or subleasing.

19.2 LESSEE shall not in any way be released from any duties or responsibilities set for the in THIS AGREEMENT in the event that any sublessor shall violate said sublease, unless LESSOR shall expressly waive LESSOR's rights against LESSEE to THIS AGREEMENT in writing prior to said sublease.

SECTION TWENTY: NOTICE

20.1 All notices to be given with respect to THIS AGREEMENT shall be in writing. Each notice shall be sent by registered or certified mail, postage prepaid and return receipt requested, to the party to be notified at the address below. Such addresses of either party may from time to time be updated in writing. Nothing contained herein shall be construed to preclude personal service of any notice in the manner prescribed for personal service of a summons or other legal proceedings.

LESSOR: KFT REAL ESTATE I, LLC  
101 Castle Rock Road  
Cody, WY, 82414  
Attn: Peter W. ~~Kuyper~~

LESSEE: VITALIS CHARTER ACADEMY  
#9 Lane 18  
Cody, WY, 82414  
Attn: Cedar Taylor

SECTION TWENTY-ONE: SURRENDER OF POSSESSION

21.1 LESSEE shall, on the last day of the term or on earlier termination and forfeiture of THIS AGREEMENT, subject to the exercise of any options granted to LESSEE herein, peaceably and quietly surrender and deliver THE PREMISES to LESSOR, including all buildings, additions, fixtures, equipment and improvements constructed or placed thereon by LESSEE, all in good condition and repair.



## SECTION TWENTY-TWO: SIGNS

22.1 LESSEE shall not, without LESSOR's written consent, place or erect any signs of any nature on any part of THE PREMISES or the interior or exterior of THE BUILDING. In the event LESSOR shall consent to any such signs or alteration of existing signs, all such signs or alterations thereof shall be subject to LESSOR's absolute right of approval.

## SECTION TWENTY-THREE: SALE OF PREMISES

23.1 In the event that LESSOR should sell THE PREMISES, or any part of the real property upon which THE REMISES are located, LESSEE'S option to renew THIS AGREEMENT for successive terms shall terminate. However, the sale of THE PREMISES, or any part of the real property upon which THE PREMISES are located, shall not affect the then-current term of THIS AGREEMENT, and LESSEE shall have the right to complete the then-current term of THIS AGREEMENT to the expiration date.

## SECTION TWENTY-FOUR: MISCELLANEOUS PROVISIONS

24.1 The captions of THIS AGREEMENT are for convenience only, are not part of THIS AGREEMENT and do not in any way limit or amplify the terms or provisions hereof.

24.2 Nothing contained in THIS AGREEMENT shall be deemed or construed to create the relationship of principal and agent, partnership, joint venture, or any association whatsoever between LESSOR and LESSEE. LESSOR and LESSEE expressly understand and agree that neither the computation of rent nor any other provisions contained in THIS AGREEMENT nor any other act or acts of the parties hereto shall be deemed to create any relationship between LESSOR and LESSEE other than the relationship of landlord and tenant.

24.3 THIS AGREEMENT shall be governed by, construed, and enforced in accordance with the laws of the State of Wyoming. The proper venue for any action brought under the terms or arising through the terms of THIS AGREEMENT shall be Park County, Wyoming.

24.4 Except as otherwise expressly provided, the terms and provisions hereof shall be binding upon and shall inure to the benefit of the heirs, executors, administrators, successors and permitted assigns, respectively, of LESSOR and LESSEE. Each term and provision of THIS AGREEMENT to be performed by LESSEE shall be construed to be both an independent covenant and a condition. The reference contained to successors and assignees of LESSEE is not intended to constitute a consent to assignment by LESSEE but has reference only to those instances in which LESSOR may have given written consent to a particular assignment.

24.5 LESSEE acknowledges that LESSOR and LESSOR's agents have made no representations or promises with respect to THE PREMISES or making or entry into THIS AGREEMENT, except as expressly set forth. All negotiations, considerations, representations and understandings between the parties are incorporated in THIS AGREEMENT, and LESSEE acknowledges that LESSOR, LESSOR's agents and representatives, have made no representations, warranties or promises with respect to THE BUILDING, the surrounding land or fixtures in THE PREMISES.

24.6 THIS AGREEMENT constitutes the entire agreement between parties, and any agreement hereafter made shall not be effective to change, modify or discharge THIS AGREEMENT, in whole or in

part, unless such agreement is in writing and is signed by the party against whom enforcement of the change, modification or discharge is sought.

24.7 If any term or provision of THIS AGREEMENT, or the application thereof to any person or circumstance, shall, to any extent, be invalid or unenforceable, the remainder of THIS AGREEMENT, or the application of such term or provision to the terms or entities or circumstances other than those to which it is held invalid or unenforceable, shall not be affected thereby, and each term and provision of THIS AGREEMENT shall be valid and enforced to the fullest extent permitted by law.

24.8 THIS AGREEMENT may be executed in one or more counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

SECTION TWENTY-FIVE: AUTHORITY OF SIGNATORIES

25.1 Each person executing THIS AGREEMENT individually and personally represents and warrants that he/she is signing with full and complete authority granted by the corporation or entity which is represented herein as LESSEE. The signatories hereto represent and warrant that THIS AGREEMENT is binding upon LESSOR and LESSEE in accordance with the terms and conditions of THIS AGREEMENT.

SECTION TWENTY-SIX: TIME OF THE ESSENCE

26.1 Time is of the essence in all provisions of THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have executed THIS AGREEMENT, in Cody, Wyoming, the day and year first above written.

LESSOR: KFT REAL ESTATE I, LLC

By: \_\_\_\_\_

Date: \_\_\_\_\_

LESSEE: VITALIS CHARTER ACADEMY

By: \_\_\_\_\_

Date: \_\_\_\_\_



## **EMPLOYEE HANDBOOK**

Cody, WY

[vitalischarteracademy.com](http://vitalischarteracademy.com)

May 2024

**ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK**

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE DIRECTOR.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the Charter School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the Charter School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the Charter School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the Charter School.

I understand that other than the Director, or designee, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Director, or designee, has the authority to make any such agreement and then only in writing signed by the Director, or designee.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the Charter School, and retain this Handbook for your Reference.**

## VCA Employee Handbook

### INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Vitalis Charter School (hereinafter referred to as “VCA” or the “Charter School”). It explains some of the Charter Schools philosophies and beliefs, and describes in general terms, some of the employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, it will serve as a useful reference document for employees throughout their employment at the Charter School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the Charter School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the Charter School will be a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. VCA also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Director or designee has the authority to enter into any employment or other agreement that modifies Charter School policy. Any such modification must be in writing.

This Handbook is the property of the Charter School, and it is intended for personal use and reference by employees of the Charter School. Circulation of this Handbook outside of the Charter School requires the prior written approval of the Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Director. This will provide the Charter School with a record that each employee has received this Handbook.

## CONDITIONS OF EMPLOYMENT

### I. HIRING POLICIES AND PROCEDURES

#### **Equal Employment Opportunity Is Our Policy**

VCA is an equal opportunity employer. It is the policy of the Charter School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicant employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Charter School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact an Charter School Director and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. VCA will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. VCA will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the Charter School will make the accommodation.

### **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the Charter School that all employees are considered “at-will” employees of the Charter School. Accordingly, either the Charter School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, Charter School memoranda or other materials provided to employees in connection with their employment shall require the Charter School to have “cause” to terminate an employee or otherwise restrict the Charter School’s right to release an employee from their at-will employment with the Charter School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the Charter School’s right to terminate at-will. No Charter School representative, other than Vitalis Charter Academy Governing Board (hereinafter referred to as the “Governing Board”) or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the Charter School that are not consistent with the Charter School’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, Charter School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

### **Employee Classification**

The Charter School’s employees are classified in the following categories: exempt or non-exempt, and full-time, parttime, or temporary.

- Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law, making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

- Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for authorized overtime worked in accordance with the law.
- Full Time: Full-time employees are those employees who are scheduled to work at least 37.5 hours in a week or teachers who are assigned at least 25 students.
- Part Time: Part-time employees are those employees who are scheduled to work less than 37.5 hours in a week.
- Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than three months.
- Part-time and temporary employees are not entitled to benefits provided by the Charter School. Independent contractors, consultants, and leased employees (i.e., those working for an employment agency) are not employees of the Charter School and are not eligible for benefits provided by the Charter School.

### **Introductory Period**

The first sixty (60) days of employment for all non-certified positions is considered an introductory period. During this introductory period, employees will not be eligible for, or accrue, any benefits. This period is intended to serve as a time for you and the Charter School to determine whether further employment with the Charter School is desired. The Charter School may, in its discretion, evaluate your performance, either formally or informally, at the end of this introductory period. In its sole and complete discretion, the Charter School may extend the duration of the introductory period. The introductory period does not change the at-will status of the Charter School's employees.

### **Certification and Licensure of Instructional Staff**

Each of the Charter School's teachers (hereafter referred to as ("Mentors")) will be required to hold and maintain a current Wyoming Professional Teaching Standards Board certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold and may be required to meet certain federal requirements related to subject-matter expertise. It is the responsibility of all instructional staff to provide such certificate, permit, or other documentation to the director no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Director.

### **Criminal Background Checks**

As a condition of employment, the Charter School requires all applicants for employment to submit to a criminal background investigation.

No condition or activity will be permitted that may compromise the Charter School's commitment to the safety and the well-being of students taking precedence over all other considerations.



Conditions that preclude working at the Charter School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the Charter School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Director.

### **Tuberculosis Testing**

All employees of the Charter School must submit written proof from a physician of a risk assessment examination for tuberculosis ("TB") within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the Charter School and the cost of the exam will be borne by the applicant.

### **Immigration Compliance**

In compliance with the Immigration Reform and Control Act of 1986, The Charter School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a U.S. citizen. It is, however, the policy of the Charter School to only employ those individuals who are authorized to work in the United States. In furtherance thereof, the Charter School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

## **II. STANDARDS OF CONDUCT**

### **Personal Appearance**

Employees are expected to wear clothes that are neat, clean, and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position and must wear shoes at all times.

### **Prohibited Conduct**

The Charter School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the Charter School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the Charter

School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the Charter School.

- Unexcused absence and/or lack of punctuality.
- Release of confidential information without authorization.
- Possession of or reporting to work while under the influence of alcohol, illegal drugs, or controlled substances.
- Theft or embezzlement.
- Willful destruction of property.
- Being convicted of a felony or a misdemeanor making the employee unfit for the position.
- Falsification, fraud, or omission of pertinent information when applying for a position.
- Any willful act that endangers the safety, health, or well-being of another individual.
- Any act of sufficient magnitude to cause disruption of work or gross discredit to The Charter School.
- Misuse of School property or funds.
- Possession of a firearm or any other weapon while on School property or acting within the course of your employment with The Charter School.
- Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law.
- Failure to comply with The Charter School's safety procedures.
- Insubordination.
- Failure to follow any known policy or procedure of The Charter School, or gross negligence that results in a loss to The Charter School.
- Violations of federal, state, or local laws affecting The Charter School or your employment with The Charter School.
- Unacceptable job performance.
- Dishonesty.
- Failure to keep a required license, certification, or permit current and in good standing.
- Recording the work time of any other employee, allowing any other employee to record time on your time record, or falsifying any time record.
- Unreported absence on any three consecutively scheduled workdays.
- Unauthorized use of School equipment, materials, time, or property.
- Working unauthorized overtime or refusing to work assigned overtime.
- Abuse of sick leave.
- Sleeping or malingering on the job.

### **Off-Duty Conduct**

While the Charter School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the Charter School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the Charter School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the Charter

School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the Charter School, employees are expected to devote their energies to their jobs with the Charter School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our Charter School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our Charter School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our Charter School.
- Additional employment that requires the employee to conduct work or related activities on the Charter School's property during the employer's working hours or using our Charter School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our Charter School.

### **Outside Employment**

Employees are required to inform the Charter School and receive approval before accepting any employment or consulting relationship with another person or entity while employed by the Charter School. While the Charter School does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with the Charter School, that creates a conflict of interest or that interferes with the employee's work for the Charter School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the Charter School explaining the details of the additional employment. If the additional employment is authorized, the Charter School assumes no responsibility for it. VCA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Confidential Information**

All information relating to students, including but not limited to schools attended, addresses, contact numbers, and progress information, is confidential in nature and may not be shared with or distributed to unauthorized parties. All records concerning special education students shall be kept strictly confidential and maintained in separate files.

### **Conflict of Interest**

All employees must avoid situations involving an actual or potential conflict of interest. An employee involved in any relationship or situation that he or she believes may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Charter School Director for a determination about whether an actual or potential conflict exists. If an actual or potential conflict is determined, the Charter School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to an actual or potential conflict of interest shall constitute grounds for disciplinary action.

### **Child Abuse and Neglect Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse or neglect shall report the instance to Child Protective Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse or neglect when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect. Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed within thirty-six (36) hours by a written report prepared by the employee. There is no duty for the reporter to contact the child’s parents.

## **III. WORKPLACE POLICIES**

### **Open-Door Policy**

The Charter School wishes to provide the most positive and productive work environment possible. To that end, it has an open-door policy by which it welcomes questions, suggestions, or complaints relating to the job, conditions of employment, the Charter School, or the treatment employees are receiving. Other than in situations involving harassment (as outlined and described in the Charter School’s Sexual Harassment Policy), please contact the Director with questions or concerns. If the situation is not resolved to satisfaction, please refer to the Dispute Resolution Policy for policy and procedure.

### **Drug-Free Workplace**

It is The Charter School’s policy to maintain a drug-and alcohol-free workplace. No employee may use, possess, offer for sale, or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of students or on School property at any time. Engaging in any of the activities above shall be considered a violation of School policy, and the violator will be subject to discipline up to and including termination. The Charter School complies with all federal and state laws and regulations regarding drug use while on the job.

## **Smoking**

All School buildings and facilities are non-smoking facilities.

## **Health, Safety, and Security Policies**

The Charter School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the Charter School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by the Director and is available to review.

It is required to know and comply with the Charter School's general safety rules and to follow safe and healthy work practices at all times. It is required to immediately report to the Director any potential health or safety hazards and all injuries or accidents. The Charter School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The Charter School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits, and service areas. Report any suspicious persons or activities to the Director. Secure all desks or office at the end of the day. When called away from work areas for an extended length of time, do not leave valuable or personal articles around workstations that may be accessible. Immediately notify the Director when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual.

## **School Property Inspections**

The Charter School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives, and other improper materials. Additionally, the Charter School provides property and facilities to its employees to carry out business on behalf of the Charter School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the Charter School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, workstations, lockers, file cabinets, computers, telephone systems, email systems, and other storage devices.

The Charter School also reserves the right to inspect any vehicle, its trunk, glove compartment, or any container therein that is parked on the Charter School property or premises. The Charter School reserves the right to deny entry to any person who refuses to cooperate with any

inspections by the Charter School. Any employee who fails to cooperate with inspections may be subject to disciplinary action up to and including dismissal.

### **Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on duty or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the Charter School's policy if it interferes with access to facility premises, results in litter, or is conducted in areas where other employees are working. Solicitation during non-work time (e.g., paid breaks, lunch periods, or other such non-work periods) is permissible. Entry onto the Charter School premises by non-employees is not permitted unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

### **Use of Company Communication Equipment and Technology**

All School-owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems, and handheld data processing systems remain the property of the Charter School and are provided to the employee to carry out business on behalf of the Charter School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School-owned communications equipment and technology are subject to review, inspection, and monitoring by the Charter School.

Additionally, the Charter School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, and/or with respect to use by minors, images harmful to minors. These measures may include but are not limited to installing a blocking system to block specific Internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic, reporting potential instances of misuse, and using a spam filter.

Passwords used in connection with the Charter School's communications equipment and technology are intended to restrict unauthorized use only--not to restrict access of authorized School employees. Therefore, employees are required to provide to the Director all passwords used in connection with the Charter School's communications equipment and technology anytime the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees who do not safeguard their passwords from unauthorized student use or who allow a student to access computers in violation of the Student Internet Use Policy and Agreement will be subject to discipline up to and including termination.

Internet use, unless previously authorized, is for business purposes only. All employees using the internet through the Charter School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or by express written permission of the owner of the copyright. Employees are not permitted to use the Charter School's communications equipment and technology to view visual images that are obscene, child pornography, and/or images harmful to minors.

The email system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs, or political beliefs may not be displayed or transmitted. The email system and internet access is not to be used in any manner that is against the policies of the Charter School, contrary to the best interest of the Charter School, or for personal gain or profit of the employee against the interests of The Charter School. Employees must not use The Charter School's communications equipment and technology for the unauthorized disclosure, use, or dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his or her School-issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

## **Social Media**

- If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:
- Charter School equipment, including Charter School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the Charter School;
- Employees may not use the Charter School's logos, trademarks and/or copyrighted material and are not authorized to speak on the Charter School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the Charter School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the Charter School, the employee's supervisors, coworkers and competitors;

- Employees must comply with all Charter School policies, including, but not limited to, rules against unlawful harassment and retaliation.
- Employees shall not interact with students on any social media platform, including “friend requesting” or messaging students on Facebook, Instagram, Twitter, Snapchat, etc.

The Charter School reserves the right to take disciplinary action against any employee whose social media postings violate this or other Charter School policies.

### **Personal Business**

VCA's facilities for handling mail and telephone calls are designed to accommodate Charter School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use Charter School material, time, or equipment for personal projects.

## **IV. HOURS OF WORK, OVERTIME, AND ATTENDANCE**

### **Work Hours and Schedules**

The School's normal working hours are from 8:30 a.m. to 4:00 p.m. Monday through Friday. The work schedule for full-time, non-exempt employees is normally 40 hours per week. The Director will assign work schedules.

### **Payroll Withholdings**

As required by law, the Charter School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by The Charter School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.



All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

### **Certificated Employee Salary and Payroll Schedule**

Certificated Teachers "Mentors" may be compensated on a "per student" basis or on a salary calculated on a yearly basis. Mentors who are compensated on a "per student" basis are paid in accordance with the VCA Certificated Per-Student Salary Schedule. Mentors whose compensation is based on an "annual" employment agreement are paid in accordance with the VCA Certificated Annual Salary Schedule. "Per student" option will impact Wyoming Retirement System and eligibility for Health Benefits. Both options will be reviewed with the Certificated Supervising Teacher annually and the Director has the discretion to offer either option for the following year.

### **Overtime**

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's work week begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Employees will be informed when required to work overtime hours. All overtime hours worked must be pre authorized in writing by the Director.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

### **Paydays**

Paydays are scheduled on the last day of each month. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

As employees of VCA, it is your responsibility to check your paystubs for accuracy. This is important for ensuring that you are being paid the correct amount for the hours you have worked, job duties you have performed, and leave you have earned or used. Errors can occur during the payroll process, and it is your responsibility to review your paystubs and contact the

Director if any inaccuracies are found. Checking your paystubs is also important for keeping track of taxes and other deductions that are taken out of your paycheck each month. By taking the time to review your paystubs each pay period, you can be sure that you are receiving the correct payments for your work.

### **Attendance Policy**

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action up to and including termination. An absence or tardiness without notification to the Director will lead to disciplinary action up to and including termination.

### **Time Records**

Time records must be accurately kept by non-exempt employees, reflecting all regular hours and overtime hours worked and meal periods taken. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies, and overtime must be accurately reflected on the time record.

Exempt employees must report only full-day absences from work, and pay deductions will only be as provided by law.

### **Mandatory Training and Meetings**

Non-exempt employees are not entitled to be paid for attending lectures, meetings, training programs and similar activities if all of the following four criteria are met:

- Attendance is outside of the employee's regular working hours;
- Attendance is in fact voluntary;
- The course, lecture, or meeting is not directly related to the employee's job; and
- The employee does not perform any productive work during such attendance.

If one or more of the four criteria are not met, non-exempt employees are entitled to compensation for time spent in training or attending meetings.

All mandatory trainings, lectures, and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings.

## **V. EMPLOYEE BENEFITS**

### **Medical Benefits Eligibility**

The following guidelines will be used to determine eligibility for medical, prescription drug, vision, dental and basic life insurance benefits, when offered:

All full-time (1.0 FTE) employees must enroll in a plan and will have benefit premiums paid by the Charter School, up to the set cap amount, if applicable.

To be eligible to enroll in medical, prescription drug, vision and dental benefits, employees must work for the Charter School at least 1.0 FTE.

If an employee who was previously ineligible becomes eligible, he/she may enroll on the first available day following the date of that status change. If an employee drops below full-time for more than 30 days, their benefits will be pro-rated, and they will be responsible for a percentage of their benefit costs based on their percentage of full-time employment. Employees must maintain at least 1.0 FTE to remain eligible for health benefits.

Employees will be notified when open enrollment for health insurance occurs. Employees who decline coverage when first eligible must wait for the next open enrollment period unless a qualifying event has occurred.

### **When Coverage Starts**

Employee coverage will begin on the first possible day of availability. An enrollment form must be submitted to the Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

### **Sick Leave**

Sick leave is a benefit provided by the Charter School that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. However, an employee may use up to one-half of the employee's annual accrual to attend to the illness of his or her child, parent, spouse, or domestic partner.

The Charter School will not tolerate abuse or misuse of the sick-leave privilege. After completing the introductory period of 60 days, all non-certified full-time employees accrue paid sick leave at the rate of one day per month worked, up to 11 days total each school year. Accrued sick leave does not carry over from school year to school year. The Charter School does not pay employees in lieu of unused sick leave, nor is sick leave paid out upon termination of employment. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the Charter School.

### **Leaves of Absence**

Under certain circumstances, the Charter School may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to the Director as far in advance as is practicable. While on leave, employees should occasionally keep in contact with the Director and must notify the Director if the date to return to work changes.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No is accrued during any type of unpaid leave of absence.

While out on a leave of absence, an employee may not accept employment with another company or person unless agreed to in advance in writing by the School's director. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with the School, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

An employee on leave remains an employee of the Charter School, and a leave will not constitute a break in service for purposes of longevity and/or seniority. When an employee returns from leave, they will resume benefits in the same manner and at the same level as provided when the leave began, without any new qualification period, physical exam, etc.

### **Pregnancy Leave**

The provisions of the Charter School's various employee benefit plans govern continued eligibility during pregnancy leave, and these provisions may change from time to time. When a request for pregnancy leave is granted, the Charter School will give the employee written confirmation of his or her eligibility to continue the various employee benefit plans and if appropriate, will confirm the arrangements made for the payment of insurance premiums during the leave period.

### **FMLA Leave**

The provisions of the Charter School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is

granted, the Charter School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

### Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed Full-time by the School for the last 12 months during the 12-month period immediately preceding commencement of the FMLA leave.

### Events That May Entitle An Employee To FMLA Leave:

The 12-week FMLA allowance includes any time taken (without pay) for any of the following reasons:

- A. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.  
Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
- B. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions which is covered by the School's separate pregnancy disability policy).
- C. To care for a spouse, child or parent with a serious health condition.
- D. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

### Amount of FMLA Leave Which May Be Taken

- A. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled 20 workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.
- B. The "12 month period" in which 12 weeks of FMLA leave may be taken is the 12 month period immediately preceding the commencement of any FMLA Leave.

### Pay During FMLA Leave

## VCA Employee Handbook

- A. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.
- B. An employee on FMLA leave for child care or to care for a spouse, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.
- C. All FMLA leaves are unpaid leaves.
- D. The receipt of vacation pay, sick leave pay, State Disability Insurance, or paid family leave benefits will not extend the length of the FMLA leave. .

### Coordination of Pregnancy Disability

Leave with FMLA Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not family and medical leave under California law. If you are ineligible under the federal and state family and medical leave laws, while on pregnancy disability you will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which you are eligible. In some instances, the School may recover premiums it paid to maintain health coverage for you if you fail to return to work following pregnancy disability leave.

### Medical Certifications

- A. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
- B. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, The School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- C. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

### Retirement Pension Benefit

Qualifying employees will participate in the Federal Social Security System and the Wyoming State Retirement System. All VCA employees will be members of the Wyoming State Retirement System and subject to its requirements. Employee contributions will be deducted from payroll. In addition, the Charter School will contribute the required employer's portion.

### Supplies and Materials

Mentors will be given an allowance that is to be earned August- May and paid 50% once per semester in September and January. This allowance is a benefit for purchasing supplies and technology or equipment to support student learning. No purchase orders or receipts are required for these materials. Supplies allowances are \$250 per semester for 15 or more students. Technology allowances are \$500 per semester, if carrying 15 or more students.

### **Expense Reimbursements**

Employees shall be reimbursed for pre-approved out-of-pocket expenditures. All expenses claimed must be recorded on the "Employee Reimbursement" form with all the accompanying original receipts and copies of both sides of any endorsed checks. Mileage for approved travel for conferences, trainings, etc. out of Park County must be submitted on the "Employee Travel Reimbursement" form. Mileage will be reimbursed at the IRS approved rate.

The Charter School will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must have advance approval by a supervisor for reimbursement purposes.

### **Mileage**

Employees shall be eligible to receive reimbursement at the IRS mileage reimbursement rate for travel to and from locations when such travel is in connection with approved VCA business.

Mileage reimbursement should be turned into the office by the 10th of the month for the previous month and must include the total mileage and a description of the business purpose for each trip. A one-month grace period will be allowed for late submissions, but after that the employee may not be eligible for reimbursed mileage.

### **Travel Time**

Exempt Employees (Full-time credentialed employees and select classified employees): Exempt employees are not eligible for additional travel time compensation.

Non-Exempt Employees (Part-time credentialed employees and most classified employees) may be paid for travel time when traveling from their home center or home (first stop for the day) to other sites in connection with their work. Only actual driving time is compensated. The time from the last stop of the day to home is the employee's commute and is not eligible for travel time compensation. Time for travel is paid at the minimum wage.

Travel time must be submitted on-time following the payroll deadlines, no later than two days after the end of the pay period.

## **PERSONNEL EVALUATION AND RECORD KEEPING**

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Director or designee. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the Charter School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Director, or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Director, or designee, within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Director will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. VCA's evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. Employees must keep the Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the Charter School to contact the employee should the change affect the employee's other records.

Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a Charter School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in their file. VCA will restrict disclosure of personnel files to authorized individuals within the Charter School. A request for information contained in the personnel file must be directed to the Director. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the Charter School will cooperate with requests from



authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

## **HOLIDAYS, VACATIONS AND LEAVES**

### **Holidays**

The VCA calendar reflects any and all holidays observed by the Charter School. All VCA staff will observe the following holidays and will not be issued holiday pay. The following holidays are generally observed by public entities, including public schools:

New Year's Day  
Martin Luther King Jr. Birthday  
President's Day  
Memorial Day  
Independence Day  
Labor Day  
Veteran's Day  
Thanksgiving  
Christmas Day

### **Vacation**

Full-time classified staff shall accrue (11) days of paid vacation each year, beginning after six (6) months of service. Vacation days are accrued based on 11 month employee or 230 days of FTE. Employees must obtain prior approval for vacation time from the Director. Employees working on a part-time basis (less than full-time) shall not earn vacation days.

Classified:

230 days FTE=  $80 / 22 = 3.63$  accrual per semi-monthly pay period

Vacation time may not be utilized before it is earned unless approved in advance by the Director. An employee whose employment terminates will be paid for accrued unused vacation days.

### **Funeral/Bereavement Leave**

Employees who have worked for the School for more than three months will be allowed up to five consecutive working days off to arrange and attend the funeral of an immediate family

member. For purposes of this policy, an employee's immediate family includes current spouse, parent, legal guardian, sibling, or child; current parent-, sister-, or brother-in-law; grandparent, grandchild, or domestic partner. If any employee requires more than five days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School.

### **Workers' Compensation Leave**

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

### **Emergency School Closure**

Emergency school closures (e.g., due to inclement weather, etc.) must be approved by the Director. All staff shall be paid as required by law. When practicable, exempt employees are expected to take work home with them and work from home.

### **Jury Duty or Witness Leave**

For all exempt employees, the Charter School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the Charter School will pay for up to eight (8) days if the employee is called to serve on a jury. Proof of service may be required.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, VCA will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of The Charter

School year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of VCA, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## VI. EMPLOYMENT EVALUATION AND SEPARATION

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Director. Performance evaluations will be conducted at least annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make the employee aware of their progress, areas needing improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of employment. Salary increases and promotions are solely within the discretion of the Charter School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that it has been discussed with the Director, and that the employee is aware of its contents. The evaluation system in no way alters the employment at-will relationship.

Newly hired employees will have their performance goals reviewed by the Director within the first 60 days of employment.

### **Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action which may take multiple forms including verbal warnings, written warnings, suspensions, or termination. The School's disciplinary system is informal, and the School may, in its sole discretion, utilize any

form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

### **Voluntary Termination**

Either the employee or the Charter School may terminate the employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that an employee electing to resign, give as much advance notice as possible (preferably two weeks) to allow the School to plan for his or her departure.

An exit interview with the Director will normally be scheduled on the last day of work. The purposes of the exit interview are to review eligibility for benefit conversion; to ensure that all necessary forms are completed; to collect any company property that may be in the employee's possession (including keys, equipment, documents, and records); to review the employee's obligations regarding confidential information; and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the work environment at the Charter School. The Charter School appreciates receiving candid opinions regarding an individual's employment experience. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

### **General Complaint & Dispute Resolution Policies**

VCA requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the Charter School. As representatives of the Charter School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the Charter School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the Charter School to raise serious concerns about the occurrence of illegal or unethical actions within the Charter School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the Charter School have a responsibility to report any action or suspected action taken within the Charter School that is illegal, unethical or violates any adopted policy of the Charter School, or local rule or regulation.

Anyone reporting a violation must act in good faith, without malice to the Charter School or any individual at the Charter School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or

who the Charter School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the "Internal Complaint Form."

## **Grievance Policies**

### **Internal Complaint Review**

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the Charter School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or the Board to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the Charter School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

VCA will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Director or Board Chair.

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. Before addressing the dispute, and when appropriate, the parties involved are encouraged to observe a cooling-down period, of at least one (1) day, in order to gain perspective on the issue. Disputes

can be resolved more efficiently when the participants have gotten out of the reactionary mode that accompanies strong feelings. VCA may assign the Director or designee to serve as a mediator between the parties.

In the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the Chair of the Charter School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy for Complaints Against Employees** (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Board Chair (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director (or designee) shall abide by the following process:

1. The Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the

## VCA Employee Handbook

employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board. The decision of the Board shall be final.

### General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

### **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the Charter School in effect at the time of publication.

VCA reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the Charter School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the Charter School, you may file this form with the Director or Board Chair.*

*Please review the Charter School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*VCA will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, The Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the Charter School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_



VCA Employee Handbook

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against:  
\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VCA Employee Handbook

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

To be completed by Charter School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

DRAFT



ID# \_\_\_\_\_ Grade Entered \_\_\_\_\_  
Date Enrolled \_\_\_\_\_ Date Started \_\_\_\_\_  
Teacher \_\_\_\_\_

For Office Use

- Birth Certificate
- Proof of Residency
- Immunizations

Requested Teacher \_\_\_\_\_

Child's Legal Name

(Last) \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Preferred Name

(Last) \_\_\_\_\_ First \_\_\_\_\_ Nick Name \_\_\_\_\_

Has this student ever attended Vitalis Charter Academy before? Yes or No

If yes, when \_\_\_\_\_ Grade Entering \_\_\_\_\_

Ethnicity

Is the student Hispanic or Latino? Yes or No

What is the student's race? (Circle One) White Black Asian American Indian or Alaska  
Native Native Hawaiian / Other Pac Islander

Gender \_\_\_\_\_ Current School District of Residence \_\_\_\_\_

Birthdate \_\_\_\_\_ Birthplace City \_\_\_\_\_

State \_\_\_\_\_

If born outside of USA where \_\_\_\_\_ Entered USA Date \_\_\_\_\_

1st Parent/Guardian Name \_\_\_\_\_ Relationship \_\_\_\_\_

Physical Address \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_

Home Phone ( ) \_\_\_\_\_ Email \_\_\_\_\_

Education Level (Circle One): H.S. Diploma Bachelor's Degree Master's Degree Other

Would you like to add a mailing address that is different from your physical residence?

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2nd Parent/Guardian Name \_\_\_\_\_ Relationship \_\_\_\_\_ Physical  
Address \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Home Phone ( \_\_ ) \_\_\_\_\_ Email \_\_\_\_\_  
Education Level (Circle One): H.S. Diploma Bachelor's Degree Master's Degree Other Send  
Correspondence: Yes No

Previous School Name: \_\_\_\_\_ Phone ( \_\_ ) \_\_\_\_\_  
Physical Address: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Is this school: Private or Public

Language Survey:

What language did your child first learn to speak? \_\_\_\_\_

What language does your child most frequently use at home? \_\_\_\_\_

What language do you most frequently speak to your child? \_\_\_\_\_

Which language is most often spoken by adults in the home? (By parents, guardians, grandparents, or any other adults) \_\_\_\_\_

Are you interested in receiving more information about our Early Literacy Program? This program helps parents navigate curriculum for Kindergarten & 1st grade. Yes or No

Special Education History:

Does your child participate in or have an: IEP 504 Plan Title 1 ESL Gifted/Talented

Has this student ever repeated or accelerated a grade? Yes or No Grade: \_\_\_\_\_

Has this student ever been Expelled? Yes or No Date of Expulsion \_\_\_\_\_

is the student in Foster Care?

Yes or No (Only circle Yes if the State retains legal custody of the student)

Is the student currently living in:

- Singular family permanent residence
- Doubled-up
- Hotel/Motel
- Shelter or transitional housing program
- Unsheltered
- Unknown
- Other

Is the student a Military Connected Student? (Circle N or A or G )

**N** - Not a Military Connected Student

**A** - Active Duty- Student is a dependent of a member of the Army, Navy, Air Force, Marine Corps, or Coast Guard on Active Duty

**G** - National Guard- Student is a dependent of a member of the National Guard (full-time)

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



# Glenn A. Nielson

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## Summary

15 Yrs Experience President/CEO/Chairman various entities ranging from Real Estate Development to Manufacturing to Cow/Calf Ranch Operation and various board roles including Cody City Councilman, Cody Regional Hospital Board Member, & State Health Trust

I love God, family, physical and mental work, conservative political leadership, and life itself!

## Achievements

- Responsible and named to US Patent 9,265,232 for Ear Tag Assembly/Manufacture Method
- Elected City Councilman at 32
- Christian Church Pastoral Leader & Bishop 5 yrs (2012-2017)(2024-...)
- Served Health Trustee, WY Manufacturing board, Director WY Coalition on Healthcare, Executive Board Member Econ Development Forward Cody
- Elected Cody Regional Health Trustee 2020-2024
- Designed and implemented variable digital tag print system Y-TEX Corp
- Generated 200% average net income increase at Y-TEX first 5 yrs
- Father 6 Amazing Children & Husband/Project Completer for Greatest Wife on Earth

## Skills & Abilities

- **LEADERSHIP**
- **FINANCIAL STRATEGY & P&L MGT**
- **ORGANIZATIONAL LEADERSHIP**
- **COMMUNICATION/HR**
- **EFFICIENCY ANALYSIS/LEAN**
- **SELF INITIATIVE-ABILITY TO CREATE RESULTS**

## Experience

**INTERN, TEACHING ASSISTANT SOCIOLOGY BYU PROVO, ASSISTANT TO CHAIRMAN, PRESIDENT, CHAIRMAN | Y-TEX CORPORATION | 2007-CURRENT**  
**PRESIDENT/CEO | MOUNTAIN AND NPD HOLDING| 2011-CURRENT**  
**FOUNDING PARTNER ANR INVESTMENTS AND N BAR N HOLDING, PARTNER CNVESTMENTS, MEMBER 8N HOLDINGS & NIELSON FLP—MULTI ENTITY REGISTERED AGENT, ETC**

**TEACHING ASSISTANT | BYU | 2008-2009**

- Taught and Tutored Sociology Courses

**FULL TIME LDS MISSIONARY | SPANISH-FORT WORTH TX | 2004-2006**

## **Education**

### **BACHELOR OF ARTS | APRIL 2009 | BYU PROVO**

- Major: Economics
- Minor: Sociology & Business
- Vice President Cody C.A.N. Drug Free Student Incentive Program-Managed Private Endowment, Featured on Good Morning America-WY State Programs, etc



Grievance POLICY/General Complaint Policy  
Vitalis Charter Academy

Vitalis Charter Academy (“VCA” or “the Charter School”) has adopted this Grievance Policy as a method through which stakeholders can report concerns of fraud, waste, abuse, or non-compliance and the process these concerns will be addressed. For any questions regarding the application of this Policy or the Charter School’s other policies, please contact the Director.

Please see the Dispute Resolution policy regarding disputes involving staff members, students, parents/guardians, or other onsite staff.

If reasonably feasible, third-party complaints shall be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the Charter School employee directly. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed:

1. The complainant begins the process by filing a written complaint using a General Complaint Form (sample below) with the office of the Director as soon as possible after the events that give rise to the complainant’s concerns. The written complaint shall set forth in detail the factual basis for the complaint;
2. The Director (or designee) shall use their best efforts to ascertain the facts relating to the complaint. When applicable, the Director (or designee) shall confer with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Director (or designee) finds that a complaint is valid, the Director (or designee) shall take appropriate action to resolve the concern. In the event the complaint is against an employee of the Charter School, the Director (or designee) may take disciplinary action against the employee. As appropriate, the Director (or designee) may counsel or reprimand employees as to their conduct without initiating formal disciplinary measures. The Director’s (or designee) decision relating to the complaint shall be final.

Grievance POLICY/General Complaint Policy  
Vitalis Charter Academy

4. If the complaint is about the Director, the complainant may file their complaint by using the General Complaint Form (below) and sending it to the Chair of the Governance Council, who will then conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School. The President or investigator will report the findings to the Governance Council, in closed session for review and further action, if necessary.
5. The Director or President shall draft a written response to the complainant indicating that the matter has been investigated and sufficiently addressed. If appropriate, the response may include general details about the manner of the resolution, but at all times employee and student privacy rights shall be maintained. No response may include any details about adverse action taken against a student or Employee.

#### GENERAL ASSURANCES

**Confidentiality:** All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

**Non-Retaliation:** All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

**Resolution:** The Governing Board, Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Vitalis Charter Academy  
GENERAL COMPLAINT FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):

\_\_\_\_\_

Name of Person(s) this complaint is about (if known and applicable):

\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Grievance POLICY/General Complaint Policy  
Vitalis Charter Academy

Vitalis Charter Academy (“VCA” or “the Charter School”) has adopted this Grievance Policy as a method through which stakeholders can report concerns of fraud, waste, abuse, or non-compliance and the process these concerns will be addressed. For any questions regarding the application of this Policy or the Charter School’s other policies, please contact the Director.

Please see the Dispute Resolution policy regarding disputes involving staff members, students, parents/guardians, or other onsite staff.

If reasonably feasible, third-party complaints shall be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the Charter School employee directly. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed:

1. The complainant begins the process by filing a written complaint using a General Complaint Form (sample below) with the office of the Director as soon as possible after the events that give rise to the complainant’s concerns. The written complaint shall set forth in detail the factual basis for the complaint;
2. The Director (or designee) shall use their best efforts to ascertain the facts relating to the complaint. When applicable, the Director (or designee) shall confer with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Director (or designee) finds that a complaint is valid, the Director (or designee) shall take appropriate action to resolve the concern. In the event the complaint is against an employee of the Charter School, the Director (or designee) may take disciplinary action against the employee. As appropriate, the Director (or designee) may counsel or reprimand employees as to their conduct without initiating formal disciplinary measures. The Director’s (or designee) decision relating to the complaint shall be final.

Grievance POLICY/General Complaint Policy  
Vitalis Charter Academy

4. If the complaint is about the Director, the complainant may file their complaint by using the General Complaint Form (below) and sending it to the Chair of the Governance Council, who will then conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School. The President or investigator will report the findings to the Governance Council, in closed session for review and further action, if necessary.
5. The Director or President shall draft a written response to the complainant indicating that the matter has been investigated and sufficiently addressed. If appropriate, the response may include general details about the manner of the resolution, but at all times employee and student privacy rights shall be maintained. No response may include any details about adverse action taken against a student or Employee.

#### GENERAL ASSURANCES

**Confidentiality:** All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

**Non-Retaliation:** All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

**Resolution:** The Governing Board, Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Vitalis Charter Academy  
GENERAL COMPLAINT FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):

\_\_\_\_\_

Name of Person(s) this complaint is about (if known and applicable):

\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

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## **Vitalis Charter Academy High School Courses**

*VCA high school courses could use either a digital curriculum or textbook/novel-based curriculum combined with twice a week, live-online instruction from a credentialed VCA teacher.*

**\*\* Please note: ALL classes regardless of format have work completed and submitted on Canvas.**

**\*\*[Potential Weekly Live Schedule](#) + [Supply List](#)**

**\*\* See the Table of Contents on the left via Document Outline under View menu \*\***

# ENGLISH

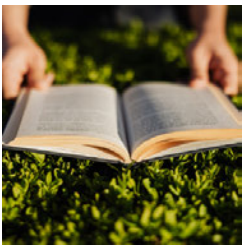
## English 9

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**English 9A/B Digital:** Digital curriculum combined with twice a week live instruction where students explore reading, writing and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include *The Princess and the Goblin* by George MacDonald, *Anthem* by Ayn Rand as well as other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writings include a personal narrative, literary analysis, informational essay and argument essay. || **Cost:** \$150/semester || [English 9A overview](#) / [English 9B overview](#) **Honors English 9:** Honors projects/assignments required (*Honors*

*in name only*)



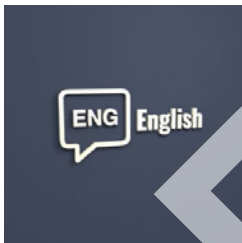
**English 9/10 A/B Syllabus:** This course combines physical novels with online assignments and twice a week live instruction to foster a deep appreciation for literature and develop strong language skills. Students will engage in a comprehensive exploration of various literary genres, including fiction, non-fiction, poetry and drama. Through critical analysis and discussions, students will enhance their ability to comprehend, interpret, and respond to a wide range of texts. The course aims to refine students' writing, speaking, and listening skills, enabling them to express their ideas effectively and thoughtfully. **Odd years:** World Literature ([Eng 9/10 World Literature overview](#)) / **Even years:** Survey of Classic Literature ([Eng 9/10 Classic Lit overview](#)) || **Cost:** Materials - see

the [Supply List](#).



**Honors English 9:** Honors projects/assignments required

**\*NEW\* English Intensive 9A/B:** This English credit course pairs the digital Read 180 curriculum designed to support and develop strong reading skills with live instruction four days a week from our reading intervention specialist. The course is designed to provide adaptive, concentrated support for ninth grade students in fundamental reading and writing skills. *Approval for enrollment will be based on EA recommendation and/or MAP scores.* || **Cost:** \$150/semester



**English Essentials 9 A/B:** This non-A-G English course is designed to provide specialized support for students working towards meeting English Language Arts goals for their Individualized Education Plan. Course will be co-taught with a credentialed English teacher and a SAI provider, including time to focus on ELA contents standards as well as working on students' unique learning goals. *Approval for enrollment through SPED department only.* || **Cost:** \$150/semester

## English 10

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**English 10A/B Digital:** Digital curriculum combined with twice a week live instruction where students examine reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning, textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language, and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues and affixes. Readings include *Antigone* by Sophocles, among others. Writing topics include informational and argument essays in 1st semester as well as a literary analysis and a personal narrative in 2nd. || **Cost:** \$150/semester || [English 10A overview](#) /

[English 10B overview](#) **Honors English 10:** Honors projects/assignments required





**English 9/10 A/B Syllabus:** This course combines physical novels with online assignments and twice a week live instruction to foster a deep appreciation for literature and develop strong language skills. Students will engage in a comprehensive exploration of various literary genres, including fiction, non-fiction, poetry, and drama. Through critical analysis and thoughtful discussions, students will enhance their ability to comprehend, interpret, and respond to a wide range of texts. The course aims to refine students' writing, speaking, and listening skills, enabling them to express their ideas effectively and thoughtfully. **Odd years:** World Literature ([Eng 9/10 World Literature overview](#)) / **Even years:** Survey of Classic Literature ([Eng 9/10 Classic Lit overview](#)) || **Cost:** Materials - see the [Supply List](#) for required materials. **Honors English 10:** Honors projects/assignments required



**English Essentials 9/10 A/B :** English course designed to provide specialized support for students working towards meeting English Language Arts goals for their Individualized Education Plan. Course will be co-taught with a credentialed English teacher and a SAI provider, including time to focus on ELA contents standards as well as SAI minutes for working on students' unique learning goals. *Approval for enrollment through SPED department only.* || **Cost:** \$150/semester

## English 11

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**English 11A/B Digital:** Digital curriculum combined with twice a week live instruction where students examine reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay. In 2nd semester, students dig into poetry and drama, such *The Crucible* by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Writing topics include a fictional narrative and a literary analysis. || **Cost:** \$150/semester || [English 11A overview](#) / [English 11B overview](#) **Honors English 11:** Honors projects/assignments required

**English 11A/B Digital:** Digital curriculum combined with twice a week live instruction where students examine reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay. In 2nd semester, students dig into poetry and drama, such *The Crucible* by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Writing topics include a fictional narrative and a literary analysis. || **Cost:** \$150/semester || [English 11A overview](#) / [English 11B overview](#) **Honors English 11:** Honors projects/assignments required



**English 11/12 A/B Syllabus:** The syllabus course for grades 11 and 12 combines physical novels, online assignments and twice a week live instruction. Offering an in-depth exploration of literature, advanced writing skills and critical thinking, this course is designed to prepare students for the demands of college-level English courses and to cultivate their ability to engage critically with complex texts. Through the study of various literary genres, writing assignments and discussions, students will develop advanced reading, writing, and analytical skills necessary for academic and professional success. **Odd years:** British Literature ([Eng 11/12 British Lit overview](#)) / **Even years:** American Literature || **Cost:** Materials - see the [Supply List](#) for required materials.

**Honors English 11:** Honors projects/assignments required



**English Essentials 11/12 A/B :** English course designed to provide specialized support for students working towards meeting English Language Arts goals for their Individualized Education Plan. Course will be co-taught with a credentialed English teacher and a SAI provider, including time to focus on ELA contents standards as well as SAI minutes for working on students' unique learning goals. *Approval for enrollment through SPED department only.* || **Cost:** \$150/semester

## English 12

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**English 12A/B Digital:** Digital curriculum combined with twice a week live instruction in



explores analysis of informational and argument texts. Readings include texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology. Writings include a researched informational essay and a researched argument essay. In 2nd semester, students analyze narrative texts from British literature—from the Middle Ages through modern times. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting British literature of different eras.

**Honors English 12:** Honors projects/assignments required || **Cost:** \$150/semester || [English 12A overview](#) / [English 12B overview](#)



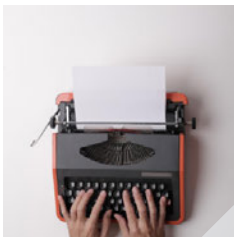
**English 11/12 A/B Syllabus:** The syllabus course for grades 11 and 12 combines physical novels, online assignments and twice a week live instruction. Offering an in-depth exploration of literature, advanced writing skills and critical thinking, this course is designed to prepare students for the demands of college-level English courses and to cultivate their ability to engage critically with complex texts. Through the study of various literary genres, writing assignments and discussions, students will develop advanced reading, writing, and analytical skills necessary for academic and professional success. **Odd years:** British Literature ([Eng 11/12 British Lit overview](#)) / **Even years:** American Literature || **Cost:** Materials - see the [Supply List](#) for required materials.

**Honors English 12:** Honors projects/assignments required



**English Essentials 11/12 A/B :** English course designed to provide specialized support for students working towards meeting English Language Arts goals for their Individualized Education Plan. Course will be co-taught with a credentialed English teacher and a SAI provider, including time to focus on ELA contents standards as well as SAI minutes for working on students' unique learning goals. *Approval for enrollment through SPED department only.* || **Cost:** \$150/semester

## Creative Writing



**Creative Writing A/B - 180 Days to Save the World:** People love a great story! Good stories make us feel emotions that can change the way we see the world and the people around us. In this course, students will use the *180 Days to Save the World* workbook along with twice a week live sessions to walk through the process of planning, writing, and self-publishing their very own novel. Through the woven tapestry of story elements, students will learn how to organize their ideas into a comprehensive outline. With thoughtful guidance, attention to detail, and a chest full of writing aids, the *180 Days to Save the World* creative writing workbook turns students into self-published authors! (*For English or elective credit*) || **Cost:** \$150/semester + \$20 shipping for workbook ||

[Creative Writing overview](#) **NOTE:** Only continuing students for 2nd semester.

## English CP



**English CP Oversight:** Students in 9th-12th taking an English course through any in-person synchronous community provider will be enrolled in our CP oversight course in Canvas. Community provider syllabi will be submitted to the VCA credentialed teacher and approved or supplemented if needed. In order to issue high school credit in the content area, the CP Oversight teacher will need access to a student's entire body of work and grades either by receiving access to the community provider's online portal or by students putting all work into a Google folder and maintaining a gradebook. In addition, students will upload one work sample from their CP per week into Canvas. || **Cost:** \$0/semester || [CP Oversight course overview](#)

# HISTORY

## World History

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**World History A/B Digital:** Digital curriculum combined with twice a week live instruction where students explore key events and historical developments from hunter/gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire including the Crusades, feudalism, Asian empires and trade, the Renaissance, Protestant Reformation and key revolutions. In 2nd semester, students trace the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia including the influence of the Industrial

Revolution, the role of imperialism and nationalism on World War I, the Treaty of Versailles and the rise of fascism in Europe and the start of World War II, 20th-century warfare, the Armenian Genocide and the Holocaust. || **Cost:** \$150/semester || [World History A overview](#) \ [World History B overview](#) **Honors:** Honors projects/assignments required



**World History Through Film A/B:** This course combines with twice a week live instruction with access to historical films and online assignments to survey a wide range of world history through examining economics, science, religion, philosophy, politics and law, military conflict, literature and the arts. The course will involve viewing films outside of class on historical events and issues as a pathway to understanding the stories we tell ourselves about our own past, and interpreting the purposes behind those stories. Students will uncover patterns of behavior, identify historical trends and themes, and explore historical movements and concepts. The course is aimed at developing critical thinking and will require students to refine their ability to read for comprehension, critically

analyze, summarize, categorize, compare, and evaluate information, write clearly and convincingly, express facts and opinions orally, and use technology appropriately to present information. [Movie List](#) - [parent permission slip](#) required before submitting PO; access to movies provided || **Cost:** \$150/semester || [World History Through Film A/B overview](#)

## U.S. History

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**US History A/B Digital:** Digital curriculum combined with twice a week live instruction in which students explore European exploration and the impact Europeans had on the lives of those native to North America. Topics include the development of the English colonies in North America, causes and effects of the American Revolution, the ratification of the Constitution, causes of the War of 1812, analysis of sectionalism as a common thread, westward expansion, Civil War, and Reconstruction, Indian Wars, immigration, and the Second Industrial Revolution. During 2nd semester, students trace pivotal events in American history and presidential administrations as the 21st century dawns. Topics include the Gilded Age, Progressive Era, World War I, the Roaring

Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War, technology innovations, global communications, and the rise of terrorism. || **Cost:** \$150/semester || [US History A overview](#) \ [US History B overview](#) **Honors:** Honors projects/assignments required



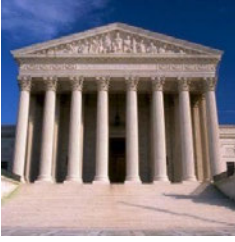
**NEW US History Through Film A/B:** This course combines with twice a week live instruction with access to historical films and online assignments to survey a wide range of US history through examining economics, science, religion, philosophy, politics and law, military conflict, literature and the arts. The course will involve viewing films outside of class on historical events and issues as a pathway to understanding the stories we tell ourselves about our own past, and interpreting the purposes behind those stories. Students will uncover patterns of behavior, identify historical trends and themes, and explore historical movements and concepts. The course is aimed at developing critical thinking and will require students to refine their ability to read for comprehension, critically

analyze, summarize, categorize, compare, and evaluate information, write clearly and convincingly, express facts and

opinions orally, and use technology appropriately to present information. [Movie List](#) - [parent permission slip](#) required before submitting PO; access to movies provided || **Cost:** \$150/semester || US History Through Film A/B overview

## Government

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**US Government Digital (Fall only):** Digital curriculum combined with twice a week live instruction in which students examines the history and philosophy of the United States government and the guiding principles of democracy. Topics included an analysis of the United States Constitution, functions and duties of the three branches of government, the role of the Supreme Court, civic engagement in political process, the rights and responsibilities of citizens, government systems of the world, political parties, interest groups, and the media in shaping the government. || **Cost:** \$150/semester || [US Government Digital overview](#) **Honors:** Honors projects/assignments required

## Economics

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**Economics Digital (Spring only):** Digital curriculum combined with twice a week live instruction in which students explore principles to make informed decisions about personal finance, develop a broader understanding of national and international economic decisions and policies. Topics include why economics impacts history, distribution of wealth, and quality of life for all members of society. || **Cost:** \$150/semester || [Economics Digital overview](#). **Honors:** Honors projects/assignments required

## NEW Geography

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**NEW Geography A/B:** Using digital curriculum combined with twice a week live online instruction, students will explore the five themes of geography, analyze the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe. In 2nd semester, students will continue their study of world geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions. || **Cost:** \$150/semester || [Geography overview](#). **Credit:** Students can earn World History or elective credit for this class

## History CP

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**History CP Oversight:** Students in 9th-12th taking a history course through any in-person synchronous community provider will be enrolled in our CP Oversight course in Canvas. Community provider syllabi will be submitted to the Sage Oak credentialed teacher and approved or supplemented if needed. In order to issue high school credit in the content area, the CP Oversight teacher will need access to a student's entire body of work and grades either by receiving access to the community provider's online portal or by students putting all work into a Google folder and maintaining a gradebook. In addition, students will upload one work sample from their CP per week into Canvas. || **Cost:** \$0/semester || [CP Oversight course overview](#)

# MATH

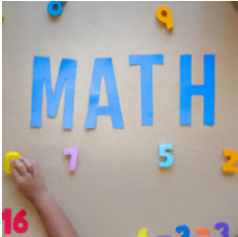
## HS Math Preparation

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*NOTE: All courses in the HS Math Preparation section count towards elective credit only.*



**Math Intensive 9A/9B:** *NOTE: Live online attendance required.* This elective-credit course utilizes a digital math curriculum designed to introduce and develop foundational math skills to help students learn key principles to support them in future high school math courses. The curriculum will be paired with live instruction four days a week from our math intervention specialist. *Approval for enrollment will be based on EA recommendation and/or MAP scores.* || **Cost:** \$150/semester



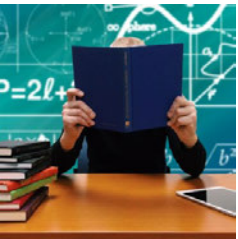
**Math Essentials - Pre-Algebra A/B:** *NOTE: Live online attendance required.* This elective-credit math preparation course is designed to provide specialized support for students working towards meeting math goals for their Individualized Education Plan. The course will be co-taught with a math teacher and SAI provider and will include the Mr. D Pre-Algebra class along with an additional hour with the SAI provider for working on students' unique learning goals. Two hours. *Approval for enrollment through SPED department only.* || **Cost:** \$150/semester



**Mr. D Pre-Algebra A/B:** Combining the Mr. D curriculum with twice a week live instruction, this elective-credit Pre-Algebra course is designed to help prepare students to build the foundational skills needed for success in Algebra 1. Students will learn the language of algebra, integers, real numbers, linear equations, number theory, ratios, inequalities, polynomials, square roots and probability. In addition to the twice a week live sessions, students will also have access to the Mr. D recorded lessons for additional support. || **Cost:** \$150/semester || **Note:** Printer required for weekly coursework. See Supply List.

## Algebra 1

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**Algebra 1A/B Digital:** Combining digital curriculum with twice a week live instruction, students learn how to simplify expressions with exponents and radicals, relationships between numbers, solve linear equations and inequalities and apply that knowledge to solve and graph systems. Students will also apply operations on polynomials, factor quadratic expressions, and solve quadratic equations. Looking at real world problems, they will also use key features to compare different types of functions, transformations of functions, statistics, interpreting and analyzing data sets, as well as causation and correlation. || **Cost:** \$150/semester || [Algebra 1A overview](#) \ [Algebra 1B overview](#)

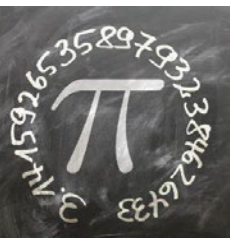
**Honors:** Honors projects/assignments required



**Mr. D Algebra 1A/B:** Combining the Mr. D curriculum with twice a week live instruction, this newly updated Algebra 1 course covers the language of algebra, integers, linear equations, number theory, functions, systems of equations and inequalities, polynomial functions and factoring, solving quadratic equations, radical and rational expressions and probability. In addition to the twice a week live sessions, students will also have access to the Mr. D recorded lessons for additional support. || **Cost:** \$150/semester || **Note:** Printer required for weekly coursework. See Supply List.

|| [Mr. D Algebra 1 A/B overview](#)

**Honors:** Honors projects/assignments required



**Math Essentials - Algebra 1 A/B:** *NOTE: Live online attendance required.* This math-credit course is designed to provide specialized support for students working towards meeting math goals for their Individualized Education Plan. The course will be co-taught with a math teacher and SAI provider and will include the Mr. D Algebra 1 class along with an additional hour with the SAI provider for working on students' unique learning goals. Two hours *Approval for enrollment through SPED department only.* || **Cost:** \$150/semester

## Geometry

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**Geometry A/B Digital:** Combining digital curriculum with twice a week live instruction, students will explore writing formal proofs and constructing geometric figures. Topics include transformations to explain the concepts of congruent and similar figures with a focus on triangles, slopes, midpoints, distance formulas with a focus on their applications in coordinate proofs, theorems about circles and two- and three-dimensional figures and probability. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations. ||

**Cost:** \$150/semester || [Geometry A overview](#) \ [Geometry B overview](#)

**Honors:** Honors projects/assignments required



**Mr. D Geometry A/B:** Combining the Mr. D curriculum with twice a week live instruction, this Geometry course covers points, lines, planes and angles, reasoning and proofs, parallel and perpendicular, triangles, quadrilaterals, right triangles, area, perimeter, surface area, volume, circles, transformations and geometric probability. In addition to the twice a week live sessions, students will also have access to the Mr. D recorded lessons for additional support. || **Cost:** \$150/semester ||

**Note:** Printer required for weekly coursework. See Supply List. || [Mr. D Geometry overview](#)

**Honors:** Honors projects/assignments required

## Algebra 2

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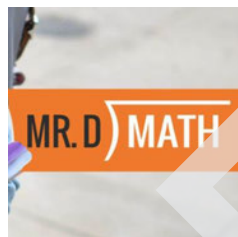
**Mr. D Algebra 2A/B:** Combining the Mr. D curriculum with twice a week live instruction, the Algebra 2 course covers equations and inequalities, linear relationships and functions, matrices, quadratic functions, polynomial functions, inverse and radical functions, exponential and logarithmic functions, conic sections, sequences, series and statistics. In addition to the twice a week live sessions, students will also have access to the Mr. D recorded lessons for additional support. || **Cost:**

\$150/semester || **Note:** Printer required for weekly coursework. See Supply List. || [Mr. D Algebra 2 overview](#)

**Honors:** Honors projects/assignments required

## Pre-Calculus

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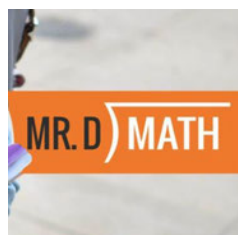
**Mr. D Precalculus with Trigonometry A/B:** Combining the Mr. D curriculum with twice a week live instruction, the Pre-Calculus course covers functions and graphs, polynomial, power and rational functions, exponential and logarithmic functions, systems and matrices, trigonometric functions, analytic trig, graphing trig functions, polar coordinates and complex numbers. In addition to the twice a week live sessions, students will also have access to the Mr. D recorded lessons for additional support. || **Cost:** \$150/semester || **Note:** Printer required for weekly coursework. See

Supply List. || [Mr. D Pre-Calculus overview](#)

**Honors:** Honors projects/assignments required

## NEW Calculus

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**NEW Mr. D Calculus A/B:** Combining the Mr. D curriculum with twice a week live instruction, the Calculus course introduces students to limits, derivatives, vectors, integrals and differential equations. In addition to the twice a week live sessions, students will also have access to the Mr. D recorded lessons for additional support. || **Cost:** \$150/semester || **Note:** Printer required for weekly coursework. See Supply List. || [Mr. D Calculus overview](#)

## Personal Finance

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**Personal Finance A/B Digital:** Combining the Next Gen Personal Finance curriculum with twice a week live instruction, this full year personal finance course earns students math credit while covering all of the essential personal finance topics necessary to become a financially capable student. Topics include banking, credit, budgeting, investing, career planning and more. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation. || **Cost:** \$150/semester  
**Honors:** Honors projects/assignments required (*Honors in name only*)

## Math CP

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**Math CP Oversight:** Students in 9th-12th taking a math course through any in-person synchronous community provider will be enrolled in our CP Oversight course in Canvas. Community provider syllabi will be submitted to the Sage Oak credentialed teacher and approved or supplemented if needed. In order to issue high school credit in the content area, the CP Oversight teacher will need access to a student's entire body of work and grades either by receiving access to the community provider's online portal or by students putting all work into a Google folder and maintaining a gradebook. In addition, students will upload one work sample from their CP per week into Canvas. || **Cost:** \$0/semester || [CP Oversight course overview](#)

## Integrated Math

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**Integrated Math 1-3:** Students interested in taking or completing the Integrated Math 1-3 series can take it in-house using Apex digital curriculum along with by-request office hours for support with a credentialed math teacher. || **Cost:** \$150/semester

## SCIENCE

All VCA science courses require the purchase of a lab kit. One kit lasts for both semesters. Prices vary. See the [Supply List](#) for details.

## Anatomy & Physiology

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**Anatomy A/B:** (*Life science credit*) Combining digital curriculum with twice a week live instruction, Anatomy & Physiology will help students who plan on pursuing a career in health sciences or simply are looking to gain an understanding of how the human body works! By understanding the relationship between anatomy and physiology, students will learn how to read the body's story through examining cell structure and their processes, discovering the functions and purposes of the skeletal, muscular, nervous, and cardiovascular systems, and looking at diseases that affect those systems. Semester 2 will examine the structure, function, and interrelation between the lymphatic, immune, respiratory, digestive, urinary, and endocrine systems. The reproductive system is also discussed along with hereditary traits and genetics. || **Cost:** \$150/semester + lab supplies See the [Supply List](#) for required materials.

## Biology

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**Biology A/B Digital:** (*Life science credit*) Combining digital curriculum with twice a week live instruction, this course examines the basics of biochemistry and how it helps understand biological systems on Earth. Using logical thinking to identify relationships and draw conclusions, the course expands out from the building blocks of biochemistry to individual cells and cell membranes to understand cell division, reproduction, cell energy and metabolism, and photosynthesis. In 2nd semester, students will examine the basics of genetics, natural selection, ecology, models of how matter and energy flow through ecosystems, and the technology to see the larger context and implications. || **Cost:** \$150/semester + lab supplies. See the [Supply List](#) for required materials. ||

[Biology A overview](#) / [Biology B overview](#) **Honors Biology:** Honors projects/assignments required

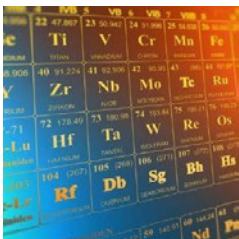


**Biology A/B Syllabus:** (*Life science credit*) This course combines the syllabus along with twice a week live instruction. Students will be immersed in the study of living things and on developing an understanding of broader concepts and how they are interconnected. Students will be observing, inferring, and experimenting as they are encouraged to ask questions, form explanations, compare their explanations with current scientific knowledge, and communicate their ideas. The course includes comprehension and critical thinking questions, activities, and labs. A lab kit is included with this package and there is a full list of materials in the coursebook appendix. || **Cost:** \$150/semester + \$20 shipping for supplies || [Biology overview](#) **Course Cap:** 20 students **Honors Biology:**

Honors projects/assignments required

## Chemistry

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**Chemistry A/B Digital:** (*Physical science credit*) In this digital curriculum course combined with twice a week live instruction, students will study the atomic structure of elements, examine different types of bonding and discover how and why chemicals react to form new substances. Then students will learn how scientists use the process of stoichiometry to maximize the results of chemical reactions. In 2nd semester, students will look at the properties of matter including the states of matter, phase changes, gas laws and properties of solutions as well as thermodynamics and kinetics of chemical reactions, including why some reactions give off heat while others consume it. Students will also look at chemical equilibrium, redox reactions, electrochemistry and

types of radiation and radioactive decay. By the end of this course, students will be able to evaluate the ethical, social and economic implications of chemistry-related technologies. || **Cost:** \$150/semester + lab kit. See the [Supply List](#) for required materials. ||

[Chemistry A overview](#) \ [Chemistry B overview](#). **Recommended prerequisite:** Algebra 1 **Honors Chemistry:** Honors projects/assignments required

## Forensic Science

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**Forensic Science A/B Digital:** (*Can meet either Physical or Life science credit*) Blood, fingerprints, tire tracks, and trace evidence are used to catch the criminals on TV, but how do real life forensic scientists help identify suspects? Using a digital curriculum combined with twice a week live instruction, this course will explore the riveting job of crime scene analysis, and learn the scientific techniques and practices applied during a crime scene investigation, including how clues and data are recorded and preserved. Discover how technology is applied to make discoveries and bring criminals to justice. Dig deeper into the science of forensics and the basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, and forensic anthropology. Find out

how scientists use everything from insects to bones to help them solve crimes and discover how advanced techniques and technology can lead to catching even the craftiest criminal. || **Cost:** \$225/semester (includes class + lab kit) See the

[Supply List](#) for required materials. || [Forensic Science A overview](#) / [Forensic Science B overview](#) **Honors Forensic Science:** Honors projects/assignments required.



## Environmental Science

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**Environmental Science A/B Digital:** *(Can meet either Physical or Life science credit)* Combining digital curriculum with twice a week live instruction, this course will examine the relationships between organisms and the environment, including impacts of research on scientific thought and the environment by using scientific practices, evidence-based data and its display, as well as understanding how data informs societal decision making. Second semester examines the relationship between humans and the environment including the past, present and future impacts of resource utilization, identifies pollution of the air, soil and water and its sources, and discusses regulations and actions that can and have been taken to mitigate harm to the Earth. || **Cost:**

\$150/semester + lab kit. See the [Supply List](#) for required materials. || [Enviro A overview](#)/ [Enviro B overview](#)

## Physical Science

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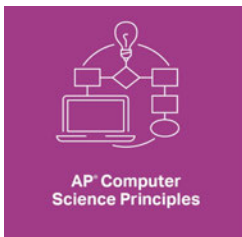


**Physical Science A/B Digital:** Combining digital curriculum with twice a week live instruction, Physical Science looks at science as a whole examining how methods and tools provide scientists meaningful results. Physical Science A reviews the scientific process and then moves on to cover the basics of chemistry including the properties of matter, the periodic table and how chemicals react. The last lesson of every unit of this course is devoted to engineering and how the information that you have learned can be applied. In Physical Science B, students will focus on physics by learning about motion and force, including the motion of fluids and Newton's laws which will build a foundation

to explore thermodynamics, energy, work, machines, waves, electricity, and magnetism. || **Cost:** \$150/semester + lab kit. See the [Supply List](#) for required materials. || [Physical Science A overview](#) / [Physical Science B overview](#)

## AP Computer Science Principles

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**AP Computer Science Principles:** [AP Computer Science Principles](#) is an introductory college-level computing course for science credit that introduces students to the breadth of the field of computer science. No coding experience needed! Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Prerequisite:** Algebra 1 || **Cost:** \$150/semester || [AP Computer Science](#)

[Principles overview](#) **NOTE:** For meeting AP Computer Science principles courses can be used in area D as an additional science (i.e., third year and beyond). Not as one of the required 2 years of life and physical science.

## Science CP

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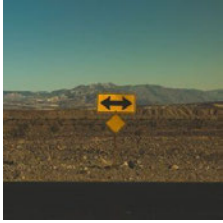
**Science CP Oversight:** Students in 9th-12th taking a science course through any in-person synchronous community provider will be enrolled in our CP Oversight course in Canvas. Community provider syllabi will be submitted to the VCA credentialed teacher and approved or supplemented if needed. In order to issue high school credit in the content area, the CP Oversight teacher will need access to a student's entire body of work and grades either by receiving access to the community provider's online portal or by students putting all work into a Google folder and maintaining a gradebook. In addition, students will upload one work sample from their CP per week into Canvas. || **Cost:** \$0/semester || [CP Oversight course overview](#)

## COLLEGE & CAREER SEMINAR SERIES

Sage Oak has a one semester/5 credit graduation requirement of a college & career preparation class.

## College & Career Seminar

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**College & Career Exploration A/B:** (*College & Career credit*) Taught by our own VCA mentor, students in 10-12th will have the opportunity to explore their interests and strengths and learn about career and college options while collaborating with other members of their class in a fun, supportive environment. A VCA Counselor will provide insight and guidance on social and emotional wellness throughout the course. || **Cost:** \$0/semester NOTE: Students can also take College & Career through our [Sage Oak Extension partner classes](#) with Crafton Hills College.

*The Charter School plans to offer sections of popular college courses just for students! These partner classes will earn students high school and college credit and meet a graduation requirement. If students sign up for our sessions, the course will have **zero cost** to students - no per unit fee, no textbook fee, no student services/health fees.*

## Enrollment

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To enroll in a course, please carefully follow the instructions below:

1. Tell your EA that you are interested in applying so they can submit our in-house approval form
2. Complete the dual enrollment steps with your Mentor
  - a. Be sure to select the correct options to ensure access to the sections
  - b. Be sure to note the specific section (see below)
3. Complete the course!

## Fall 2025

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### FALL

Course	Units	Title	Weeks	Start Date	End Date	Method
ENGL-101-87	4	<a href="#">Freshman Composition</a>	17	8/12/2024	12/17/2024	online
HIST-100-73	3	<a href="#">History of U.S. to 1877</a>	17	8/12/2024	12/17/2024	online
ASL-101-72	4	<a href="#">American Sign Language I</a>	17	8/12/2024	12/17/2024	online
COUN-100-72	3	<a href="#">Student Success &amp; College Experience</a>	17	8/12/2024	12/17/2024	online
PSYCH-100-75	3	<a href="#">General Psychology</a>	17	8/12/2024	12/17/2024	online
ECON-100-73	3	<a href="#">Introduction to Economics</a>	17	8/12/2024	12/17/2024	online

## Spring 2026

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*Course offerings released in October!*

## FINE & PERFORMING ARTS

*Art electives include an online curriculum with a live online instruction 1-2 times per week.*

## Animation

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**Animation 1A/B - Introduction:** Have you ever watched a cartoon or played a video game where the animation of characters captivated you so much you wanted to create your own? If so, it's time to immerse yourself in the world of animation! Meet the industry roles such as directors, animators, and 3D modelers. Develop your story by exploring design, the 12 principles of animation, creating a

storyboard, and leveraging the tools of the trade. Let's bring your story to life with animation! In the second semester it's time to start animating like the pros! You'll start exploring 3D modeling, computer animation and post-production procedures used in the film industry. Discover 3D modeling and animation of characters. Explore the basics of human anatomy and form to apply rigging, joints, and texture. Examine rendering and lighting effects and how to apply sound. And discover careers so you can start using your new skills right away. || **Cost:** \$150/semester + supplies. See the [Supply List](#) for required materials.



**Animation 2A/B: (Prerequisite: Animation 1)** In Animation 2, students delve deeper into the captivating world of animation, building upon the techniques acquired in Animation 1. While the class covers a broad range of advanced topics, one of the fun features is learning to animate dialogue, bringing characters to life with speech and expression. By the course's conclusion, students will have assembled impressive portfolio pieces, primed for college admissions and showcasing their animation prowess. || **Cost:** \$150/semester + supplies. See the [Supply List](#) for required materials.

## Arts, Media, & Entertainment

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**Introduction to Careers in Arts, Media, & Entertainment A/B: (College & Career credit)** Are you interested in pursuing a career in the arts, media, or entertainment? Would you like to learn about all of the exciting and unique opportunities within these fields? If so, this course is perfect for you! Introductory Careers in Arts, Media, and Entertainment will guide you in an exploration of creative job paths and count as the first required course for students interested in completing this Career and Technical Education (CTE) pathway! || **Cost:** \$150/semester + supplies. See the [Supply List](#) for required materials. **NOTE:** Part of the [Arts, Media & Entertainment CTE pathway](#)

## AP Art & Design

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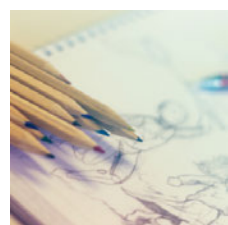


**NEW AP Art & Design A/B:** AP Art & Design offers a challenging journey tailored for ambitious students with a passion for art. This course requires a strong foundation in high school-level art, with students expected to showcase proficiency and creativity in their work. To enroll, it is highly recommended that interested students have completed Visual Art 1 and 2 (or comparable courses) beforehand. Within the AP Art & Design course, students will independently investigate an area of concentration in their artwork that is informed by research, exploration and practice. Emphasizing originality, artistic intent, craftsmanship, critical thinking and creative problem-solving, students will

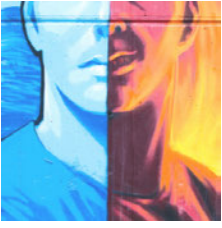
work to demonstrate mastery in their area of focus and create a portfolio of works reflecting the student's growth, skill, and artistic vision to submit through the AP College Board for evaluation. || **Cost:** \$150/semester + supplies. See the [Supply List](#) for required materials.

## Visual Arts

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**Visual Art 1A/B :** Jump into exploring the world of visual arts! Twice a week live instruction sessions for this course will introduce you to various visual art mediums, styles and techniques. Through the mediums, students will learn the fundamental elements of art and principles of design. No experience necessary! || **Cost:** \$150/semester + supplies. See the [Supply List](#) for required materials. **NOTE:** Part of the [Arts, Media & Entertainment CTE pathway](#)



**Visual Art 2A/B:** (*Prerequisite: Visual Art 1*) This course builds upon the skills and knowledge learned in our introductory art classes. This course is for students who want an opportunity to advance to a higher level of drawing and painting abilities. Development of personal style, stronger emphasis is placed on composition and the creation of original artworks for portfolios using various materials. || **Cost:** \$150/semester + supplies. See the [Supply List](#) for required materials.

## FOREIGN LANGUAGE

### American Sign Language

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**ASL 1 A/B:** American Sign Language 1 provides an introduction to ASL and provides guidance in how to communicate with ASL across a variety of basic subjects, including greetings and introductions, information sharing, personal characteristics, family, traveling, and living spaces. The course also explores details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including fingerspelling and signing parameters. ASL 1B continues to build on the first half to guide students in how to communicate on a variety of basic subjects, including with food items, directions, store interactions, job roles, health topics, and plans built around schedules and times. || **Cost:** \$150/semester || [ASL](#)

[1A overview](#) / [ASL 1B overview](#)



**ASL 2 A/B:** American Sign Language 2 explores intermediate concepts related to Deaf culture and ASL. The course begins with a review of cultural facts and ASL rules and concepts from American Sign Language 1. New topics that follow include major milestones and famous figures in Deaf cultural history, appropriate etiquette and behaviors in Deaf interactions, ASL literature and performances, and different language styles and skills among Deaf communities, among others. Projects throughout the course will assess knowledge of signing vocabulary and mastery of proper signing form. || **Cost:** \$150/semester || [ASL 2A overview](#) / [ASL 2B overview](#)



**ASL Conversation Cafe:** Join us for ASL Conversation Cafe! Come ask questions, meet new friends and practice your signs! This no-credit, drop-in class is open to all levels of ASL. || **Cost:** \$0/semester

**ASL CP Overnight:** Students in 9th-12th taking an ASL course through any in-person synchronous community provider will be enrolled in our CP Oversight course in Canvas. Community provider syllabi will be submitted to the VCA credentialed teacher and approved or supplemented if needed. In order to issue high school credit in the content area, the CP Oversight teacher will need access to a student's entire body of work and grades either by receiving access to the community provider's online portal or by students putting all work into a Google folder and maintaining a gradebook. In addition, students will upload one work sample from their CP per week into Canvas. || **Cost:** \$0/semester || [CP Oversight course overview](#)

### Spanish

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## Spanish 1



**Spanish 1 A/B:** Spanish 1A introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies, asking for directions, and how to discuss activities with friends using vocabulary associated with restaurants, traveling, vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru. Spanish 1B explores how to discuss school subjects, professions, and daily routines, as well as illness and injury, shopping, and money through reading, writing, listening, and speaking. Second semester also explores cultures of Venezuela, Chile, Ecuador, Guatemala, and Cuba. || **Cost:** \$150/semester || [Spanish 1A overview](#) / [Spanish 1B overview](#)

[overview](#)



## Spanish 2



**Spanish 2 A/B:** This course introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies, asking for directions, and discussing activities with friends using vocabulary associated with restaurants, traveling, vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru. In Spanish 2B, students continue to build reading, writing, listening, and speaking skills in order to discuss transportation, extracurricular interests, professions, cuisine, clothing, health, and technology. Topics included: present, past, future, and conditional tenses, present subjunctive mood, explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama. || **Cost:** \$150/semester || [Spanish 2A overview](#) / [Spanish 2B overview](#)

conditional tenses, present subjunctive mood, explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama. || **Cost:** \$150/semester || [Spanish 2A overview](#) / [Spanish 2B overview](#)



## Spanish 3



**Spanish 3 A/B:** Spanish 3A builds reading and writing of informative, argumentative, and descriptive texts, listening, and speaking skills using the indicative subjunctive, and imperative moods. The course also explores significant historical events of some Spanish-speaking countries, as well as cultural products, practices, and philosophies. In Spanish 3B, students continue acquiring the Spanish language through reading poems and short stories by notable Spanish-language authors. The continuation of writing, listening, and speaking includes exploring behavioral norms in different Spanish-speaking cultures, in order to discuss these topics in the indicative and subjunctive moods in a variety of tenses. || **Cost:** \$150/semester || [Spanish 3A overview](#) / [Spanish 3B overview](#)

**Spanish CP Oversight:** Students in 9th-12th taking a Spanish course through any in-person synchronous community provider will be enrolled in our CP Oversight course in Canvas. Community provider syllabi will be submitted to the VCA credentialed teacher and approved or supplemented if needed. In order to issue high school credit in the content area, the CP Oversight teacher will need access to a student's entire body of work and grades either by receiving access to the community provider's online portal or by students putting all work into a Google folder and maintaining a gradebook. In addition, students will upload one work sample from their CP per week into Canvas. || **Cost:** \$0/semester || [CP Oversight course overview](#)

# ELECTIVES COURSES

## Ambassadors Program

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**Ambassadors:** The Ambassador program helps develop leadership skills for 9th-12th grade students. The course requires a minimum of 60 hours per semester and successful completion of the course earns 5 credits per semester. The first 30 hours are dedicated to participation in VCA's Student Council including answering questions for students new to an independent study program, attending monthly Ambassador meetings, representing the student council at VCA Socials, planning school-wide high school activities, designing the yearbook, planning prom, etc. The other 30 hours are focused on a student-designed Passion Project where students individually plan, research, and complete a unique project focused on their own skills, abilities and interests. || **Cost:** \$0/semester

**NOTE:** Credit/No Credit only, meets monthly. || [Ambassador course overview](#)

## AVID 9

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**AVID 9 A/B:** *NOTE: Live online attendance required.* With over 40-year of success, the mission of [AVID](#) is to close the achievement gap by preparing ALL students for college readiness and success in our global society. We are inviting all motivated incoming 9th graders to apply for our elective AVID 9 course which will help students learn and implement WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) to support their learning in all subject areas. AVID students will have the opportunity to receive peer tutoring, go on college tours and have special guest speakers! The course will help students develop the skills and behaviors to prepare them to be successful in high school, college & beyond! Please note course requirements: (1) [AVID](#)

[application](#), (2) Camera-on attendance and participation at 2x/week zooms, (3) Maintaining a C or better in all courses. See more details [here](#). || **Cost:** \$0/semester **NOTE:** This course does **NOT** meet C&C graduation requirement

## Business & Entrepreneurship

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**NEW** Business 1: *Description coming soon*

## Child Development

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**Child Development 1 A/B:** Combining digital curriculum with twice a week live instruction, our Child Development course is a comprehensive exploration of the physical, cognitive, social, and emotional development of children from infancy through adolescence. This course provides a deep understanding of the fascinating and complex processes that shape children's growth and behavior. Through a combination of theory, research, practical applications, and reflective exercises, students will gain valuable insights into the unique needs and experiences of children, preparing them for careers in education, psychology, healthcare, or parenting. The class also includes the experience of wearing a pregnancy suit and getting to take home and care for a RealCare Baby Infant

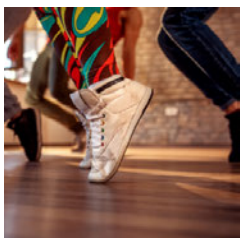
Simulator! || **Cost:** \$150/semester + \$20 materials fee **NOTE:** Part of the Early Childhood Education CTE Pathway. || [Child Development course overview](#)



**NEW Child Development 2 A/B:** Students who have completed Child Development 1 are invited to continue their study of the human development process focusing on the toddler and child years with Child Development 2.

## Dance

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**NEW Dance 1A/B:** *NOTE: Camera on required for movement portions. Zoom's Focus Mode will be used so only teacher can view students.* This course combines online curriculum along with live instruction to provide a survey of dance styles and techniques from a variety of genres. No experience necessary but students should be prepared to move! Class can count for either Visual & Performing Art (VAPA) elective credit OR PE credit. || **Cost:** \$150/semester

## Driver's Education

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**Driver's Education:** Students can earn 5 units of elective credit by completing the online Driver's Education course, a minimum of 6 hours of behind-the-wheel training and 24 additional hours of practice, research or projects. || **Cost:** Varies - [Coastline Academy](#) || [Driver's Education overview](#)

## Freshman Seminar

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**Freshman Seminar A/B:** Jump into high school with Freshman Seminar, an valuable elective class designed to prepare freshmen to handle the academic, organizational and social/emotional challenges of high school. In this dynamic course, students will engage in a variety of activities that foster organization, effective study habits, and critical life skills. Students will learn the importance of academic integrity, collaboration, goal setting, and time management as well as becoming comfortable navigating through digital platforms like Clever, Canvas and Google tools. This course aims to equip incoming 9th graders with the confidence and tools they need for high school success!

|| **Cost:** \$0/semester **NOTE:** This course does **NOT** meet C&C graduation requirement

## Health Education

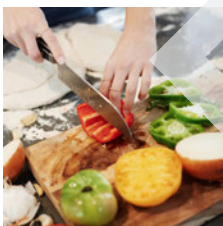
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**Health 101:** Combining digital curriculum with once a week live instruction, Health 101 is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health 101 helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. This course is built to Wyoming state standards for health education. || **Cost:** \$150/semester **NOTE:** One semester class || [Health course overview](#)

## Latin Cooking & Culture

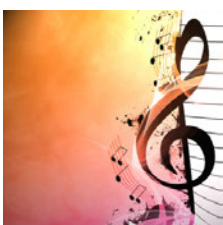
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**Latin Cooking & Culture A/B:** Let's get cooking! Each week students will be provided with recipes and an ingredient list as well as a weekly video with step-by-step cooking instruction in this asynchronous cooking and culture course. Students will learn how to make authentic Spanish and Latin beverages, appetizers, main dishes, salads and desserts, all while learning Spanish vocabulary and culture at the same time! Students will learn how to be creative in the kitchen and to experience the diversity of the foods made in various Spanish-speaking countries. || **Cost:** \$150/semester + supplies **NOTE:** **Ingredients cannot be purchased with instructional funds.** Average cost: \$20-\$50 per semester. Separate syllabi for Fall and Spring semesters

## Music

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**Music Syllabus 1-4:** From piano to percussion, violin to voice, students can use Music 1-4 syllabus to get high school credit for learning how to play an instrument or continuing their musical instruction. Students can use instructional funds to pay for music lessons with a VCA-approved community provider or pay out-of-pocket for lessons with another vendor. Students must log at least 60 hours of practice, lessons, performances, etc per semester and complete the required assignments. || **Cost:** \$0/semester. **NOTE:** Online provider of music lessons must be approved by VCA.

## Sports Medicine

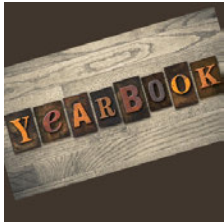
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**Sports Medicine 1A/B - Athletic Trainer:** This course utilizes online curriculum along with live instruction in the prevention, assessment, management, and reconditioning of athletic injuries. Taping and bandaging, protective padding, and modalities used for treatment will be presented. Students will also be introduced to the skills required to provide basic life support in an emergency illness or injury. The course includes optional CPR and First Aid exams. Upon successful completion of training, students will be issued an American Red Cross card for Community First Aid (3 years) and CPR (1 year). || **Cost:** \$150/semester

## Yearbook

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**Yearbook:** [NOTE: Yearbook may be joined as a club or as a class. If you sign up for Yearbook as a class, students must meet the 60-hr minimum for electives.] Do you like digital design? Love taking photos? Full of school spirit? Then earn elective credit (30-hrs for 2.5 units or 60-hours for 5 units) while working on the Sage Oak annual yearbook. From developing a theme and designing the layout, to writing copy and arranging photo layouts to production of a final product, learn skills that can be used in business, graphic design, visual communication, writing and more all while working on this fun annual memory book in a collaborative environment! || **Cost:** \$0/semester

# CREDIT RECOVERY COURSES

VCA offers credit recovery courses for students who have earned a D or F in a previously attempted course. These courses do not have live instruction and utilize digital curriculum only. Each unit starts with a pretest that can allow students to test out of previously learned material.

## English Credit Recovery

The following courses are available:

- English 9 A/B
- English 10 A/B
- English 11 A/B
- English 12 A/B

## Math Credit Recovery

The following courses are available:

- Algebra 1 A/B
- Geometry A/B
- Algebra 2 A/B
- Pre-Calculus A/B
- Math 1 A/B
- Math 2 A/B
- Math 3 A/B



## **History Credit Recovery**

The following courses are available:

- World History A/B
- US History A/B
- Economics
- Government

## **Science Credit Recovery**

The following courses are available:

- Biology A/B
- Chemistry A/B
- Physics A/B
- Physical Science A/B

## **Foreign Language Credit Recovery**

The following courses are available:

- Spanish 1 A/B
- Spanish 2 A/B
- Spanish 3 A/B

DRAFT

Student: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_

Vitalis Charter Academy  
 Kindergarten Report Card

Mentor: \_\_\_\_\_  
 Year: \_\_\_\_\_

Grades:		
I = Student can do Independently	A = Student can do this with Assistance	
SA = Student can do this with significant Assistance	N = Student can not do this OR Not yet covered	
<b>English Language Arts/Literacy</b>	1	2
<b>Reading Standards for Literature</b>		
Retell familiar stories, identifying characters, setting, major events and key details		
Ask and answer questions about a text.		
Understand the role of authors and illustrators and different kinds of texts.		
Ask and answer questions about unknown words in a text.		
Compare and contrast familiar stories.		
Describe how the illustrations help in telling the story.		
Engage in group reading activities.		
<b>Reading Standards for Informational Text</b>		
Describe the main topic and key details, and answer questions about text.		
Make connections between the individuals, ideas, or information in the text		
Identify the front cover, back cover, and title page of a book.		
Ask and answer questions about unknown words.		
Compare and contrast two texts on the same topic.		
Describe the importance of the illustrations.		
Identify the reasons an author gives to support points in the text.		
Engage in group reading activities.		
<b>Reading Standards: Foundation Skills</b>		
Know all upper and lower case letters of the alphabet.		
Demonstrate an understanding that letters have sound and spoken words can be written.		
Understand that words are read from left to right, top to bottom, and page by page.		
Count syllables in words.		

Produce rhyming words.		
Read grade level texts with purpose and understanding		
Use drawing, dictating, and writing to compose opinion and informative text		
Count syllables in words.		
Read short vowel/consonant words.		
Read kindergarten high frequency words		
Sound out one-syllable words.		
Write to describe the sequence of details of an event.		
Use digital tools to produce and publish writing.		
Add details to strengthen writing		
<b>Speaking and Listening</b>		
<b>Speaking and Listening Standards</b>		
Participate in conversations with peers using agreed upon rules for discussion		
Describe familiar topics using visual displays to add details.		
Verbally express thoughts, feelings, and ideas clearly.		
<b>Language Standards</b>		
Demonstrate writing skills by printing upper and lower case letters		
Use frequently occurring prepositions, nouns and verbs in the proper tense when speaking		
Use a capital letter to start a sentence and end punctuation.		
Know the meaning of grade level words and phrases.		
Explore word relationships and nuances in word meaning.		
Describe how to sort common objects into categories and describe opposites.		
Repeat words and phrases acquired through conversations and what they learned from texts.		
<b>Mathematics</b>		
<b>Counting and Cardinality</b>		
Count to 100 by ones and by tens.		

Student: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_

Vitalis Charter Academy  
 Kindergarten Report Card

Mentor: \_\_\_\_\_  
 Year: \_\_\_\_\_

Write numbers from 0 to 20.		
Count forward from a number other than 1.		
Represent a number of objects with a written number from 0 to 20.		
Count objects using the number names in order.		
Identify whether the number of objects in two groups is greater than, less than, or equal.		
<b>Operations and Algebraic Thinking</b>		
Add and subtract within 10		
Write addition and subtraction number sentences.		
<b>Number and Operations in Base Ten</b>		
Show understanding that numbers between 11 and 19 are composed of a ten and ones.		
<b>Measurement and Data</b>		
Measure and compare objects using their measurement attributes.		
Classify objects into given categories.		
Count the number of objects in each category and sort the categories by count.		
<b>Geometry</b>		
Name shapes and identify them as two dimensional or three-dimensional.		
Describe objects in the environment and where they are in the environment (position).		
Build and compare shapes by their similarities and differences.		
<b>Science</b>		
<b>Motion and Stability: Forces and Interactions</b>		
Analyze data to confirm if a design effectively alters an object's speed or direction via force.		
<b>Energy</b>		
Make observations to determine the effect of sunlight on Earth's surface.		
<b>From Molecules to Organisms-</b> Describe patterns of what plants and animals need to survive.		
<b>Earth's Systems</b>		
Observe weather conditions to describe patterns over time.		

<b>Engineering, Technology, &amp; Applications</b>		
Ask questions and gather information about a situation people what to change		
<b>Social Studies</b>		
<b>Citizenship, Government, &amp; Democracy</b>		
Identify people and events that are honored on United States holidays		
<b>Culture and Cultural Diversity</b>		
Describe unique ways in which expressions of culture influence people.		
<b>Production, Distribution, and Consumption</b>		
Give example of and/or identify needs, wants, goods, and services.		
<b>Time, Continuity, and Change-</b> Identify how an event could change the future.		
<b>People, Places, and Environments</b>		
Use the human features of a community to describe what makes that community.		
<b>Technology, Literacy, and Global Connections</b>		
Distinguish between fiction and non-fiction.		
<b>Fine Arts</b>		
<b>Aesthetic Perception</b> – Explain preference for specific works.		
<b>P.E.</b>		
<b>Fitness-</b> Identify the health benefits of physical activity.		
<b>Health</b>		
<b>Personal and Social Responsibility-</b> Identify behaviors that prevent the spread of disease.		
<b>Foreign Language</b>		
<b>Interpretive-</b> Use intermediate low level while reading culturally authentic printed material		
<b>Career &amp; Vocational Education</b>		
<b>Career Dev. &amp; Readiness-</b> Identify & describe various occupations.		
<b>Computer Science</b>		
<b>Collaboration Around Computing-</b> Evaluate and select technological tools that can be used to collaborate on a project.		

Student: \_\_\_\_\_  
Birth Date: \_\_\_\_\_

Vitalis Charter Academy  
Kindergarten Report Card

Mentor: \_\_\_\_\_  
Year: \_\_\_\_\_

DRAFT

Student: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_

Vitalis Charter Academy  
 Kindergarten Report Card

Mentor: \_\_\_\_\_  
 Year: \_\_\_\_\_

Grades:		
I = Student can do Independently	A = Student can do this with Assistance	
SA = Student can do this with significant Assistance	N = Student can not do this OR Not yet covered	
<b>English Language Arts/Literacy</b>	1	2
<b>Reading Standards for Literature</b>		
Retell familiar stories, identifying characters, setting, major events and key details		
Ask and answer questions about a text.		
Understand the role of authors and illustrators and different kinds of texts.		
Ask and answer questions about unknown words in a text.		
Compare and contrast familiar stories.		
Describe how the illustrations help in telling the story.		
Engage in group reading activities.		
<b>Reading Standards for Informational Text</b>		
Describe the main topic and key details, and answer questions about text.		
Make connections between the individuals, ideas, or information in the text		
Identify the front cover, back cover, and title page of a book.		
Ask and answer questions about unknown words.		
Compare and contrast two texts on the same topic.		
Describe the importance of the illustrations.		
Identify the reasons an author gives to support points in the text.		
Engage in group reading activities.		
<b>Reading Standards: Foundation Skills</b>		
Know all upper and lower case letters of the alphabet.		
Demonstrate an understanding that letters have sound and spoken words can be written.		
Understand that words are read from left to right, top to bottom, and page by page.		
Count syllables in words.		

Produce rhyming words.		
Read grade level texts with purpose and understanding		
Use drawing, dictating, and writing to compose opinion and informative text		
Count syllables in words.		
Read short vowel/consonant words.		
Read kindergarten high frequency words		
Sound out one-syllable words.		
Write to describe the sequence of details of an event.		
Use digital tools to produce and publish writing.		
Add details to strengthen writing		
<b>Speaking and Listening</b>		
<b>Speaking and Listening Standards</b>		
Participate in conversations with peers using agreed upon rules for discussion		
Describe familiar topics using visual displays to add details.		
Verbally express thoughts, feelings, and ideas clearly.		
<b>Language Standards</b>		
Demonstrate writing skills by printing upper and lower case letters		
Use frequently occurring prepositions, nouns and verbs in the proper tense when speaking		
Use a capital letter to start a sentence and end punctuation.		
Know the meaning of grade level words and phrases.		
Explore word relationships and nuances in word meaning.		
Describe how to sort common objects into categories and describe opposites.		
Repeat words and phrases acquired through conversations and what they learned from texts.		
<b>Mathematics</b>		
<b>Counting and Cardinality</b>		
Count to 100 by ones and by tens.		

Student: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_

Vitalis Charter Academy  
 Kindergarten Report Card

Mentor: \_\_\_\_\_  
 Year: \_\_\_\_\_

Write numbers from 0 to 20.		
Count forward from a number other than 1.		
Represent a number of objects with a written number from 0 to 20.		
Count objects using the number names in order.		
Identify whether the number of objects in two groups is greater than, less than, or equal.		
<b>Operations and Algebraic Thinking</b>		
Add and subtract within 10		
Write addition and subtraction number sentences.		
<b>Number and Operations in Base Ten</b>		
Show understanding that numbers between 11 and 19 are composed of a ten and ones.		
<b>Measurement and Data</b>		
Measure and compare objects using their measurement attributes.		
Classify objects into given categories.		
Count the number of objects in each category and sort the categories by count.		
<b>Geometry</b>		
Name shapes and identify them as two dimensional or three-dimensional.		
Describe objects in the environment and where they are in the environment (position).		
Build and compare shapes by their similarities and differences.		
<b>Science</b>		
<b>Motion and Stability: Forces and Interactions</b>		
Analyze data to confirm if a design effectively alters an object's speed or direction via force.		
<b>Energy</b>		
Make observations to determine the effect of sunlight on Earth's surface.		
<b>From Molecules to Organisms-</b> Describe patterns of what plants and animals need to survive.		
<b>Earth's Systems</b>		
Observe weather conditions to describe patterns over time.		

<b>Engineering, Technology, &amp; Applications</b>		
Ask questions and gather information about a situation people what to change		
<b>Social Studies</b>		
<b>Citizenship, Government, &amp; Democracy</b>		
Identify people and events that are honored on United States holidays		
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Vitalis Charter Academy  
Kindergarten Report Card

Mentor: \_\_\_\_\_  
Year: \_\_\_\_\_

DRAFT

# Lisa Oilar

[lisaouilar6@gmail.com](mailto:lisaouilar6@gmail.com) 307-272-5223

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## Professional Educator Resume

Self-motivated, enthusiastic, highly capable teacher and administrator. Supportive teaching style with skills in day-to-day program administration for a variety of diverse needs. Possess outstanding communication skills, ability to present information in a variety of ways, and support efficient processes to complete projects. Active team member who effectively collaborates with all levels of staff and establishes lasting relationships.

Experience in:

- Coordinating curriculum needs
- Assessing family/student skills
- Attentive to family/student concerns
- Prompt preparation of reports
- Auditing budgets/programs
- Facilitating meetings
- Hiring personnel
- Maintaining facilities
- Prioritizing department needs
- Quick problem-solving abilities

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## Education/Credentials

### **Master's Degree in Educational Administration**

Simpson University, Redding, CA (2008)

### **Bachelor of Arts in Liberal Studies**

California State University, Chico, CA (2000)

**Wyoming Principal K-12 Endorsement, Elementary Education K-6 Teaching Credential,  
Gifted and Talented Endorsement, & Math 5-8 Endorsement**

### **California Multiple Subject Teaching Credential K-12 with CLAD Emphasis & Mathematics Supplementary Authorization**

California State University, Chico, CA (2002)

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## Work Experience

### **Middle School Science Teacher**

Ensign Peak Academy, Utah Based Private Virtual School

January 2024-Current

- ❖ Oversee all aspect of teaching MS students Science courses in Canvas, including instruction, assessment, communication, & progress monitoring in: Genetics & Heredity, Geology & Astronomy, Cells & Classification of Living Things & Chemistry & Ecology.

### **Medical Office Manager/Business Manager**

Big Horn Ankle & Foot

February 2020-Feb. 2022

- ❖ Oversee all aspect of a medical office: scheduling, staffing, billing, insurance enrollment, physician certification, budgeting, payroll, IT.
- ❖ Spearheaded projects and timelines to improve the businesses health and financial security. Updated and upgraded: the EMR, all computer hardware, HIPPA compliance, MIPs compliance, phone and communication systems, staff training, employee handbook, hiring and conflict resolution procedures.



### **Vice-Principal/Athletic Director**

Fall River Jr./Sn. High School, McArthur, CA

August 2018-Nov. 2019

- ❖ Oversee all Athletic needs for Jr./Sn. High School sports, from scheduling all contests, ordering equipment, scheduling facilities and transportation, managing meetings with staff and athletes, efficient budgeting/ordering practices, to creating/implementing sound athletic policies.
- ❖ Worked in tandem with other Administrators to enforce student discipline, address students' diverse needs, audit school/district policies, support staff, maintain facilities, facilitate parent, student, and staff meetings to community projects and grant research.
- ❖ Efficiently manage large volumes of communication, paperwork, meetings, and oversee all sporting event details.

### **6-12 Grade Gifted and Talented Program Coordinator**

Park County School District #6, Cody, WY

August 2009-June 2014

- ❖ Established & Implemented criteria for identifying students for the district GATE program and services using best practices.
- ❖ Established services and enrichment opportunities for advanced learners for multiple grades based on best practices and district needs. Coordinated AP and Honors courses for GT HS students through District, online & Higher Ed. Providers.
- ❖ Provided consultative services on differentiated instruction, assessment & professional development to Teachers & Admin. in the area of GATE. Sponsored a parent support/education group. Prepared an annual progress report of the GATE program to Administration and Board of Trustees.

### **Personalized Learning Teacher, Grades K-12 All Subjects**

Modoc Charter School, Alturas, CA

August 2005-June 2009

- ❖ Evaluated students' level of learning, assessed curriculum needs, ordered educational materials personalized to students learning styles and needs.
- ❖ Met with students and parents regularly, tutored students individually and in small groups, and communicated clearly desired results for students yearly learning goals in each subject.
- ❖ Completed and processed State required reports/paperwork for students, including enrollment, monthly learning records, attendance, report cards, etc.

### **Sixth Grade Teacher**

Surprise Valley Elementary School, Cedarville, CA

9/2002-6/2004

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## **Professional Training & Workshops**

Fierce Conversations, Learning & the Brain Conference in DC, Advanced Placement Administrators Sessions in Orlando, Wyoming Best of the Best Conference Presenter, Empowered Discipline for the Troubled Student

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## **Community Involvement**

Variety of Coaching Experiences from PeeWee to High School:  
Basketball, Volleyball, Track, Swimming  
7 years Church Leadership and Activities

# Community Informational Meeting



Tuesday June 18th

5:30 PM-6:30 PM

Grizzly Room of the Park County Library

This is a great resource for home school families, and for families looking for a public school alternative.

This meeting will have a presentation of the charter and its future.

**[www.vitalischarteracademy.com](http://www.vitalischarteracademy.com)**

COMMUNITY MEETING

# Vitalis Charter Academy



Tuesday, May 28  
6PM

Big Horn Federal Multipurpose Room  
8 East Main Street  
Lovell, WY

This is a great resource for home school families, and for families looking for a public school alternative.

This meeting will have a presentation overviewing the charter and its future.

Come, learn, and ask questions! Thank you!

[www.vitalischarteracademy.com](http://www.vitalischarteracademy.com)



WY <wypersonalizedlearning@gmail.com>

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## Vitalis Charter Academy

1 message

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WY <wypersonalizedlearning@gmail.com>  
To: Vernon Orndorff <vernonorndorff@park6.org>

Thu, Jul 11, 2024 at 2:01 PM

Good Afternoon!

Thank you for meeting with a few of the Founding members a few months ago regarding our intention to establish a charter school in western Wyoming. As you may know, our group is currently preparing an application seeking a charter through the Wyoming Charter School Authorizing Board.

The application asks in Section II.B. "regardless of the authorizer, summarize or include the financial agreement between the charter school and the district in which the charter school will be located." W.S. 21-3-314. We are reaching out to the district for support.

Upon approval of the application by the Wyoming Charter School Authorizing Board, we would like to work with the district on an official agreement between PCSD #6 and Vitalis Charter Academy based on the charter school funding formula specified in W.S. 21-3-314(c), W.S. 21-3-314(f), and W.S. 21-3-314(d). Specifically, the agreement would show that VCA will receive the full funding amounts specified in W.S. 21-3-314(c), or potentially W.S. 21-3-314(f) for operational funds.

It is the intention of VCA to negotiate a mutually agreeable financial arrangement wherein the PCSD #6 will be made aware of where the Charter Schools Central office and resource centers will be located. VCA understands that each student attending the Charter School will be counted among the Average Daily Membership (ADM) of the school district in which the school is located. Please let us know if you have questions or concerns.

We look forward to working with you upon approval of Vitalis Charter School's application. If you have any questions about VCA's mission or goals, please reach out to us.

All the Best!

Vitalis Charter Academy  
Founding Members

Vitalis Charter Academy  
**Non-Compliance Notification**

**First Occurrence**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

VCA Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Period start date: \_\_\_\_\_ Learning Period end date: \_\_\_\_\_

This form serves as notification that your child has not met the minimum standards for Vitalis Charter Academy as outlined in the signed Master Agreement (MA) and Acknowledgement of Responsibilities (AoR) and/or the student's Personalized Learning Plan (PLP) if applicable. **The first occurrence requires a documented conference with the VCA mentor, parent/legal guardian and student to discuss concerns and plan for improvement.**

The Master Agreement, Acknowledgement of Responsibilities, and PLP (if applicable) outline the following:

- The student must complete a minimum of 80% of all assignments in each core subject area, each reporting period.
- The student must complete the intervention activities outlined in the PLP each reporting period (if applicable).
- The parent and/or student agrees to meet the VCS mentor on a scheduled basis no less than once every 20 school days.
- The student and parent understand and agree that all assignments completed must be the student's own work and not copied or plagiarized.
- The parent agrees that the student will participate in the VCA internal and state assessment sessions when scheduled.

Non-compliance:

- Student failed to complete an adequate amount of work.

Subject area(s): \_\_\_\_\_ Percent of work completed: \_\_\_\_\_

Days of attendance possible: \_\_\_\_\_ Days of attendance earned: \_\_\_\_\_

- Parent/Student missed a scheduled meeting.

Date(s): \_\_\_\_\_

- Parent/Student consistently rescheduled meeting(s) with VCA Mentor

Date(s): \_\_\_\_\_

Student did not complete the activities outlined in their Academic Growth Plan.

Subject area(s): \_\_\_\_\_

Percentage Completed: \_\_\_\_\_ Description: \_\_\_\_\_

Student did not turn in original work or plagiarized. Description:

\_\_\_\_\_

\_\_\_\_\_

Student missed scheduled assessment session(s).

Type of assessment: \_\_\_\_\_ Date: \_\_\_\_\_

Plan for Improvement:

\_\_\_\_\_

\_\_\_\_\_

Action(s) required for compliance of the above plan for improvement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date(s) when action(s) will be complete: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

VCA Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**O.A.S.I.S. Student Information System  
Support and Usage Agreement: Terms & Conditions**

The OASIS application will be hosted on a single server located in CLIENT's data center with limitations and allowances as set forth in this Agreement.

**ARTICLE I. PARTIES**

This Agreement is by and between Innovative School Solutions, Inc., (hereafter referred to as ISS) with its mailing address at:

*1079 Sunrise Ave., Suite B-1  
Roseville, CA 95661*

and

*Charter School* (hereafter referred to as CLIENT) with its main office located at:

*Address*

*Address*

for the provision by ISS, of certain support services for use by CLIENT. CLIENT will ensure that all terms and conditions as set forth in this Agreement shall be adhered to.

**ARTICLE II. DESCRIPTION OF SERVICES & TERMS**

**I. OASIS:** This Agreement is to cover the following OASIS Services and Terms:

**1. OASIS Service Terms**

- A. ISS shall maintain in good working order CLIENT's instance of the OASIS application software installed on CLIENT's network.
- B. ISS shall provide CLIENT with updates and/or new versions to the OASIS application.
- C. ISS shall arrange, at times mutually convenient to ISS and the CLIENT, for any necessary routine maintenance operations that might require the server or network housing the CLIENT's instance of the OASIS application to be down for a significant amount of time (15 min+). Such routine maintenance procedures will not result in any additional fees for the CLIENT.

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Initial



- D. ISS shall provide the CLIENT with the following telephone numbers and email address:
- OASIS Support Phone 1: 916-967-7641  
OASIS Support Phone 2: 916-969-7947  
OASIS Support Email: [support@innovativeschoolsolutions.com](mailto:support@innovativeschoolsolutions.com)
- E. The lines of support shall be available during the hours of 9:00 AM to 5:00 PM, Monday through Friday, excluding holiday periods and weekends. Response will normally occur within 24 hours but may take longer during holiday periods and weekends.
- F. Any requests for software amendments, modifications, updates, or other customization requiring alteration to the OASIS application software will require assessment and evaluation by ISS as to whether requested modifications are:
- "bug" fixes for which the CLIENT shall not be charged
  - modifications covered by this agreement for which the CLIENT will not be charged
  - modifications not covered by this agreement, for which the CLIENT may be charged
  - time required
  - cost, if any, to CLIENT
- Any such modifications not covered by this Agreement shall be executed separately according to the provisions set forth in a project-specific Agreement to be negotiated at the time of the CLIENT's request.
- G. Services provided by ISS are for CLIENT only, and do not extend to any other person, school, corporation, or entity, regardless of their relationship or affiliation with CLIENT.
- H. ISS will grant OASIS access to Charter Impact, a 3<sup>rd</sup> party vendor utilized by the CLIENT. CLIENT will be held liable for their conduct as it pertains to OASIS. Should any aspects of this agreement be breached by Charter Impact, CLIENT will be held solely responsible. Charter Impact will not compete with ISS nor shall Charter Impact provide student information services already provided by ISS. Charter Impact's sole purpose is to manage the CALPADS reporting via the OASIS CALPADS module. The only data Charter Impact will extract will be strictly limited to the CALPADS files provided in the CALPADS module of OASIS. CLIENT will provide ISS with the names of all 3<sup>rd</sup> party vendor employees who will have access to OASIS. Billable modifications requested by Charter Impact will have been previously cleared by CLIENT and ISS will be cc'd of such permission unless ISS has clearly stated to Charter Impact that the request will not be charged.

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Initial





## 2. OASIS Description of Usage and Server Access

CLIENT agrees that ISS employees and/or contractors have full rights of access at all times to the CLIENT'S OASIS server including but not limited to all OASIS-related data, files, etc. inclusive of any proprietary or non-proprietary data, code or files that are directly or indirectly related to OASIS and stored on the CLIENT'S OASIS server.

Only an ISS System Engineer shall have access to the OASIS source code and backend database tables unless ISS grants specific permission to CLIENT administrator(s).

Any modifications to the access permissions must be approved, in writing, by ISS, prior to the modification. Under absolutely no circumstances will CLIENT be allowed to make a copy of OASIS nor will they be allowed to export an instance of the OASIS application or database. ISS will backup the OASIS database **daily**. CLIENT is responsible for providing ISS with a reliable 24-hour contact to notify in the event of a failure, downtime for maintenance or upgrade.

## ARTICLE III. TERMS NOT COVERED

This Agreement does not cover the following Services:

- A. Server software/hardware maintenance (covered under dedicated server agreement)
- C. Client side issues regarding PCs, tablets, smartphones, VPNs, etc.
- E. End user and technical personnel training
- F. Data uploads/modifications due to user error or request
- G. OASIS application customization
- H. Slow response time issues
- I. Stopping and restarting services that affect OASIS
- J. CALPADS reporting after the 2024-2025 EOY amendment window closes

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**ARTICLE IV. DURATION OF AGREEMENT**

This Agreement shall commence on:	<b>Start Date</b>
This Agreement shall terminate on:	<b>End Date</b>

**ARTICLE V. FEES AND PAYMENT SCHEDULE**

**OASIS Hosting & Support** (fees do not include the annual dedicated server fee)

2 year contract:	<b>\$/month</b>
month-to-month:	<b>\$/month</b>

**Optional Fees**

1 Day Training	<b>\$2000.00</b> (includes travel fee)
Multiple Days Training	<b>\$1500.00/day</b> (includes travel fee)
Data Entry	<b>\$75.00/hour</b>
Data Migration/Import	<b>\$150.00/hour</b>
Custom Documentation	<b>\$75.00/hour</b>
System Customization	<b>\$150.00/hour</b>
Adhoc Reporting	<b>\$150.00/hour</b>
Meetings	<b>\$150.00/hour</b> (rounded up)
*Data Export (demographics, schedules, statuses & attendance)	<b>\$3.50/record w/\$3500.00 min.</b>
Uploaded Documents Export (via SFTP site)	<b>\$2500 if Data Export included</b> <b>\$5000 if no Data Export included</b>

\*Data is provided per ISS design in export

**Payment Schedule**

For the services indicated in Article II, CLIENT will receive from ISS a monthly invoice for the specified amount, to be mailed on or near the first day of the month for the service period commencing on the first day of that month. Payment is due within 30 days of the invoice date. Payment shall be made to:

Innovative School Solutions, Inc.  
1079 Sunrise Ave., Suite B-1  
Roseville, CA 95661

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Initial



CLIENT is responsible for any and all fixed and accumulative charges for this account. The first month's service fee will be charged to CLIENT immediately. Each month the account will be charged the monthly service fee and any other fees for the new month plus any accumulated charges for the past month. Payments by check not made within 45 days of the billing date are to be considered delinquent and may be subject to reasonable collection and legal fees as well as interest accrued at a rate of 1.25% or the state legal limit whichever is higher. Returned checks are subject to a charge of \$25.00. Upon expiry of this contract and without a follow-up contract in place one month after receipt of the follow-up contract, CLIENT agrees to pay \$2000/month.

#### **ARTICLE VI. SUSPENSION/CANCELLATION/TERMINATION - BREACH OF CONTRACT**

Each Party shall have the right to terminate this Agreement by written notice to the other party, **if and only if**, either party has materially breached any obligation herein and such breach remains uncured for a period of 30 days and no resolution has been scheduled.

If either party terminates this Agreement due to Customer's default, all amounts payable or accrued including the payout of this Agreement shall become due and payable upon date of Customer's termination.

CLIENT agrees that ISS has the right to suspend or cancel access to an account for any reason, including without limitation the investigation of policy of agreement violations, inappropriate use, use of excessive network resources, or nonpayment of service fees. In the event that ISS suspends or cancels an account, ISS will make a reasonable effort to notify CLIENT prior to the actual event. CLIENT agrees that ISS has the right of access to all data, files or other information that is stored on CLIENT'S OASIS server.

#### **ARTICLE VII. DISPUTE RESOLUTION**

If, for any reason, a dispute arises, all legal issues will fall under the jurisdiction of Placer County in the State of California. In the event legal action is brought to enforce or construe any term of this Agreement, the prevailing party will be entitled to recover, in addition to any other damages or award, all reasonable legal costs and fees associated with the action.

#### **ARTICLE VIII. DATA INTEGRITY**

Under no circumstances does ISS assume responsibility for the loss of information in CLIENT'S database(s). ISS does not guarantee the accuracy or completeness of any rebuilt environment. CLIENT is responsible for providing ISS with a reliable 24-hour contact to notify in the event of a failure or downtime for maintenance.

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**ARTICLE IX. SECURITY**

CLIENT agrees to adhere to the strictest network security protocols to protect the OASIS application and its data and to provide during the terms of this Agreement and thereafter a 24-hour a day safe and secure environment for CLIENT server hosting the OASIS Application. CLIENT shall employ all means necessary to protect OASIS, its source code and databases from theft, hacking, malicious compromise or any other potential threat of harm not limited to, but including, copyright infringement. CLIENT will assume all responsibility with regards to security and integrity in the protection of the OASIS application that is hosted on their server. CLIENT will be held accountable for any loss of OASIS information, code, databases, trade secrets and proprietary information while hosting the OASIS application on their server and out of the control of the ISS developers. CLIENT will not install or run any tools, services, jobs or 3<sup>rd</sup> party software on the OASIS server without written consent from ISS technical personnel.

**ARTICLE X. LIMITED WARRANTY**

No warranty is made by ISS regarding bandwidth or any information, services or products provided through, in connection with, or located on the computer systems on ISS or elsewhere, or other services provided by ISS or other parties, and ISS hereby expressly disclaims any and all warranties, including without limitation: 1) any warranties as to the bandwidth, availability, accuracy, or content of information, products, or services; and 2) any warranties of marketability or fitness for a particular purpose.

**ARTICLE XI. LIMITATIONS OF LIABILITY**

ISS will be released of any and all liability relating to the OASIS application while hosted on CLIENT server, with all of the OASIS application source code out of the control of ISS including without limitation any liability for damages caused or allegedly caused by any failure of performance, error, omission, interruption, deletion, defect, delay of operation or transmission, communications line failure, theft or destruction of, or unauthorized access to, alteration of, or use of records, whether for breach of contract, tortuous behavior, negligence, or under any other cause of action.

No warranty is made by ISS regarding any information, services or products provided through, in connection with, or located on the CLIENT'S server or elsewhere, or other services provided by ISS or other parties, and ISS hereby expressly disclaims any and all warranties, including without limitation:

- A. Any warranties as to the availability, accuracy, or content of information, products, or services; and
- B. Any warranties of marketability or fitness for a particular purpose.

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Initial



**ARTICLE XII. NON-COMPETE**

Other than with the express written consent of ISS, which will not be unreasonably withheld, CLIENT will not, during the term of this Agreement and thereafter, be directly or indirectly involved with a business, which is in direct competition with ISS. CLIENT will be held liable for any and all conduct of 3<sup>rd</sup> party vendors granted access to OASIS (see Article I.1.H).

**ARTICLE XIII. CONFIDENTIALITY**

CLIENT acknowledges that a material term of the Agreement with ISS is to keep all confidential information belonging to ISS absolutely confidential and protect its release to the public. CLIENT agrees not to divulge, reveal, report or use, for any purpose, any confidential or proprietary information CLIENT have obtained or which was disclosed to CLIENT by ISS. The obligation to protect the confidentiality of ISS confidential information will survive the termination of this Agreement and will continue indefinitely.

The obligation to protect the confidentiality of CLIENT confidential information will survive the termination of this Agreement and will continue indefinitely. ISS may disclose any of the confidential information:

- A. To a third party where or in which CLIENT has consented in writing to such disclosure; and
- B. To the extent required by law or by the request or requirement of any judicial, legislative, administrative or other governmental body. However, ISS will first have given prompt notice to CLIENT of any possible or prospective order (or proceeding pursuant to which any order may result), and CLIENT will have been afforded a reasonable opportunity to prevent or limit any disclosure.

**ARTICLE XIV. SEVERABILITY**

In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part by a court of law, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

**ARTICLE XV. MODIFICATIONS OF AGREEMENT**

Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

\_\_\_\_\_  
Initial



**ARTICLE XVI. CAPACITY**

It is expressly agreed that ISS is acting as an Application Service Provider and not as an employee in providing the Services outlined above. ISS and CLIENT acknowledge that this Agreement does not create a partnership or joint venture between them.

**ARTICLE XVII. RETURN OF PROPERTY**

Upon the expiry or termination of this Agreement and without the existence of a support contract for a new term, CLIENT will return to ISS all OASIS software and property, documentation, records and/or confidential information which is the property of the ISS.

**SIGNATURES & TERMS**

The terms and conditions of this Agreement supersede any previous agreement, statement of terms and conditions or understanding between ISS and CLIENT. CLIENT agrees that ISS has the right to change or modify its acceptable use policy at any time.

**Innovative School Solutions, Inc.**

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Typed or Printed Name and Title) \_\_\_\_\_

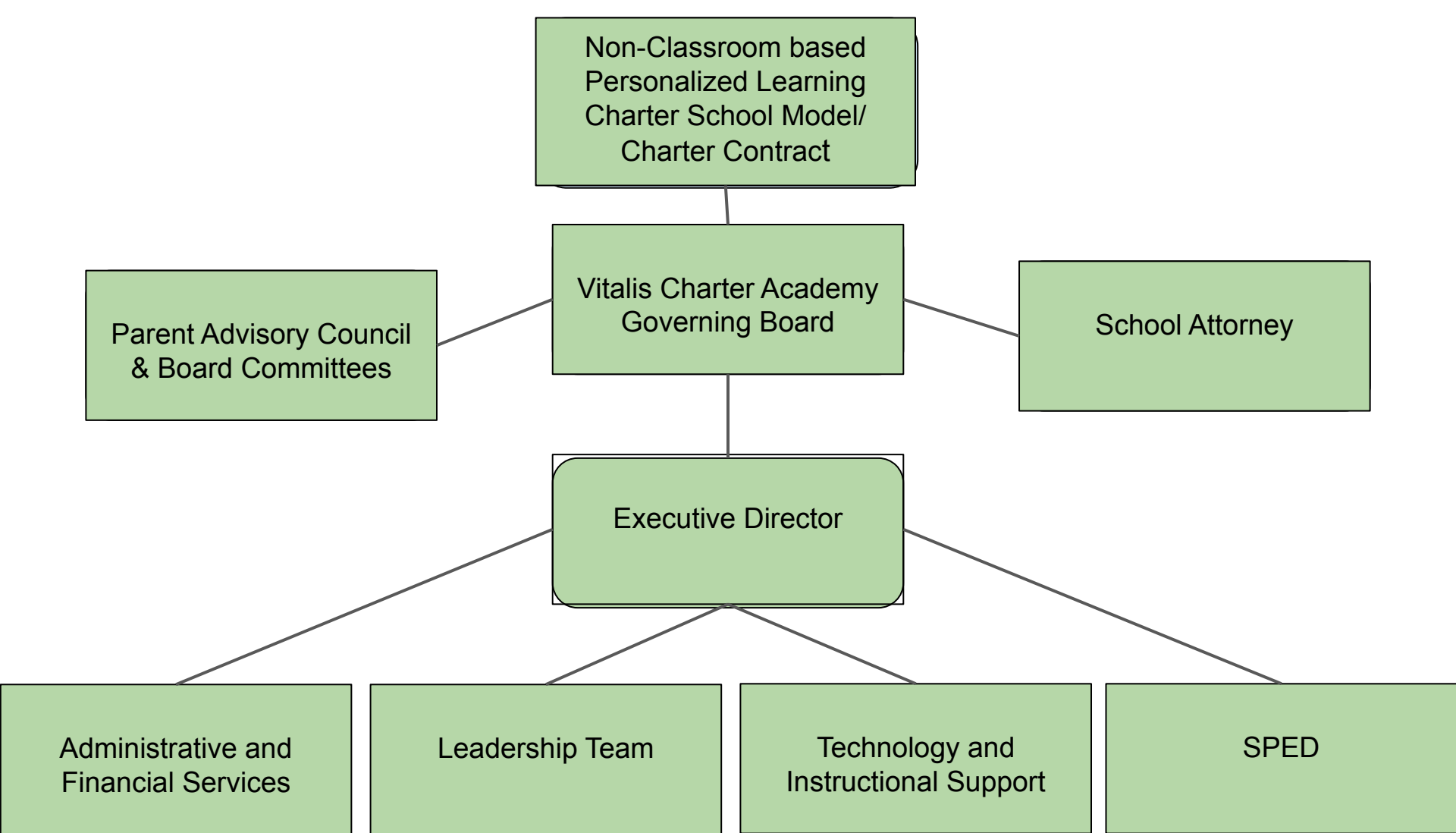
**Charter School**

**Terms:** (circle one)      **2 year contract**                      **month-to-month**

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Typed or Printed Name and Title) \_\_\_\_\_







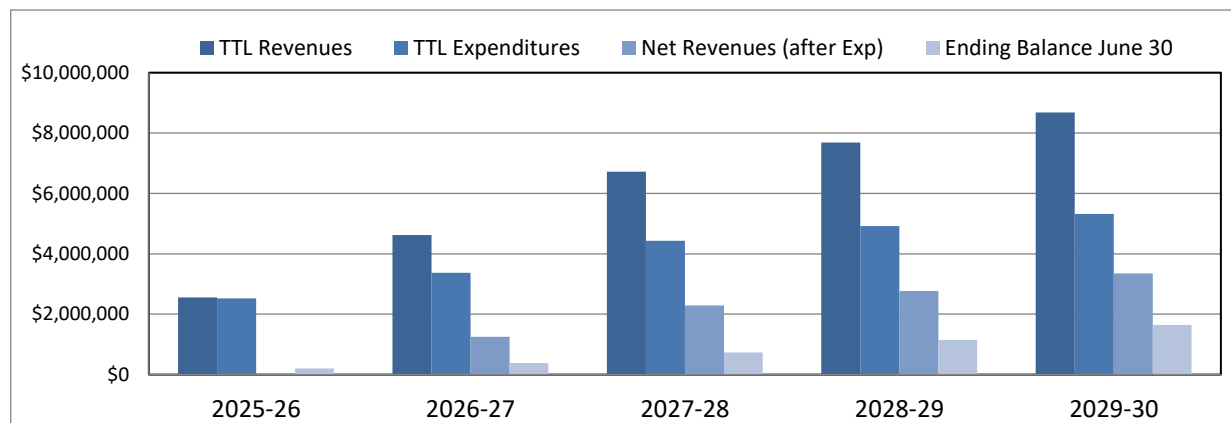
# Vitalis Charter Academy

## Charter Petition - Budget



## Vitalis Charter Academy Charter Petition - Budget MULTI-YEAR PROJECTION SUMMARY

	YEAR 1 2025-26	YEAR 2 2026-27	YEAR 3 2027-28	YEAR 4 2028-29	YEAR 5 2029-30
<b>Projected Enrollment:</b>	<b>200</b>	<b>340</b>	<b>480</b>	<b>530</b>	<b>580</b>
<b>Projected ADM:</b>	<b>198.00</b>	<b>336.60</b>	<b>475.20</b>	<b>524.70</b>	<b>574.20</b>
<b>Revenues:</b>					
Education Foundation Program Grant	2,553,166	4,427,191	6,375,154	7,180,018	8,014,525
Federal Revenue	-	77,759	121,067	167,080	187,758
Other State Revenue	-	118,903	224,479	333,651	479,920
Other Local Revenue	-	-	-	-	-
<b>TTL Revenues</b>	<b>2,553,166</b>	<b>4,623,853</b>	<b>6,720,700</b>	<b>7,680,748</b>	<b>8,682,203</b>
<b>Expenditures:</b>					
Certificated Salaries	685,000	1,101,280	1,421,737	1,529,763	1,641,540
Non-Certificated Salaries	209,639	74,427	75,915	77,434	78,982
Benefits	256,590	344,918	456,206	601,166	654,037
Books/Supplies/Materials	677,300	1,036,510	1,434,670	1,570,953	1,715,500
Services/Operations	699,965	817,869	1,038,544	1,135,339	1,236,322
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	-	-	-	-	-
<b>TTL Expenditures</b>	<b>2,528,494</b>	<b>3,375,004</b>	<b>4,427,072</b>	<b>4,914,654</b>	<b>5,326,383</b>
<b>Net Revenues (after Exp)</b>	<b>24,672</b>	<b>1,248,849</b>	<b>2,293,628</b>	<b>2,766,094</b>	<b>3,355,820</b>
<b>Beginning Balance July 1</b>	<b>175,000</b>	<b>199,672</b>	<b>386,999</b>	<b>731,043</b>	<b>1,145,957</b>
<b>Net Revenues</b>	<b>24,672</b>	<b>1,248,849</b>	<b>2,293,628</b>	<b>2,766,094</b>	<b>3,355,820</b>
<b>Facility Acquisition Reserve</b>	<b>-</b>	<b>(1,061,522)</b>	<b>(1,949,584)</b>	<b>(2,351,180)</b>	<b>(2,852,447)</b>
<b>Ending Balance June 30</b>	<b>199,672</b>	<b>386,999</b>	<b>731,043</b>	<b>1,145,957</b>	<b>1,649,330</b>
<b>Ending Bal. as % of Exp.:</b>	<b>7.9%</b>	<b>11.5%</b>	<b>16.5%</b>	<b>23.3%</b>	<b>31.0%</b>



**Vitalis Charter Academy  
Charter Petition - Budget  
FIVE-YEAR FINANCIAL PROJECTION**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2025-26	2026-27	2027-28	2028-29	2029-30
<b>Enrollment</b>	<b>200</b>	<b>340</b>	<b>480</b>	<b>530</b>	<b>580</b>
<b>ADM</b>	<b>198.00</b>	<b>336.60</b>	<b>475.20</b>	<b>524.70</b>	<b>574.20</b>
<b>REVENUES</b>					
WY Education Foundation Program Grant	2,553,166	4,427,191	6,375,154	7,180,018	8,014,525
<b>TTL Doudation Program Revenues</b>	<b>2,553,166</b>	<b>4,427,191</b>	<b>6,375,154</b>	<b>7,180,018</b>	<b>8,014,525</b>
<b>Federal Revenue</b>					
Federal IDEA Special Education	-	28,000	48,995	71,299	81,324
Title I-V	-	49,759	72,072	95,780	106,434
<b>TTL Federal Revenue</b>	<b>-</b>	<b>77,759</b>	<b>121,067</b>	<b>167,080</b>	<b>187,758</b>
<b>Other State Revenue</b>					
State Special Education Revenue	-	118,903	224,479	333,651	479,920
<b>TTL Other State Revenue</b>	<b>-</b>	<b>118,903</b>	<b>224,479</b>	<b>333,651</b>	<b>479,920</b>
<b>Other Local Revenue</b>					
Local Donations/Contributions/Other	-	-	-	-	-
<b>TTL Other Local Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TTL REVENUES</b>	<b>2,553,166</b>	<b>4,623,853</b>	<b>6,720,700</b>	<b>7,680,748</b>	<b>8,682,203</b>
<b>EXPENDITURES</b>					
<b>Certificated Salaries</b>					
1100 - Teachers' Salaries	595,000	1,009,480	1,328,101	1,434,254	1,544,121
1200 - Certificated Support	-	-	-	-	-
1300 - Certificated Supervisory/Admin	90,000	91,800	93,636	95,509	97,419
1900 - Other Certificated Salaries	-	-	-	-	-
<b>TTL Certificated Salaries</b>	<b>685,000</b>	<b>1,101,280</b>	<b>1,421,737</b>	<b>1,529,763</b>	<b>1,641,540</b>
<b>Non-Certificated Salaries</b>					
2100 - Instructional Aide Salaries	-	-	-	-	-
2200 - Classified Support Salaries	-	-	-	-	-
2300 - Classified Supervisory/Admin	-	-	-	-	-
2400 - Clerical/Tech/Office Staff	209,639	74,427	75,915	77,434	78,982
2900 - Other Classified	-	-	-	-	-
<b>TTL Non-Certificated Salaries</b>	<b>209,639</b>	<b>74,427</b>	<b>75,915</b>	<b>77,434</b>	<b>78,982</b>
<b>Employee Benefits</b>					
WRS	64,185	103,190	133,217	143,339	153,812
Medicare/ OASDI	12,972	17,048	21,716	22,951	131,620
Healthcare	150,000	186,000	252,000	282,000	312,000
SUI	10,199	13,403	17,073	18,322	19,614
WC	19,235	25,278	32,200	34,555	36,991
<b>TTL Employee Benefits</b>	<b>256,590</b>	<b>344,918</b>	<b>456,206</b>	<b>601,166</b>	<b>654,037</b>

**Vitalis Charter Academy  
Charter Petition - Budget  
FIVE-YEAR FINANCIAL PROJECTION**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2025-26	2026-27	2027-28	2028-29	2029-30
<b>Books/Supplies/Materials</b>					
Library Books & Reference Materials	50,000	52,500	55,125	57,881	60,775
Textbooks/Curriculum/Student Materials	564,300	959,310	1,354,320	1,495,395	1,636,470
Non-student Supplies/Materials	10,000	10,500	11,025	11,576	12,155
Noncapitalized Equipment	53,000	14,200	14,200	6,100	6,100
Food	-	-	-	-	-
<b>TTL Books/Supplies/Materials</b>	<b>677,300</b>	<b>1,036,510</b>	<b>1,434,670</b>	<b>1,570,953</b>	<b>1,715,500</b>
<b>Services &amp; Operations</b>					
SPED Sub Agreements for Service	51,320	78,886	107,830	138,222	170,133
Travel and Conferences/Professional Development	75,000	47,500	62,500	65,625	68,906
Dues and Memberships	5,000	5,250	5,513	5,788	6,078
Insurance (other than Healthcare)	10,000	10,500	11,025	11,576	12,155
Facility Rental	131,400	131,400	131,400	131,400	131,400
Equipment Leases	7,200	7,560	7,938	8,335	8,752
Maintenance & Repair	1,000	1,050	1,103	1,158	1,216
Non-Instructional Services	32,445	31,067	32,621	34,252	35,964
Legal	30,000	31,500	33,075	34,729	36,465
Audit/CPA Costs	15,000	15,750	16,538	17,364	18,233
Business Services	74,467	115,596	168,018	192,019	217,055
Advertisement	10,000	10,500	11,025	11,576	12,155
Oversight Fee	76,595	138,716	201,621	230,422	260,466
Bank Fees	1,200	1,260	1,323	1,389	1,459
Livescan (Fingerprinting)	800	840	882	926	972
Instructional Consultants	36,538	40,780	45,234	48,359	52,847
Telephone/Internet	12,000	12,600	13,230	13,892	14,586
Student Internet	120,000	204,000	288,000	318,000	348,000
Postage	10,000	12,000	7,500	8,530	9,614
<b>TTL Services &amp; Operations</b>	<b>699,965</b>	<b>817,869</b>	<b>1,038,544</b>	<b>1,135,339</b>	<b>1,236,322</b>
<b>Capital Outlay</b>					
Depreciation	-	-	-	-	-
<b>TTL Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Outgo</b>					
Other Outgo	-	-	-	-	-
<b>TTL Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TTL EXPENDITURES</b>	<b>2,528,494</b>	<b>3,375,004</b>	<b>4,427,072</b>	<b>4,914,654</b>	<b>5,326,383</b>
<b>Revenues less Expenditures</b>	<b>24,672</b>	<b>1,248,849</b>	<b>2,293,628</b>	<b>2,766,094</b>	<b>3,355,820</b>
<b>Beginning Fund Balance</b>	<b>175,000</b>	<b>199,672</b>	<b>386,999</b>	<b>731,043</b>	<b>1,145,957</b>
<b>Net Revenues</b>	<b>24,672</b>	<b>1,248,849</b>	<b>2,293,628</b>	<b>2,766,094</b>	<b>3,355,820</b>
<b>ENDING BALANCE</b>	<b>199,672</b>	<b>1,448,521</b>	<b>2,680,627</b>	<b>3,497,137</b>	<b>4,501,777</b>
<b>Facility Acquisition Reserve</b>	<b>-</b>	<b>(1,061,522)</b>	<b>(1,949,584)</b>	<b>(2,351,180)</b>	<b>(2,852,447)</b>
<b>ENDING BALANCE Minus Reserve</b>	<b>199,672</b>	<b>386,999</b>	<b>731,043</b>	<b>1,145,957</b>	<b>1,649,330</b>
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>7.90%</b>	<b>11.47%</b>	<b>16.51%</b>	<b>23.32%</b>	<b>30.97%</b>

**Vitalis Charter Academy  
Charter Petition - Budget  
ENROLLMENT AND ADM ASSUMPTIONS**

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
<b>ADM Ratio:*</b>	2025-26		2026-27		2027-28		2028-29		2029-30	
99.00%	ENROLL	ADM	ENROLL	ADA	ENROLL	ADM	ENROLLED	ADM	ENROLLED	ADM
<b>Total TK-3 Enrollment</b>	120	118.80	140	138.60	160	158.40	160	158.40	160	158.40
<b>Total 4-6 Enrollment</b>	80	79.20	100	99.00	120	118.80	120	118.80	120	118.80
<b>Total 7-8 Enrollment</b>	0	-	100	99.00	150	148.50	150	148.50	150	148.50
<b>Total 9-12 Enrollment</b>	0	-	0	-	50	49.50	100	99.00	150	148.50
<b>TTL Enrollment/ADA</b>	<b>200</b>	<b>198.00</b>	<b>340</b>	<b>336.60</b>	<b>480</b>	<b>475.20</b>	<b>530</b>	<b>524.70</b>	<b>580</b>	<b>574.20</b>
<b>Non-Site-Based</b>										
TTL TK Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Kinder Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Grade 1 Enrollment	60	59.40	70	69.30	80	79.20	80	79.20	80	79.20
TTL Grade 2 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Grade 3 Enrollment	60	59.40	70	69.30	80	79.20	80	79.20	80	79.20
TTL Grade 4 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Grade 5 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Grade 6 Enrollment	80	79.20	100	99.00	120	118.80	120	118.80	120	118.80
TTL Grade 7 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Grade 8 Enrollment	-	-	100	99.00	150	148.50	150	148.50	150	148.50
TTL Grade 9 Enrollment	0	-	-	-	50	49.50	50	49.50	50	49.50
TTL Grade 10 Enrollment	0	-	-	-	-	-	50	49.50	50	49.50
TTL Grade 11 Enrollment	0	-	-	-	-	-	-	-	50	49.50
TTL Grade 12 Enrollment	0	-	-	-	-	-	-	-	-	-
<b>TOTAL:</b>	<b>200</b>	<b>198.00</b>	<b>340</b>	<b>336.60</b>	<b>480</b>	<b>475.20</b>	<b>530</b>	<b>524.70</b>	<b>580</b>	<b>574.20</b>
<b>ADM Ratio</b>										
99.00%										
<b>Independent Study</b>										
TK-3 Enrollment	-	-	-	-	-	-	-	-	-	-
4-6 Enrollment	-	-	-	-	-	-	-	-	-	-
7-8 Enrollment	-	-	-	-	-	-	-	-	-	-
9-12 Enrollment	-	-	-	-	-	-	-	-	-	-
<b>TTL Ind. Study.</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>LCFF Unduplicated Calc:</b>										
Enrollment*	200		340		480		530		580	
Unduplicated Count*	80		136		192		212		232	
Unduplicated Percentage:	40.00%		40.00%		40.00%		40.00%		40.00%	
Blended 3-year UP:	40.00%		40.00%		40.00%		40.00%		40.00%	

# Vitalis Charter Academy Charter Petition - Budget

## EXPENSE ASSUMPTIONS: MATERIALS, EQUIPMENT, AND SERVICES

### MATERIALS ASSUMPTIONS

1. \$3,000 per ADM Student Budget.

### EQUIPMENT ASSUMPTIONS

1. \$200 per 25% of new students enrolled for Chromebook.
2. \$1,200 per new FTE for computer.

### SERVICES & OPERATIONS ASSUMPTIONS

1. \$50,000 SpEd Contract Services plus \$25,000/year for enrollment growth.
2. \$2,000 per FTE Professional Development/Travel first three years and then 5% increase.
3. Facility cost includes utilities, janitorial services, and maintenance for three locations.
4. Non-Instructional services include: SIS, Website, online purchasing system.
5. Instructional Services include: Learning Management System, Technology modules, and library system.

### FACILITY ACQUISITION RESERVE

1. After first year, school will reserve 85% of its Net Revenues annually for the purchase of a permanent facility.

**Vitalis Charter Academy  
Charter Petition - Budget  
FUNDING ASSUMPTIONS**

**ENROLLMENT/ADA ASSUMPTIONS:**

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 99.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
3. Unduplicated Percentage estimated at 40.00%.

**FEDERAL FUNDING ASSUMPTIONS:**

1. ESEA Title I-V funding assumed at \$127.43 per ADM (Title I), \$22.87 per ADM (Title II), and \$10,000 each Title IV and V beginning in Year 2. Title I and II have Statutory COLA applied in Years 2-5.
2. Federal SPED (IDEA, MH) funding begins in Year 2 - \$140/ADM.
3. No CSP Implementation Grant assumed until awarded - \$750k/\$2m possible.

**STATE FUNDING ASSUMPTIONS:**

1. The annual per pupil revenue is derived from the annual Wyoming School Foundation Program amount. The per ADM funding amount is based on 100% of the Foundation Program that WDE reports was provided to the Park County School District #6 in school year 2022-23. Each Subsequent year assumes a 2% increase.
2. State SPED funding assumed at 100% expense reimbursement minus Federal SPED revenue beginning Year 2.

**LOCAL FUNDING ASSUMPTIONS:**

1. \$75,000 assumed in Daniels Fund Grant.

**Vitalis Charter Academy  
Charter Petition - Budget  
FUNDING CALCULATIONS**

<b>2025-26 (Year 1)</b>	<b>Statewide COLA:</b>	<b>2.000%</b>	
<b>WYOMING FOUNDATION PROGRAM BLOCK GRANT</b>			
	<b><u>\$/ADM</u></b>	<b><u>ADM</u></b>	<b><u>Subtotal</u></b>
WY Foundation Program Block Grant	\$ 12,894.78	198.00	\$ 2,553,166
WY Foundation Program Block Grant -1st Year S	-	198.00	\$ -
<b>Total LCFF Funding:</b>	<b>\$ 12,894.78 per ADM</b>		<b>2,553,166.00</b>
<b>TOTAL LCFF FUNDING</b>			<b>\$ 2,553,166.00</b>
<b>FEDERAL REVENUES</b>			
Title I Part A			\$ -
Title II Part A			-
Title III LEP			-
Title IV Part A			-
Title V Part A			-
<b>Title Funding:</b>			<b>-</b>
<b>Other Federal Revenues</b>			
CSP Startup/Implementation Grant			\$ -
National School Lunch Program			-
Federal IDEA Special Education			-
Other Federal Revenue			-
<b>Total Other Federal Revenues:</b>			<b>-</b>
<b>TOTAL FEDERAL REVENUES</b>			<b>\$ -</b>
<b>OTHER STATE REVENUES</b>			
<b>Additional Other State Revenues</b>			-
State Special Education			-
Other State Revenues			-
<b>Total Additional Other State Revenues:</b>			<b>-</b>
<b>TOTAL OTHER STATE REVENUES</b>			<b>\$ -</b>
<b>OTHER LOCAL REVENUES</b>			
Local Donations/Contributions			-
<b>Total Additional Other Local Revenues:</b>			<b>-</b>
<b>TOTAL OTHER LOCAL REVENUES</b>			<b>\$ -</b>
<b>TOTAL REVENUES</b>			<b>\$ 2,553,166.00</b>

**Vitalis Charter Academy  
Charter Petition - Budget  
FUNDING CALCULATIONS**

<b>2026-27 (Year 2)</b>	<b>Statewide COLA:</b>	<b>2.00%</b>	
<b>WYOMING FOUNDATION PROGRAM BLOCK GRANT</b>			
	<u><b>\$/ADM</b></u>	<u><b>ADM</b></u>	<u><b>Subtotal</b></u>
WY Foundation Program Block Grant	\$ 13,152.68	336.60	\$ 4,427,191
WY Foundation Program Block Grant -1st Year	-	336.60	
<b>Total LCFF Funding:</b>	<b>\$ 13,152.68</b>	<b>per ADM</b>	<b>4,427,191.00</b>
<b>TOTAL LCFF FUNDING</b>			<b>\$ 4,427,191.00</b>
<b>FEDERAL REVENUES</b>			
Title I Funding	127.43	198	\$ 25,231
Title II Part A	22.87	198	4,528
Title III LEP			-
Title IV Part A			10,000
Title V Part A			10,000
<b>Title Funding:</b>			<b>49,759.40</b>
<b>Other Federal Revenues</b>			
CSP Startup/Implementation Grant			\$ -
National School Lunch Program			-
Federal IDEA Special Education	140.00	200.00	28,000.00
Other Federal Revenue			-
<b>Total Other Federal Revenues:</b>			<b>28,000.00</b>
<b>TOTAL FEDERAL REVENUES</b>			<b>\$ 77,759.40</b>
<b>OTHER STATE REVENUES</b>			
<b>Additional Other State Revenues</b>			-
State Special Education			118,903.00
Other State Revenues			-
<b>Total Additional Other State Revenues:</b>			<b>118,903.00</b>
<b>TOTAL OTHER STATE REVENUES</b>			<b>\$ 118,903.00</b>
<b>OTHER LOCAL REVENUES</b>			
Local Donations/Contributions			\$ -
<b>Total Additional Other Local Revenues:</b>			-
<b>TOTAL OTHER LOCAL REVENUES</b>			<b>\$ -</b>
<b>TOTAL REVENUES</b>			<b>\$ 4,623,853.40</b>



**Vitalis Charter Academy  
Charter Petition - Budget  
FUNDING CALCULATIONS**

<b>2027-28 (Year 3)</b>	<b>Statewide COLA:</b>	<b>2.00%</b>
<b>WYOMING FOUNDATION PROGRAM BLOCK GRANT</b>		<b>TOTALS</b>
	<u><b>\$/ADM</b></u> <u><b>ADM</b></u> <u><b>Subtotal</b></u>	
WY Foundation Program Block Grant	\$ 13,415.73      475.20	\$ 6,375,154
WY Foundation Program Block Grant -1st Year Sp	-      475.20	
<b>Total LCFF Funding:</b>	<b>\$ 13,415.73 per ADM</b>	<b>6,375,154.00</b>
<b>TOTAL LCFF FUNDING</b>		<b>\$ 6,375,154.00</b>
<b>FEDERAL REVENUES</b>		
Title I Funding	131.16      336.6	\$ 44,148
Title II Part A	23.54      336.6	\$ 7,924
Title III LEP		-
Title IV Part A		10,000
Title V Part A		10,000
<b>Title Funding:</b>		<b>72,072.02</b>
<b>Other Federal Revenues</b>		
CSP Startup/Implementation Grant		\$ -
National School Lunch Program		-
Federal IDEA Special Education	144.10      340.00	48,994.68
Other Federal Revenue		-
<b>Total Other Federal Revenues:</b>		<b>48,994.68</b>
<b>TOTAL FEDERAL REVENUES</b>		<b>\$ 121,066.70</b>
<b>OTHER STATE REVENUES</b>		
<b>Additional Other State Revenues</b>		
State Special Education		224,479.32
Other State Revenues		-
<b>Total Additional Other State Revenues:</b>		<b>224,479.32</b>
<b>TOTAL OTHER STATE REVENUES</b>		<b>\$ 224,479.32</b>
<b>OTHER LOCAL REVENUES</b>		
Local Donations/Contributions		\$ -
<b>Total Additional Other Local Revenues:</b>		<b>-</b>
<b>TOTAL OTHER LOCAL REVENUES</b>		<b>\$ -</b>
<b>TOTAL REVENUES</b>		<b>\$ 6,720,700.02</b>

**Vitalis Charter Academy  
Charter Petition - Budget  
FUNDING CALCULATIONS**

<b>2028-29 (Year 4)</b>	<b>Statewide COLA:</b>	<b>2.00%</b>		
<b>WYOMING FOUNDATION PROGRAM BLOCK GRANT</b>				
	<b><u>\$/ADM</u></b>	<b><u>ADM</u></b>	<b><u>Subtotal</u></b>	<b>TOTALS</b>
WY Foundation Program Block Grant	\$ 13,684.04	524.70	\$ 7,180,018	
WY Foundation Program Block Grant -1st Year	200.00	524.70		
<b>Total LCFF Funding:</b>	<b>\$ 11,673.40</b>	<b>per ADM</b>		<b>7,180,018.00</b>
<b>TOTAL LCFF FUNDING</b>				<b>\$ 7,180,018.00</b>
<b>FEDERAL REVENUES</b>				
Title I Funding	135.20	475.2	\$ 64,247	
Title II Part A	24.27	475.2	\$ 11,533	
Title III LEP			-	
Title IV Part A			10,000	
Title V Part A			10,000	
<b>Title Funding:</b>				<b>95,780.14</b>
<b>Other Federal Revenues</b>				
CSP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education	148.54	480.00	71,299.36	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>71,299.36</b>
<b>TOTAL FEDERAL REVENUES</b>				<b>\$ 167,079.51</b>
<b>OTHER STATE REVENUES</b>				
<b>Additional Other State Revenues</b>				-
State Special Education			333,650.64	
Other State Revenues			-	
<b>Total Additional Other State Revenues:</b>				<b>333,650.64</b>
<b>TOTAL OTHER STATE REVENUES</b>				<b>\$ 333,650.64</b>
<b>OTHER LOCAL REVENUES</b>				
Local Donations/Contributions			\$ -	
<b>Total Additional Other Local Revenues:</b>				<b>-</b>
<b>TOTAL OTHER LOCAL REVENUES</b>				<b>\$ -</b>
<b>TOTAL REVENUES</b>			<b>\$</b>	<b>7,680,748.14</b>

**Vitalis Charter Academy  
Charter Petition - Budget  
FUNDING CALCULATIONS**

<b>2029-30 (Year 5)</b>	<b>Statewide COLA:</b>	<b>2.00%</b>
<b>WYOMING FOUNDATION PROGRAM BLOCK GRANT</b>		<b>TOTALS</b>
	<u><b>\$/ADM</b></u> <u><b>ADM</b></u> <u><b>Subtotal</b></u>	
WY Foundation Program Block Grant	\$ 13,957.72      574.20	\$ 8,014,525
WY Foundation Program Block Grant -1st Year	200.00      574.20	
<b>Total LCFF Funding:</b>	<b>\$ 17,755.25 per ADM</b>	<b>8,014,525.00</b>
<b>TOTAL LCFF FUNDING</b>		<b>\$ 8,014,525.00</b>
<b>FEDERAL REVENUES</b>		
Title I Funding	139.66      524.7	\$ 73,280
Title II Part A	25.07      524.7	\$ 13,154
Title III LEP		-
Title IV Part A		10,000
Title V Part A		10,000
<b>Title Funding:</b>		<b>106,433.83</b>
<b>Other Federal Revenues</b>		
CSP Startup/Implementation Grant		\$ -
National School Lunch Program		-
Federal IDEA Special Education	153.44      530.00	81,324.35
Other Federal Revenue		-
<b>Total Other Federal Revenues:</b>		<b>81,324.35</b>
<b>TOTAL FEDERAL REVENUES</b>		<b>\$ 187,758.18</b>
<b>OTHER STATE REVENUES</b>		
<b>Additional Other State Revenues</b>		
State Special Education		479,919.65
Other State Revenues		-
<b>Total Additional Other State Revenues:</b>		<b>479,919.65</b>
<b>TOTAL OTHER STATE REVENUES</b>		<b>\$ 479,919.65</b>
<b>OTHER LOCAL REVENUES</b>		
Local Donations/Contributions		\$ -
<b>Total Additional Other Local Revenues:</b>		<b>-</b>
<b>TOTAL OTHER LOCAL REVENUES</b>		<b>\$ -</b>
<b>TOTAL REVENUES</b>		<b>\$ 8,682,202.83</b>

**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**PAYROLL & STAFFING DETAIL TABLES**

**EMPLOYEE FTE & GROSS PAY**

Classification	JobName	Year 1 FTE	Year 1 Pay	Year 2 FTE	Year 2 Pay	Year 3 FTE	Year 3 Pay	Year 4 FTE	Year 4 Pay	Year 5 FTE	Year 5 Pay
<b>Certificated</b>											
	Teacher (FT) - K	2.00	130,000	2.80	185,640	3.20	216,403	3.20	220,731	3.20	225,146
	Teacher (FT) - Grade 2	2.00	130,000	2.80	185,640	3.20	216,403	3.20	220,731	3.20	225,146
	Teacher (FT) - Grade 4	4.00	260,000	4.00	265,200	4.80	324,605	4.80	331,097	4.80	337,719
	Teacher (FT) - Grade 7		0	4.00	220,000	6.00	336,600	6.00	343,332	6.00	350,199
	Teacher (FT) - Grade 9-12		0		0	2.00	0	4.00	0	6.00	0
	SPED Teacher	1.00	75,000	2.00	153,000	3.00	234,090	4.00	318,362	5.00	405,912
		<b>9.00</b>	<b>595,000</b>	<b>15.60</b>	<b>1,009,480</b>	<b>22.20</b>	<b>1,328,101</b>	<b>25.20</b>	<b>1,434,254</b>	<b>28.20</b>	<b>1,544,121</b>
	Executive Director	1.00	90,000	1.00	91,800	1.00	93,636	1.00	95,509	1.00	97,419
		<b>1.00</b>	<b>90,000</b>	<b>1.00</b>	<b>91,800</b>	<b>1.00</b>	<b>93,636</b>	<b>1.00</b>	<b>95,509</b>	<b>1.00</b>	<b>97,419</b>
<b>Certificated Total</b>		<b>10.00</b>	<b>685,000</b>	<b>16.60</b>	<b>1,101,280</b>	<b>23.20</b>	<b>1,421,737</b>	<b>26.20</b>	<b>1,529,763</b>	<b>29.20</b>	<b>1,641,540</b>
<b>Classified</b>											
	Teacher's Aide (FT)		0		0		0		0		0
	Special Ed Aide (PT)		0		0		0		0		0
	Substitute		0		0		0		0		0
			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
	Custodian		0		0		0		0		0
	Custodian Asst		0		0		0		0		0
	Lunch Coordinator		0		0		0		0		0
	Lunch Server (PT)		0		0		0		0		0
	Nurse		0		0		0		0		0
			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
	Attendance Clerk/Registrar	1.00	33,034		0		0		0		0
	Facilities Director		0		0		0		0		0
	School Computer Technician	1.00	36,484	1.00	37,213	1.00	37,958	1.00	38,717	1.00	39,491
	Systems Data Director	1.00	70,000		0		0		0		0
	Purchasing Clerk	1.00	33,638		0		0		0		0
	Admin Assistant	1.00	36,484	1.00	37,213	1.00	37,958	1.00	38,717	1.00	39,491
		<b>5.00</b>	<b>209,639</b>	<b>2.00</b>	<b>74,427</b>	<b>2.00</b>	<b>75,915</b>	<b>2.00</b>	<b>77,434</b>	<b>2.00</b>	<b>78,982</b>
<b>Classified Total</b>		<b>5.00</b>	<b>209,639</b>	<b>2.00</b>	<b>74,427</b>	<b>2.00</b>	<b>75,915</b>	<b>2.00</b>	<b>77,434</b>	<b>2.00</b>	<b>78,982</b>
<b>Grand Total</b>		<b>15.00</b>	<b>894,639</b>	<b>18.60</b>	<b>1,175,707</b>	<b>25.20</b>	<b>1,497,653</b>	<b>28.20</b>	<b>1,607,196</b>	<b>31.20</b>	<b>1,720,523</b>

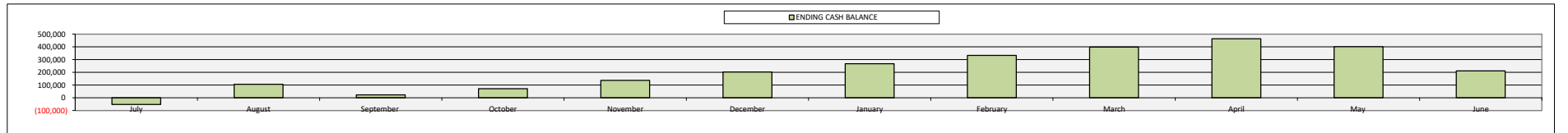
**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**PAYROLL & STAFFING DETAIL TABLES**

**EMPLOYEE TOTAL COST (PAY + BENEFITS)**

<b>Classification</b>	<b>JobName</b>	<b>Year 1 Total</b>	<b>Year 2 Total</b>	<b>Year 3 Total</b>	<b>Year 4 Total</b>	<b>Year 5 Total</b>
<b>Certificated</b>						
	Teacher (FT) - K	168,343	239,834	278,938	297,562	302,873
	Teacher (FT) - Grade 2	168,343	239,834	278,938	297,562	302,873
	Teacher (FT) - Grade 4	336,686	342,620	418,407	446,343	454,310
	Teacher (FT) - Grade 7	0	291,042	444,094	473,063	481,324
	Teacher (FT) - Grade 9-12	0	0	20,000	40,000	60,000
	SPED Teacher	95,583	194,588	297,120	423,022	538,353
		<b>768,955</b>	<b>1,307,918</b>	<b>1,737,496</b>	<b>1,977,551</b>	<b>2,139,732</b>
	Executive Director	112,699	114,753	116,848	124,907	127,205
		<b>112,699</b>	<b>114,753</b>	<b>116,848</b>	<b>124,907</b>	<b>127,205</b>
<b>Certificated Total</b>		<b>881,654</b>	<b>1,422,671</b>	<b>1,854,344</b>	<b>2,102,457</b>	<b>2,266,937</b>
<b>Classified</b>						
	Teacher's Aide (FT)	0	0	0	0	0
	Special Ed Aide (PT)	0	0	0	0	0
	Subsitute	0	0	0	0	0
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Custodian	0	0	0	0	0
	Custodian Asst	0	0	0	0	0
	Lunch Coordinator	0	0	0	0	0
	Lunch Server (PT)	0	0	0	0	0
	Nurse	0	0	0	0	0
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Attendance Clerk/Registrar	44,600	0	0	0	0
	Facilities Director	0	0	0	0	0
	School Computer Technician	48,213	48,977	49,757	52,952	53,812
	Systems Data Director	83,318	0	0	0	0
	Purchasing Clerk	45,232	0	0	0	0
	Admin Assistant	48,213	48,977	49,757	52,952	53,812
		<b>269,576</b>	<b>97,955</b>	<b>99,514</b>	<b>105,905</b>	<b>107,623</b>
<b>Classified Total</b>		<b>269,576</b>	<b>97,955</b>	<b>99,514</b>	<b>105,905</b>	<b>107,623</b>
<b>Grand Total</b>		<b>1,151,229</b>	<b>1,520,625</b>	<b>1,953,858</b>	<b>2,208,362</b>	<b>2,374,560</b>

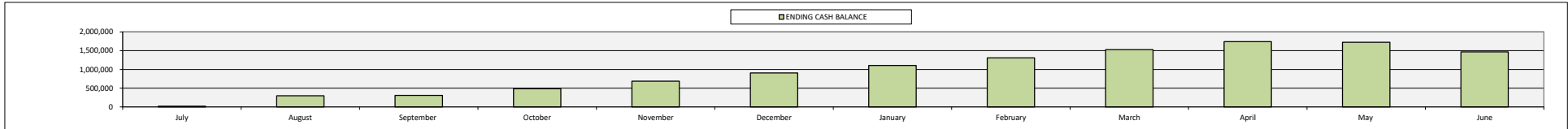
**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**2025-26 Projected Monthly Cash Flow Statement**

Description	2025-26													Total For Year	
	Budget	July	August	September	October	November	December	January	February	March	April	May	June		Accruals
<b>BEGINNING CASH</b>		<b>75,000</b>	<b>(51,980)</b>	<b>105,579</b>	<b>23,053</b>	<b>71,768</b>	<b>137,083</b>	<b>202,398</b>	<b>267,714</b>	<b>333,029</b>	<b>398,344</b>	<b>463,659</b>	<b>401,316</b>	<b>211,315</b>	
<b>REVENUES</b>															
Wyoming School Foundation Program	2,553,166	-	382,975	255,317	255,317	255,317	255,317	255,317	255,317	255,317	255,317	127,658	(0)	-	2,553,166
Federal Revenues	-	-	-	(18,357)	-	-	-	-	-	-	-	-	-	18,357	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL REVENUES</b>	<b>2,553,166</b>	<b>-</b>	<b>382,975</b>	<b>236,960</b>	<b>255,317</b>	<b>255,317</b>	<b>255,317</b>	<b>255,317</b>	<b>255,317</b>	<b>255,317</b>	<b>255,317</b>	<b>127,658</b>	<b>(0)</b>	<b>18,357</b>	<b>2,553,166</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	685,000	54,583	57,083	57,083	57,083	57,083	57,083	57,083	57,083	57,083	57,083	57,083	57,083	2,500	685,000
All Classified Salaries	209,639	5,241	17,766	17,766	17,766	17,766	17,766	17,766	17,766	17,766	17,766	17,766	17,766	8,972	209,639
All Benefits	256,590	17,158	21,467	21,467	21,467	21,467	21,467	21,467	21,467	21,467	21,467	21,467	21,467	3,290	256,590
All Materials & Supplies	677,300	15,000	75,256	169,325	56,442	39,841	39,841	39,841	39,841	39,841	39,841	39,841	39,841	42,548	677,300
All Services and Operations	699,965	34,998	53,843	53,843	53,843	53,843	53,843	53,843	53,843	53,843	53,843	53,843	53,843	72,689	699,965
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>2,528,494</b>	<b>126,980</b>	<b>225,416</b>	<b>319,485</b>	<b>206,602</b>	<b>190,001</b>	<b>190,001</b>	<b>190,001</b>	<b>190,001</b>	<b>190,001</b>	<b>190,001</b>	<b>190,001</b>	<b>190,001</b>	<b>130,000</b>	<b>2,528,494</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)															-
Loan Proceeds and other Cash Inflows															-
Net Change in Payables															-
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows															-
<b>NET INCREASE (DECREASE)</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ENDING CASH BALANCE</b>		<b>(51,980)</b>	<b>105,579</b>	<b>23,053</b>	<b>71,768</b>	<b>137,083</b>	<b>202,398</b>	<b>267,714</b>	<b>333,029</b>	<b>398,344</b>	<b>463,659</b>	<b>401,316</b>	<b>211,315</b>		



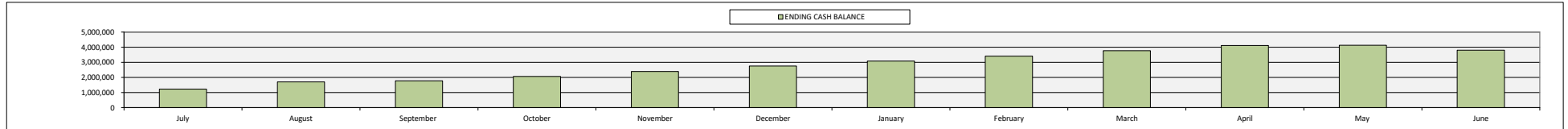
**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**2026-27 Projected Monthly Cash Flow Statement**

Description	2026-27														
	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>211,315</b>	<b>20,025</b>	<b>296,894</b>	<b>309,099</b>	<b>484,336</b>	<b>684,977</b>	<b>905,059</b>	<b>1,105,700</b>	<b>1,306,342</b>	<b>1,526,423</b>	<b>1,738,173</b>	<b>1,722,618</b>	<b>1,468,650</b>	<b>211,315</b>
<b>REVENUES</b>															
Wyoming School Foundation Program	4,427,191	-	664,079	442,719	442,719	442,719	442,719	442,719	442,719	442,719	442,719	221,360	(0)	-	4,427,191
Federal Revenues	77,759	-	-	9,720	-	-	19,440	-	-	19,440	11,108	11,108	-	6,943	77,759
Other State Revenues	118,903	-	17,835	11,890	11,890	11,890	11,890	11,890	11,890	11,890	11,890	5,945	(0)	-	118,903
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL REVENUES</b>	<b>4,623,853</b>	<b>-</b>	<b>681,914</b>	<b>464,329</b>	<b>454,609</b>	<b>454,609</b>	<b>474,049</b>	<b>454,609</b>	<b>454,609</b>	<b>474,049</b>	<b>465,718</b>	<b>238,413</b>	<b>(0)</b>	<b>6,943</b>	<b>4,623,853</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	1,101,280	87,754	91,773	91,773	91,773	91,773	91,773	91,773	91,773	91,773	91,773	91,773	91,773	4,020	1,101,280
All Classified Salaries	74,427	1,861	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	6,307	3,185	74,427
All Benefits	344,918	23,064	28,857	28,857	28,857	28,857	28,857	28,857	28,857	28,857	28,857	28,857	28,857	4,423	344,918
All Materials & Supplies	1,036,510	22,955	115,168	259,128	86,376	60,971	60,971	60,971	60,971	60,971	60,971	60,971	60,971	65,114	1,036,510
All Services and Operations	817,869	40,893	66,059	66,059	66,059	66,059	66,059	66,059	66,059	66,059	66,059	66,059	66,059	50,330	817,869
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>3,375,004</b>	<b>176,527</b>	<b>308,164</b>	<b>452,124</b>	<b>279,373</b>	<b>253,968</b>	<b>253,968</b>	<b>253,968</b>	<b>253,968</b>	<b>253,968</b>	<b>253,968</b>	<b>253,968</b>	<b>253,968</b>	<b>127,073</b>	<b>3,375,004</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)	-	-	18,357	-	-	-	-	-	-	-	-	-	-	-	18,357
Loan Proceeds and other Cash Inflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables	(14,762)	(14,762)	(115,237)	-	-	-	-	-	-	-	-	-	-	-	(130,000)
Fixed Asset Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCREASE (DECREASE)</b>		<b>(14,762)</b>	<b>(96,880)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(111,643)</b>
<b>ENDING CASH BALANCE</b>		<b>20,025</b>	<b>296,894</b>	<b>309,099</b>	<b>484,336</b>	<b>684,977</b>	<b>905,059</b>	<b>1,105,700</b>	<b>1,306,342</b>	<b>1,526,423</b>	<b>1,738,173</b>	<b>1,722,618</b>	<b>1,468,650</b>		



**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**2027-28 Projected Monthly Cash Flow Statement**

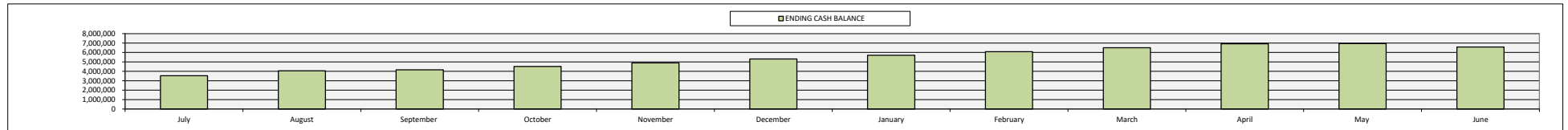
Description	2027-28												Accruals	Total For Year	
	Budget	July	August	September	October	November	December	January	February	March	April	May			June
<b>BEGINNING CASH</b>		<b>1,468,650</b>	<b>1,227,629</b>	<b>1,702,703</b>	<b>1,772,170</b>	<b>2,065,615</b>	<b>2,394,224</b>	<b>2,753,100</b>	<b>3,081,709</b>	<b>3,410,318</b>	<b>3,769,193</b>	<b>4,115,098</b>	<b>4,131,020</b>	<b>3,799,666</b>	<b>1,468,650</b>
<b>REVENUES</b>															
Wyoming School Foundation Program	6,375,154	-	956,273	637,515	637,515	637,515	637,515	637,515	637,515	637,515	637,515	318,758	-	-	6,375,154
Federal Revenues	121,067	-	-	15,133	-	-	30,267	-	-	30,267	17,295	17,295	-	10,810	121,067
Other State Revenues	224,479	-	33,672	22,448	22,448	22,448	22,448	22,448	22,448	22,448	22,448	11,224	-	-	224,479
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL REVENUES</b>	<b>6,720,700</b>	<b>-</b>	<b>989,945</b>	<b>675,097</b>	<b>659,963</b>	<b>659,963</b>	<b>690,230</b>	<b>659,963</b>	<b>659,963</b>	<b>690,230</b>	<b>677,259</b>	<b>347,277</b>	<b>-</b>	<b>10,810</b>	<b>6,720,700</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	1,421,737	113,289	118,478	118,478	118,478	118,478	118,478	118,478	118,478	118,478	118,478	118,478	118,478	5,190	1,421,737
All Classified Salaries	75,915	1,898	6,434	6,434	6,434	6,434	6,434	6,434	6,434	6,434	6,434	6,434	6,434	3,249	75,915
All Benefits	456,206	30,506	38,168	38,168	38,168	38,168	38,168	38,168	38,168	38,168	38,168	38,168	38,168	5,850	456,206
All Materials & Supplies	1,434,670	31,773	159,408	358,668	119,556	84,392	84,392	84,392	84,392	84,392	84,392	84,392	84,392	90,127	1,434,670
All Services and Operations	1,038,544	51,927	83,882	83,882	83,882	83,882	83,882	83,882	83,882	83,882	83,882	83,882	83,882	63,910	1,038,544
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>4,427,072</b>	<b>229,393</b>	<b>406,370</b>	<b>605,630</b>	<b>366,518</b>	<b>331,354</b>	<b>331,354</b>	<b>331,354</b>	<b>331,354</b>	<b>331,354</b>	<b>331,354</b>	<b>331,354</b>	<b>331,354</b>	<b>168,326</b>	<b>4,427,072</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)	-	-	6,943												6,943
Loan Proceeds and other Cash Inflows	-	-													-
Net Change in Payables	(11,628)	(115,445)													(127,073)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows															-
<b>NET INCREASE (DECREASE)</b>		<b>(11,628)</b>	<b>(108,502)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(120,130)</b>
<b>ENDING CASH BALANCE</b>		<b>1,227,629</b>	<b>1,702,703</b>	<b>1,772,170</b>	<b>2,065,615</b>	<b>2,394,224</b>	<b>2,753,100</b>	<b>3,081,709</b>	<b>3,410,318</b>	<b>3,769,193</b>	<b>4,115,098</b>	<b>4,131,020</b>	<b>3,799,666</b>		





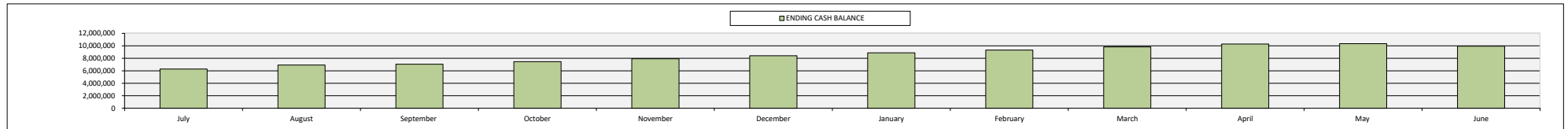
**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**2028-29 Projected Monthly Cash Flow Statement**

Description	2028-29														
	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>3,799,666</b>	<b>3,529,787</b>	<b>4,063,020</b>	<b>4,166,495</b>	<b>4,510,910</b>	<b>4,893,829</b>	<b>5,318,518</b>	<b>5,701,436</b>	<b>6,084,355</b>	<b>6,509,044</b>	<b>6,915,831</b>	<b>6,946,935</b>	<b>6,578,487</b>	<b>3,799,666</b>
<b>REVENUES</b>															
Wyoming School Foundation Program	7,180,018	-	1,077,003	718,002	718,002	718,002	718,002	718,002	718,002	718,002	718,002	359,001	-	-	7,180,018
Federal Revenues	167,080	-	-	20,885	-	-	41,770	-	-	41,770	23,869	23,869	-	14,918	167,080
Other State Revenues	333,651	-	50,048	33,365	33,365	33,365	33,365	33,365	33,365	33,365	33,365	16,683	-	-	333,651
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL REVENUES</b>	<b>7,680,748</b>	<b>-</b>	<b>1,127,050</b>	<b>772,252</b>	<b>751,367</b>	<b>751,367</b>	<b>793,137</b>	<b>751,367</b>	<b>751,367</b>	<b>793,137</b>	<b>775,235</b>	<b>399,552</b>	<b>-</b>	<b>14,918</b>	<b>7,680,748</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	1,529,763	121,896	127,480	127,480	127,480	127,480	127,480	127,480	127,480	127,480	127,480	127,480	127,480	5,584	1,529,763
All Classified Salaries	77,434	1,936	6,562	6,562	6,562	6,562	6,562	6,562	6,562	6,562	6,562	6,562	6,562	3,314	77,434
All Benefits	601,166	40,200	50,296	50,296	50,296	50,296	50,296	50,296	50,296	50,296	50,296	50,296	50,296	7,709	601,166
All Materials & Supplies	1,570,953	34,792	174,550	392,738	130,913	92,409	92,409	92,409	92,409	92,409	92,409	92,409	92,409	98,688	1,570,953
All Services and Operations	1,135,339	56,767	91,700	91,700	91,700	91,700	91,700	91,700	91,700	91,700	91,700	91,700	91,700	69,867	1,135,339
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>4,914,654</b>	<b>255,590</b>	<b>450,589</b>	<b>668,777</b>	<b>406,952</b>	<b>368,448</b>	<b>368,448</b>	<b>368,448</b>	<b>368,448</b>	<b>368,448</b>	<b>368,448</b>	<b>368,448</b>	<b>368,448</b>	<b>185,162</b>	<b>4,914,654</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)	-	-	10,810	-	-	-	-	-	-	-	-	-	-	-	10,810
Loan Proceeds and other Cash Inflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables	(14,288)	(154,037)	-	-	-	-	-	-	-	-	-	-	-	-	(168,326)
Fixed Asset Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCREASE (DECREASE)</b>		<b>(14,288)</b>	<b>(143,228)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(157,516)</b>
<b>ENDING CASH BALANCE</b>		<b>3,529,787</b>	<b>4,063,020</b>	<b>4,166,495</b>	<b>4,510,910</b>	<b>4,893,829</b>	<b>5,318,518</b>	<b>5,701,436</b>	<b>6,084,355</b>	<b>6,509,044</b>	<b>6,915,831</b>	<b>6,946,935</b>	<b>6,578,487</b>		



**Vitalis Charter Academy**  
**Charter Petition - Budget**  
**2029-30 Projected Monthly Cash Flow Statement**

Description	2029-30 Budget												Accruals	Total For Year
	July	August	September	October	November	December	January	February	March	April	May	June		
<b>BEGINNING CASH</b>	<b>6,578,487</b>	<b>6,285,559</b>	<b>6,917,413</b>	<b>7,063,387</b>	<b>7,471,808</b>	<b>7,922,276</b>	<b>8,419,684</b>	<b>8,870,151</b>	<b>9,320,619</b>	<b>9,818,027</b>	<b>10,295,317</b>	<b>10,347,886</b>	<b>9,948,909</b>	<b>6,578,487</b>
<b>REVENUES</b>														
Wyoming School Foundation Program	8,014,525	-	1,202,179	801,453	801,453	801,453	801,453	801,453	801,453	801,453	801,453	400,726	-	8,014,525
Federal Revenues	187,758	-	-	23,470	-	-	46,940	-	-	46,940	26,823	26,823	-	187,758
Other State Revenues	479,920	-	71,988	47,992	47,992	47,992	47,992	47,992	47,992	47,992	47,992	23,996	-	479,920
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL REVENUES</b>	<b>8,682,203</b>	<b>-</b>	<b>1,274,167</b>	<b>872,914</b>	<b>849,445</b>	<b>849,445</b>	<b>896,384</b>	<b>849,445</b>	<b>849,445</b>	<b>896,384</b>	<b>876,267</b>	<b>451,545</b>	<b>-</b>	<b>16,764</b>
<b>EXPENDITURES</b>														
All Certificated Salaries	1,641,540	130,803	136,795	136,795	136,795	136,795	136,795	136,795	136,795	136,795	136,795	136,795	136,795	5,992
All Classified Salaries	78,982	1,975	6,693	6,693	6,693	6,693	6,693	6,693	6,693	6,693	6,693	6,693	6,693	3,380
All Benefits	654,037	43,735	54,720	54,720	54,720	54,720	54,720	54,720	54,720	54,720	54,720	54,720	54,720	8,387
All Materials & Supplies	1,715,500	37,993	190,611	428,875	142,958	100,912	100,912	100,912	100,912	100,912	100,912	100,912	100,912	107,769
All Services and Operations	1,236,322	61,816	99,857	99,857	99,857	99,857	99,857	99,857	99,857	99,857	99,857	99,857	99,857	76,081
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>5,326,383</b>	<b>276,322</b>	<b>488,676</b>	<b>726,940</b>	<b>441,023</b>	<b>398,977</b>	<b>398,977</b>	<b>398,977</b>	<b>398,977</b>	<b>398,977</b>	<b>398,977</b>	<b>398,977</b>	<b>398,977</b>	<b>201,609</b>
<b>OTHER TRANS. AFFECTING CASH</b>														
Accounts Receivable (net change)	-	14,918												14,918
Loan Proceeds and other Cash Inflows	-													-
Net Change in Payables	(16,607)	(168,555)												(185,162)
Fixed Asset Acquisitions	-													-
Loan Repayment and Other Outflows	-													-
<b>NET INCREASE (DECREASE)</b>	<b>(16,607)</b>	<b>(153,637)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(170,244)</b>
<b>ENDING CASH BALANCE</b>	<b>6,285,559</b>	<b>6,917,413</b>	<b>7,063,387</b>	<b>7,471,808</b>	<b>7,922,276</b>	<b>8,419,684</b>	<b>8,870,151</b>	<b>9,320,619</b>	<b>9,818,027</b>	<b>10,295,317</b>	<b>10,347,886</b>	<b>9,948,909</b>		



Last Name	First Name	Office Phone	Number of students	Number of students	Support the application	Would consider a	No attendance at	Do not have child	Email	Date Added
Kawano	Tina	(406) 640-0466	0	0	Yes	No	No	No	[REDACTED]	5-16-2024 05:53 PM (MDT)
McElroy	Susan		0	0	Yes	No	No	Yes	[REDACTED]	5-3-2024 04:23 PM (MDT)
Workman	Calli	3072722222	0	0	Yes	Yes	No	No	[REDACTED]	5-28-2024 07:36 PM (MDT)
Clark	Cori		2	1	Yes	Yes	No	No	[REDACTED]	6-8-2024 04:39 PM (MDT)
Peterson	Kerri	3072508854	2	1	Yes	Yes	No	No	[REDACTED]	5-14-2024 08:05 PM (MDT)
Gifford	Shianne	6053100565	1	0	Yes	No	No	No	[REDACTED]	5-16-2024 09:35 AM (MDT)
Johnson	Danielle		2	0	Yes	Yes	No	No	[REDACTED]	6-18-2024 07:08 PM (MDT)
Grant	Brook		4	1	Yes	Yes	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Leych	Thiago		2	1	Yes	Yes	No	No	[REDACTED]	5-15-2024 03:00 PM (MDT)
Petersen	Janelle	3072720158	0	1	Yes	Yes	No	No	[REDACTED]	6-19-2024 11:52 AM (MDT)
White	Joshua		2	1	Yes	Yes	No	No	[REDACTED]	6-29-2024 07:32 AM (MDT)
Clark	Aaron		0	0	Yes	No	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Clark	Carrie		1	1	Yes	Yes	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Brinkerhoff	Heather		1	1	Yes	No	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Mechels	Sally		0	0	Yes	No	No	No	[REDACTED]	5-24-2024 02:51 PM (MDT)
Sandrini	Shawnda		1	0	Yes	Yes	No	No	[REDACTED]	6-22-2024 07:29 AM (MDT)
Hunt	Kerrilyn		3	0	Yes	Yes	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Fuller	Kimberly		0	0	Yes	Yes	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Cape	Kelly	(307) 899-3290	0	0	Yes	No	No	Yes	[REDACTED]	5-16-2024 04:26 PM (MDT)
Torres	Jacqueline	5092647275	1	2	Yes	Yes	No	No	[REDACTED]	6-29-2024 12:19 PM (MDT)
Clark	Ryan		0	2	Yes	No	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Clark	Amanda		0	2	Yes	Yes	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Collins	Joyce		0	0	Yes	No	No	No	[REDACTED]	5-3-2024 04:23 PM (MDT)
Buck	Nicole	4065449275	0	0	Yes	No	No	No	[REDACTED]	5-16-2024 09:33 AM (MDT)
Bennett-Brown	Stephanie		2	2	Yes	Yes	No	No	[REDACTED]	5-10-2024 09:27 AM (MDT)
Black	Saren		1	1	Yes	Yes	No	No	[REDACTED]	5-9-2024 06:35 PM (MDT)
Loveland	Claudia		3	2	Yes	Yes	No	No	[REDACTED]	5-16-2024 06:22 PM (MDT)
Shane	Michell	3074199199	0	0	Yes	No	No	Yes	[REDACTED]	5-22-2024 10:00 AM (MDT)
Dollard	Sareena		0	0	Yes	No	No	No	[REDACTED]	5-16-2024 06:29 PM (MDT)
Kelley	Tara	3072502273	3	1	Yes	Yes	No	No	[REDACTED]	5-10-2024 10:28 AM (MDT)
Morgan	Shoni		1	1	Yes	Yes	No	No	[REDACTED]	5-16-2024 06:31 PM (MDT)
Wilkerson	Jennifer	(307) 250-8288	2	0	Yes	Yes	No	No	[REDACTED]	5-16-2024 09:38 AM (MDT)
Poffenbarger	Kate		0	0	Yes	No	No	No	[REDACTED]	5-22-2024 10:16 AM (MDT)
Houchin	Laureena	3077623326	4	4	Yes	Yes	No	No	[REDACTED]	5-16-2024 09:55 AM (MDT)
Gaspers	Meghan	(307) 250-3566	2	2	Yes	No	No	No	[REDACTED]	5-16-2024 09:57 AM (MDT)
Trujillo	Tanner		1	0	Yes	Yes	No	No	[REDACTED]	5-17-2024 06:50 AM (MDT)
Mennell	Jordan		0	0	Yes	No	Yes	No	[REDACTED]	5-22-2024 04:26 PM (MDT)
Streeter	Heath	307-254-1416	2	2	Yes	Yes	No	No	[REDACTED]	5-16-2024 07:16 PM (MDT)
Bales	Susan		3	2	No	No	No	No	[REDACTED]	5-16-2024 08:46 PM (MDT)
Oram	Liz	3072729687	1	2	Yes	Yes	No	No	[REDACTED]	5-18-2024 09:18 AM (MDT)
Cozzens	Matthew		2	1	Yes	Yes	No	No	[REDACTED]	5-16-2024 10:01 AM (MDT)

Colegrove	Elizabeth	3072506835	2	0	Yes	No	No	Yes	[REDACTED]	5-17-2024 09:47 AM (MDT)
Wille	Jessica	8018571507	1	4	Yes	No	No	No	[REDACTED]	5-16-2024 08:57 PM (MDT)
Fuller	Ross		1	0	Yes	Yes	No	No	[REDACTED]	6-8-2024 03:21 PM (MDT)
Jones	Theresa	3072545781	1	0	Yes	No	No	No	[REDACTED]	5-17-2024 12:33 PM (MDT)
George	Sandy		0	0	Yes	No	No	Yes	[REDACTED]	5-16-2024 10:03 AM (MDT)
Jones	Marriah	(307) 271-1958	1	1	Yes	Yes	No	No	[REDACTED]	5-18-2024 10:27 AM (MDT)
Mckenna	Sheena	2083604657	6	3	Yes	No	No	No	[REDACTED]	5-17-2024 01:47 PM (MDT)
George	Megan	3072506248	5	3	Yes	No	No	No	[REDACTED]	5-16-2024 10:56 AM (MDT)
Barham	Heather	3072508029	1	1	Yes	No	No	No	[REDACTED]	5-16-2024 09:38 PM (MDT)
Laing	Jessie	3072502741	4	1	Yes	Yes	No	No	[REDACTED]	5-16-2024 10:19 AM (MDT)
Neff	Julia	3072130191	0	0	Yes	No	No	Yes	[REDACTED]	5-16-2024 10:57 AM (MDT)
Clark	Adam		1	1	No	No	Yes	No	[REDACTED]	6-30-2024 03:11 PM (MDT)
Barton	Stacy	3072503835	3	0	Yes	No	Yes	No	[REDACTED]	5-17-2024 03:43 PM (MDT)
Williams	Cathy	3078992263	2	1	Yes	Yes	No	No	[REDACTED]	5-18-2024 04:59 PM (MDT)
Haines	Jana	(307) 272-3576	2	2	Yes	No	Yes	No	[REDACTED]	5-16-2024 11:04 AM (MDT)
Sessions	Kaci	(507) 215-7493	0	0	Yes	No	No	Yes	[REDACTED]	5-16-2024 10:45 PM (MDT)
Goldbach	Jody		1	0	Yes	Yes	No	No	[REDACTED]	5-19-2024 10:28 PM (MDT)
Croft	Jodi	3072722243	3	2	Yes	Yes	No	No	[REDACTED]	5-19-2024 06:06 PM (MDT)
Fowler	Lorna		0	0	Yes	No	No	No	[REDACTED]	7-1-2024 09:07 AM (MDT)
Hopkin	Julie		0	0	No	No	Yes	No	[REDACTED]	7-13-2024 08:33 PM (MDT)
McGowan	Anna	8017974418	3	3	Yes	Yes	No	No	[REDACTED]	5-20-2024 08:12 AM (MDT)
Parsons	Josie	3072508933	1	0	Yes	No	No	No	[REDACTED]	5-16-2024 11:05 AM (MDT)
Gillwn	Karris	(801) 867-4709	2	0	Yes	Yes	No	No	[REDACTED]	5-19-2024 06:33 PM (MDT)
Kelley	Tev	13072504185	0	2	Yes	Yes	No	No	[REDACTED]	5-17-2024 03:37 AM (MDT)
Frescoln	Garret	4065997376	1	3	Yes	Yes	No	No	[REDACTED]	7-22-2024 03:13 PM (MDT)
White	Sarah	8502070890	3	2	Yes	No	Yes	No	[REDACTED]	5-16-2024 01:42 PM (MDT)
Pabon	Marcela	3075786038	0	2	Yes	Yes	No	No	[REDACTED]	5-19-2024 07:09 PM (MDT)
Richardson	Mark	3072130568	0	0	Yes	No	No	Yes	[REDACTED]	5-16-2024 12:55 PM (MDT)
Rodriguez-Williar	Rachel	3072505008	0	1	Yes	Yes	No	No	[REDACTED]	5-19-2024 07:13 PM (MDT)
Merritt	Sunny	3077601045	3	0	Yes	No	Yes	No	[REDACTED]	5-19-2024 11:34 PM (MDT)
satterfield	Jourdan	3072540375	4	2	Yes	Yes	No	No	[REDACTED]	5-16-2024 01:54 PM (MDT)
Roemmich	Carter		0	0	No	No	No	No	[REDACTED]	5-19-2024 07:36 PM (MDT)
Templin	Kelsie	3078995350	2	1	Yes	Yes	No	No	[REDACTED]	5-16-2024 02:25 PM (MDT)
Reynolds	Kendra	3072728485	1	0	Yes	Yes	No	No	[REDACTED]	5-16-2024 03:34 PM (MDT)
Nettles	Irene	(806) 778-3782	0	0	Yes	No	No	Yes	[REDACTED]	5-22-2024 06:53 PM (MDT)
Bales	Sarah	(307) 272-9909	3	2	Yes	Yes	No	No	[REDACTED]	5-19-2024 08:39 PM (MDT)
Harris	Chelsea	(307) 7477080	4	2	Yes	Yes	No	No	[REDACTED]	5-16-2024 03:39 PM (MDT)
Jalout	Amy	307-763-8575	2	1	Yes	Yes	No	No	[REDACTED]	5-22-2024 07:07 PM (MDT)
Murphy	Mary		1	0	Yes	Yes	No	No	[REDACTED]	5-19-2024 09:13 PM (MDT)
Parks	Amanda	(307) 213-0108	4	4	Yes	Yes	No	No	[REDACTED]	5-16-2024 05:37 PM (MDT)
Gaul	Laycee	9702157363	2	0	Yes	No	No	No	[REDACTED]	5-22-2024 08:03 PM (MDT)
Hamilton	Monica	3072728344	2	0	Yes	Yes	No	No	[REDACTED]	5-20-2024 06:47 AM (MDT)

Shearer	Sarah		2	2	Yes	Yes	Yes	Yes		5-19-2024 09:51 PM (MDT)
Abraham	Amber		2	2	Yes	Yes	No	No		5-16-2024 04:31 PM (MDT)
Robertson	Mary		0	0	Yes	No	No	No		5-28-2024 07:57 PM (MDT)
Burbank	Becky		3	2	Yes	Yes	No	No		5-16-2024 04:54 PM (MDT)
Holso	Bethany		0	0	No	No	No	No		5-20-2024 08:39 AM (MDT)
Smith	Barbara		0	0	Yes	No	No	No		5-29-2024 11:14 AM (MDT)
Proske	Heike		0	0	Yes	No	No	No		5-29-2024 03:07 PM (MDT)
Greathouse	Heather		1	0	Yes	Yes	No	No		5-29-2024 03:31 PM (MDT)
Beeton	Jessica		0	0	Yes	Yes	Yes	No		5-20-2024 11:34 AM (MDT)
Smith	Jessica		4	3	Yes	Yes	No	No		5-20-2024 03:54 PM (MDT)
Nolan	Marie		0	2	Yes	Yes	No	No		5-20-2024 10:39 PM (MDT)
Brown	Natasha		2	1	Yes	Yes	No	No		5-20-2024 08:53 AM (MDT)
Powell	Rylie		3	1	Yes	Yes	No	No		5-29-2024 02:16 PM (MDT)
Gardner	Ashley		4	3	Yes	Yes	No	No		5-3-2024 04:23 PM (MDT)
Robertson	Daniel		0	0	Yes	No	No	No		5-29-2024 03:09 PM (MDT)
Bullinger	Kendra		4	2	Yes	Yes	No	No		5-21-2024 09:53 AM (MDT)
Bates	Valarie		0	0	Yes	Yes	No	No		5-29-2024 03:50 PM (MDT)
Lord	Tara		2	1	Yes	Yes	No	No		5-21-2024 07:20 PM (MDT)
Pearsall	Grace		2	1	Yes	Yes	No	No		5-21-2024 08:29 PM (MDT)
Hunder	Madison		0	1	Yes	Yes	No	No		5-29-2024 02:43 PM (MDT)
Rowley	Kirsten		3	3	Yes	No	No	No		5-21-2024 10:34 PM (MDT)
White	Kathy		0	0	Yes	No	No	No		5-29-2024 03:10 PM (MDT)
Bennion	Amanda		1	1	Yes	No	No	No		5-29-2024 03:55 PM (MDT)
Buckley	R		0	0	Yes	Yes	No	No		6-7-2024 02:37 PM (MDT)
Frei	Ariel		3	3	Yes	Yes	No	No		5-3-2024 04:23 PM (MDT)
Hansen	Randi		3	1	Yes	Yes	No	No		6-8-2024 03:26 PM (MDT)
Lynn	Jolene		0	0	Yes	No	No	No		5-29-2024 04:03 PM (MDT)
Votaw	Ashton		3	2	Yes	Yes	No	No		5-3-2024 04:23 PM (MDT)
Kincheloe	Sarah		2	2	Yes	Yes	No	No		5-3-2024 04:23 PM (MDT)
Siebigteroth	Meghan		0	0	Yes	No	No	No		5-29-2024 05:52 PM (MDT)
Stowell	Debra		0	0	Yes	No	No	Yes		5-19-2024 06:06 PM (MDT)
Specht	Marilyn		1	0	Yes	No	No	No		5-29-2024 06:20 PM (MDT)
Giacoletto	Natalee		0	0	Yes	No	No	No		5-29-2024 08:22 PM (MDT)
Cozzens	Cathy		4	2	Yes	No	No	No		5-29-2024 09:27 PM (MDT)
Smith	Erin		0	0	Yes	No	No	No		5-29-2024 10:46 PM (MDT)
Fuller	Wendy		1	0	Yes	No	No	No		5-3-2024 04:23 PM (MDT)
Wallway	Brooke		0	1	Yes	Yes	No	No		5-30-2024 07:39 AM (MDT)
Clark	Cindy		0	0	Yes	No	No	Yes		5-3-2024 04:23 PM (MDT)
Brown	Megan		0	0	Yes	No	No	No		5-30-2024 07:39 AM (MDT)
Lennon	Chrissy		4	2	Yes	Yes	No	No		5-3-2024 04:23 PM (MDT)
Fuller	Anna		5	0	Yes	Yes	No	No		5-3-2024 04:23 PM (MDT)
Hopkin	Angela		0	0	Yes	No	No	Yes		5-29-2024 04:00 PM (MDT)

Miner	Ashley	██████████	2	0	Yes	Yes	No	No	██████████	@ 6-7-2024 11:14 AM (MDT)
Schumacher	Brittany	██████████	1	2	Yes	Yes	No	No	██████████	@ 5-16-2024 04:44 PM (MDT)
Fenton	Cardston	██████████	1	1	Yes	Yes	No	No	██████████	@ 5-16-2024 05:21 PM (MDT)
Taylor	Cedar	██████████	0	3	Yes	Yes	No	No	██████████	h 5-9-2024 06:05 PM (MDT)
Lyman	Chelsea	██████████	3	3	Yes	No	No	No	██████████	5-19-2024 10:59 PM (MDT)
Savage	Christy	██████████	4	2	Yes	Yes	No	No	██████████	5-19-2024 11:02 PM (MDT)
Walker	Debbie	██████████	0	0	Yes	No	No	No	██████████	i 5-20-2024 08:13 AM (MDT)
Crosby	Desirée	██████████	0	0	Yes	No	No	No	██████████	5-16-2024 04:46 PM (MDT)
Burrell	Emily	██████████	0	0	Yes	No	No	No	██████████	5-16-2024 10:01 PM (MDT)
George	Emily	██████████	5	5	Yes	Yes	No	No	██████████	5-16-2024 10:54 PM (MDT)
Olsen	Emily	██████████	0	1	Yes	No	Yes	No	██████████	5-29-2024 02:57 PM (MDT)
Nielson	Erica	██████████	0	0	Yes	No	No	No	██████████	5-9-2024 06:20 PM (MDT)
Stephanie	Ferrell	██████████	0	2	Yes	Yes	No	No	██████████	5-16-2024 04:30 PM (MDT)
Clark	Hannah	██████████	2	2	Yes	Yes	No	No	██████████	5-16-2024 09:33 AM (MDT)
Wagner	Heather	██████████	2	1	Yes	Yes	No	No	██████████	6-8-2024 04:49 PM (MDT)
Robertson	Brooke	██████████	4	3	Yes	No	No	No	██████████	6-8-2024 04:45 PM (MDT)
Davidson	Sara	██████████	1	1	Yes	Yes	No	No	██████████	6-8-2024 04:55 PM (MDT)
Fenwick	Erika	██████████	1	0	Yes	Yes	No	No	██████████	6-8-2024 08:12 PM (MDT)
Leck	Nikki	██████████	3	3	Yes	Yes	No	No	██████████	5-16-2024 12:14 PM (MDT)
Clucas Elsberry	Amy	██████████	1	1	Yes	Yes	No	No	██████████	6-10-2024 02:13 PM (MDT)
Slade	Chelsea	██████████	0	2	Yes	Yes	No	No	██████████	-11-2024 09:51 PM (MDT)

## Call to Action!

Do you love Homeschooling your children?  
Do you wish you had more support to make your  
Homeschooling experience better?  
Do you know others... families, students who feel  
they have no educational options for their children  
except the one-size fits all traditional school system?

[Check out our Website!](#)

[VitalisCharterAcademy.com](https://VitalisCharterAcademy.com)



Innovative, High Quality,  
Whole-Child, Personalized Learning

There are many of us feeling the same way!



Last year there were around 650 reported homeschooled students in Park, Big Horn, Washakie and Hot Springs counties. We have a unique opportunity. On March 23, Gov. Gordon provided a line item in the budget that will allow for one more Charter School in Western Wyoming to be approved in 2024. This makes 4 State Approved Charter Schools in WY and no more until 2028. We want that one Charter School to serve Homeschool students here in the Big Horn Basin. Please check out our video, survey and sign our petition by using this QR code.

**We need your help to make this kind of school a reality!**

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PREPARED FOR:

**Vitalis Charter Academy**

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**TECHNOLOGY SOLUTIONS**

April 16, 2024

A decorative graphic element in the bottom right corner consisting of several overlapping blue geometric shapes, including a large triangle and a square, creating a modern, abstract design.



**Re: CRM**

Dear Lisa,

Thank you for the opportunity to provide a solutions proposal based on our discussion. We'll make the following amendments to our standard proposal:

1. Ontraport CRM payment will be charged to your personal or company card directly, instead of our agency account. Your non-profit, once established, will qualify you for a 50% discount for 12 months, and then 20% after that.
2. R&B will accumulate billable hours that can be paid off at a future date, as soon as funds are available. Our standard 12% annual interest on accounts past 60 days will apply, but the account will not be sent to collections.
3. R&B will add a Donation page in addition to the Petition page with a payments link to send funds to R&B. Any funds received will be applied as a credit to the Vitalis account, less 10% for merchant and accounting fees.

Sincerely,

**Jacob Griscom, CEO**

R&B Communications

530.478.1137 x202

[rb-com.com](http://rb-com.com)

[LinkedIn](#) | [Facebook](#)

## PRODUCTIVITY - INVESTMENT SUMMARY

SOLUTION	WHAT'S INCLUDED	INVESTMENT	INITIAL
ONTRAPORT CRM*	<p>Basic: Email and text message automation, web forms and pages, and a scalable platform for growth</p> <p>Plus: Add payments, memberships, website personalization, advanced CRM, and more</p> <p>Pro: Deep customization, marketing tracking and testing, partner programs, user roles and permission management and more</p> <p>Enterprise: Unlimited everything, Enterprise-grade security and scale</p>	<p>\$29/Month + \$9/User</p> <p>\$99/Month + \$19/User</p> <p>\$149/Month + \$49/User</p> <p>\$299/Month + \$69/User</p>	
*CRM pricing additionally determined by add-ons, number of contacts, users and email/sms volume.			

## HOURLY RATES

SOLUTION	WHAT'S INCLUDED	RATE	INITIAL
BILLABLE HOURS*	All tech support, development, or consulting services outside the scope of identified projects, solution setup fees, or monthly subscription services.	\$150/HOUR	
*Rate is reduced to \$120/hour for customers with ANY active subscription service.			

# TECHNOLOGY SOLUTIONS AGREEMENT

This Technology Solutions Agreement (TSA) is entered into between Vitalis Charter Academy (“Client”) and R&B Communications, Inc. (“R&B”) effective as of 4/16/24 under the following circumstances:

- A. R&B has previously provided Client with a Technology Playbook describing the technology solutions available from R&B; and
- B. The parties wish to enter into this TSA providing for the ongoing support of Client’s business technology by R&B.

Now therefore, it is agreed:

1. The Proposal describes the various technology solutions (“Solutions”) available to Client. Client has checked the box and initialed the Solutions to be provided by R&B. A description of each Solution has been provided to Client and written descriptions of each Solution are available on the R&B website. By selecting a Solution, Client represents that it fully understands the Solution to be provided and has had all of its questions and concerns resolved to its satisfaction.
2. The “Investment” column of the Proposal shows the cost of each Solution selected by Client. Solutions which indicate a monthly cost will be billed to Client each month and may be canceled by Client on written notice to R&B. Solutions indicating a flat fee investment, even though such Solutions may be billed on a monthly payment plan (e.g., Professional Website Tier 1 or 2), are not cancellable.
3. Client will pay R&B charges monthly within 30 days of invoice receipt. Payment can be made by ACH, check, or credit card (a 3.5% fee will automatically be applied to credit card payments). Service charges begin at the solution kickoff meeting.
4. All services requested by Client which are not included in the coverages set out in this TSA are billed as “Billable Hours” or “Projects”, and will be quoted and billed as separate charges at R&B’s hourly rate plus materials or additional expenses. Billable hourly rate is reduced for clients with active subscriptions.
5. R&B will maintain Errors and Omissions insurance in the amount of \$2MM to cover applicable claims.

6. Miscellaneous Provisions:

- a. LIMITED WARRANTY: R&B warrants that all work performed pursuant to this TSA will be done with good workmanship and to the best of R&B's ability. EXCEPT FOR THE EXPRESS WARRANTY CONTAINED IN THIS SECTION, (A) NEITHER R&B, NOR ANY PERSON ACTING ON R&B'S BEHALF, MAKES ANY EXPRESS OR IMPLIED REPRESENTATION OR WARRANTY, EITHER ORAL OR WRITTEN, WHETHER ARISING BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE, TRADE, OR OTHERWISE, ALL OF WHICH ARE EXPRESSLY DISCLAIMED, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR PARTICULAR PURPOSE AND (B) CLIENT ACKNOWLEDGES THAT IT HAS NOT RELIED UPON ANY REPRESENTATION OR WARRANTY MADE BY R&B, OR ANY OTHER PERSON ON SUCH PARTY'S BEHALF, EXCEPT AS SPECIFICALLY PROVIDED IN THIS SECTION.
- b. AMENDMENTS AND MODIFICATIONS: No amendments to, modifications of, or termination of, this TSA shall be valid or binding unless made in writing and signed by both Client and an officer of R&B. Client hereby acknowledges that salespersons affiliated with R&B are not authorized to make or approve any additions to, deletions from, or alterations of the printed provisions of this TSA, nor are they authorized to terminate this TSA.
- c. SEVERABILITY. If any court of competent jurisdiction finds any provision of this TSA to be invalid or unenforceable, such provision shall be interpreted to the maximum extent to which it is valid and enforceable, as determined by such court in such action, and the remaining provisions of this TSA shall, nevertheless, continue in full force and effect without being impaired or invalidated in any way.
- d. INDEPENDENT CONTRACTORS. The parties are independent contractors, and no general agency, partnership, joint venture, or employee-employer relationship is intended or created by this TSA. Neither party shall have the power to obligate or bind the other party.
- e. NOTICE. Except where provided otherwise, notices under this DMA shall be in writing and shall be deemed to have been fully given and received when delivered by e-mail, facsimile, or by hand, sent by nationally recognized overnight courier, or sent by registered or certified mail, return receipt requested, postage prepaid, and properly addressed to the respective party at the following addresses:

If to Client:

Vitalis Charter Academy  
99 Sage Dr., Cody, WY 82414

Attn: Lisa Oilar

If to R&B:  
R&B Communications, Inc.  
520 S Auburn St., Grass Valley, CA 95945

- f. WAIVERS. A waiver of any right under any provision of this TSA by either party shall be valid only if such waiver is in writing and signed by the party to be charged. No waiver of any right under any provision of this TSA on any occasion shall be a waiver of any other right or under any other provision or on any other occasion.
- g. ENTIRE TSA. This TSA, together with all related exhibits, schedules, and attachments hereto, and other related documents executed by the parties, constitutes the entire understanding and TSA between the parties and supersedes any and all prior or contemporaneous oral or written communications with respect hereto. Neither party is relying on any warranties, representations, assurances, or inducements not expressly set forth in this TSA.
- h. LAW AND VENUE: This TSA shall be governed by and construed under California law, and any action or arbitration arising from or relating to this TSA shall be commenced only in Nevada County, California, without regard to any conflict of laws principles. Client submits to the jurisdiction of the State of California for all such purposes.
- i. ARBITRATION OF DISPUTES: Any dispute or claim arising from or related to this TSA or the Services to be provided hereunder shall be submitted to binding arbitration under the auspices and according to the rules of the American Arbitration Association (“AAA”). The parties acknowledge that they are thereby giving up all right to trial by jury. The Parties shall each bear their own attorney fees and costs of arbitration. The arbitration shall be conducted in Nevada County, California, or if the arbitrator selected is unable to conduct the proceedings in such county, then in the California county closest to Nevada County in which the arbitrator is able conduct the proceeding. Any arbitration award shall be enforceable in Nevada County Superior Court or in United States District Court located in Sacramento California, as appropriate.

- j. LIMITATION OF LIABILITY: In no event whatsoever shall R&B incur any liability to Client or any third party, for any general, special, indirect, incidental or consequential damages (including, without limitation, damages for loss of business, loss of profits, business interruption, or lost or damaged data) arising out of or connected in any way with this TSA. The total liability of R&B under any circumstances shall not exceed the total charges paid by Client to R&B during the 12 months immediately preceding the event giving rise to liability.
- k. INTEREST ON UNPAID INVOICES. Unpaid invoices beyond 60 days shall bear interest at the rate of 12% per annum or the maximum rate allowed by California law.

## SIGN OFF

### Vitalis Charter Academy

\_\_\_\_\_  
Contact Name

\_\_\_\_\_  
Contact Title

\_\_\_\_\_  
Contact Signature

\_\_\_\_\_  
Signature Date

### R&B Communications, Inc.

Jacob Griscom  
Officer Name

CEO  
Officer Title

Jacob Griscom  
Officer Signature

4/19/24  
Signature Date

# Vitalis Charter Academy Charter School

## Recommended Curriculum for Grades K-8

Vitalis Charter Academy is founded on the model of the *educational team, a partnership between the student, parent/guardian (as the day-to-day teacher), and the VCA Mentor/Teacher.* Together this team selects the materials and methods that best fit the student’s needs and supports their completion of the state standards. After discussing the child's previous learning environment and experiences, current performance levels in the core academic subjects, preferred learning formats and styles as well as their interests, the mentor teacher will help design a learning plan which will include text and online materials as well as possible learning center or vendor classes and community activities.

VCA allows for tremendous flexibility in the curricular materials and instructional methods used to reach the standards. *(One notable exception: As a public program, sectarian or religious materials are never allowed.)* For some parents, this is very exciting because it means that they can design lessons and unit plans specific to the interests and needs of their child. For other parents, however, this is overwhelming and does not give them enough direction on where to start. Therefore, this document has been created to present parents with some of the most commonly-used curricula for each core academic subject and grade-level band.

Resources that are online only have been noted with (O); in some cases, publishers offer print and online versions of the same content or they may combine both elements. Also indicated is when an item is primarily a hands-on activity or lab kit (Kit). Finally, if there are multiple versions or editions of a curriculum, then it is recommended to use the Common Core edition.

ENGLISH LANGUAGE ARTS			
Topic or Domain	K-3	4-6	7-8
<b>Phonics</b>	<a href="#">All About Reading</a> <a href="#">Explode the Code</a> <a href="#">Freckle ELA (O)</a> <a href="#">Journeys Reading Program</a> <a href="#">Logic of English: Foundations</a> <a href="#">Phonics For Reading</a> <a href="#">Intervention</a> <a href="#">Ordinary Parent's Guide to Teaching Reading</a> <a href="#">Reading A-Z (O)</a> <a href="#">Sing, Spell, Read &amp; Write</a> <a href="#">Lexia Core Learning</a>		
<b>Reading &amp; Reading Comprehension</b>	<a href="#">Daybooks of Critical Reading and Writing (Grades 2+)</a>	<a href="#">Daybooks of Critical Reading and Writing</a>	<a href="#">Collections (Grades 6+)</a> <a href="#">Daybooks of Critical Reading</a>

	<a href="#">Evan-Moor Journeys Reading Program myON (O)</a> <a href="#">Progress English Language Arts (Common Core)</a> <a href="#">SRA Open Court Reading</a>	<a href="#">Evan-Moor Journeys Reading Program Logic of English: Essentials myON (O)</a> <a href="#">Progress English Language Arts (Common Core)</a> <a href="#">Teacher Created Materials</a>	<a href="#">and Writing Evan-Moor Journeys Reading Program myON (O)</a> <a href="#">Progress English Language Arts (Common Core)</a> <a href="#">Teacher Created Materials</a>
<b>Literature Studies</b>	<a href="#">Blackbird and Company Brave Writer</a> <a href="#">Evan-Moor Memoria Press Literature &amp; Poetry (Charter Site)</a> <a href="#">Moving Beyond the Page Oak Meadow</a> <a href="#">Teacher Created Materials</a>	<a href="#">Blackbird and Company Brave Writer</a> <a href="#">Memoria Press Literature &amp; Poetry (Charter Site)</a> <a href="#">Michael Clay Thompson Moving Beyond the Page Oak Meadow</a> <a href="#">Teacher Created Materials</a>	<a href="#">Blackbird and Company Brave Writer</a> <a href="#">Glencoe Literature Library Memoria Press Literature &amp; Poetry (Charter Site)</a> <a href="#">Michael Clay Thompson Moving Beyond the Page Oak Meadow</a> <a href="#">Teacher Created Materials</a>
<b>Spelling</b>	<a href="#">All About Spelling</a> <a href="#">Logic of English: Foundations</a> <a href="#">Sing, Spell, Read &amp; Write</a> <a href="#">Spelling Connections</a> <a href="#">Spelling Workout</a> <a href="#">Sitton Spelling</a>	<a href="#">All About Spelling</a> <a href="#">Logic of English: Essentials</a> <a href="#">Spelling Connections</a> <a href="#">Spellwell!</a> <a href="#">Sitton Spelling</a>	<a href="#">Soaring With Spelling</a> <a href="#">Spelling Connections</a>
<b>Vocabulary</b>	<a href="#">Logic of English: Foundations</a> <a href="#">Word Roots</a> <a href="#">Wordly Wise 3000</a>	<a href="#">English From the Roots Up</a> <a href="#">Logic of English: Essentials</a> <a href="#">Vocabu-Lit</a> <a href="#">Vocabulary from Classical Roots</a> <a href="#">Word Roots</a> <a href="#">Wordly Wise 3000</a>	<a href="#">Vocabu-Lit</a> <a href="#">Vocabulary from Classical Roots</a> <a href="#">Word Roots</a> <a href="#">Wordly Wise 3000</a>
<b>Grammar</b>	<a href="#">Easy Grammar</a> <a href="#">Grammar for the Well-Trained Mind</a> <a href="#">Logic of English: Foundations</a>	<a href="#">Analytical Grammar</a> <a href="#">Easy Grammar</a> <a href="#">Fix it! Grammar by IEW</a> <a href="#">Grammar for the Well-Trained Mind</a> <a href="#">Logic of English: Essentials</a> <a href="#">Michael Clay Thompson</a>	<a href="#">Analytical Grammar</a> <a href="#">Easy Grammar</a> <a href="#">Fix it! Grammar by IEW</a> <a href="#">Grammar for the Well-Trained Mind</a> <a href="#">Michael Clay Thompson</a>
<b>Writing</b>	<a href="#">Brave Writer</a> <a href="#">Evan-Moor Daily 6-Trait Writing</a> <a href="#">Four Square Writing</a> <a href="#">Institute for Excellence in</a>	<a href="#">Brave Writer</a> <a href="#">Evan-Moor Daily 6-Trait Writing</a> <a href="#">Four Square Writing</a> <a href="#">Institute for Excellence in</a>	<a href="#">Brave Writer</a> <a href="#">Four Square Writing</a> <a href="#">Institute for Excellence in Writing</a> <a href="#">Michael Clay Thompson</a>



	<a href="#">Writing</a> <a href="#">Time4Writing</a> (O)	<a href="#">Writing</a> <a href="#">Michael Clay Thompson</a> <a href="#">Time4Writing</a> (O)	<a href="#">Time4Writing</a> (O)
<b>Printing &amp; Handwriting</b>	<a href="#">Handwriting Without Tears</a> <a href="#">Rhythm of Handwriting</a> <a href="#">Zaner-Bloser Handwriting</a>	<a href="#">Handwriting Without Tears</a> <a href="#">Rhythm of Handwriting</a> <a href="#">Zaner-Bloser Handwriting</a>	
<b>Supplemental</b>	<a href="#">IXL: Language Arts</a> (O)	<a href="#">IXL: Language Arts</a> (O)	<a href="#">IXL: Language Arts</a> (O)

<b>MATHEMATICS</b>			
<b>Topic or Domain</b>	<b>K-3</b>	<b>4-6</b>	<b>7-8</b>
<b>Primary Curriculum</b>	<a href="#">Beast Academy</a> <a href="#">Big Ideas Math</a> <a href="#">enVisionmath K-5</a> <a href="#">GO Math!</a> <a href="#">Math in Focus</a> <a href="#">Math-U-See</a> <a href="#">Progress in Mathematics</a> <a href="#">Singapore Math</a>	<a href="#">Beast Academy</a> <a href="#">Big Ideas Math</a> <a href="#">enVisionmath K-5</a> <a href="#">enVisionmath (6-8)</a> <a href="#">GO Math!</a> <a href="#">Math in Focus</a> <a href="#">Math-U-See</a> <a href="#">Progress in Mathematics</a> <a href="#">Singapore Math</a>	<a href="#">Big Ideas Math</a> <a href="#">enVisionmath (6-8)</a> <a href="#">Math in Focus</a> <a href="#">Singapore Math</a>
<b>Supplemental</b>	<a href="#">Mangahigh: Math Games</a> (O) <a href="#">IXL: Math</a> (O) <a href="#">Khan Academy</a> (O) <a href="#">Math in a Nutshell</a> (Kit)	<a href="#">Mangahigh: Math Games</a> (O) <a href="#">IXL: Math</a> (O) <a href="#">Khan Academy</a> (O) <a href="#">Math in a Nutshell</a> (Kit)	<a href="#">Mangahigh: Math Games</a> (O) <a href="#">IXL: Math</a> (O) <a href="#">Khan Academy</a> (O)

<b>HISTORY, GEOGRAPHY, SOCIAL STUDIES</b>		
<b>K-3</b>	<b>4-6</b>	<b>7-8</b>
<a href="#">Evan-Moor</a> <a href="#">History Odyssey</a> <a href="#">Impact: Social Studies</a> <a href="#">Moving Beyond the Page</a> <a href="#">myWorld Interactive Social Studies</a> <a href="#">Oak Meadow</a> <a href="#">Studies Weekly Social Studies</a> <a href="#">The Story of the World</a>	<a href="#">Discovering Our Past</a> (Grades 6-8) <a href="#">Evan-Moor</a> <a href="#">Harcourt Horizons</a> <a href="#">History Odyssey</a> <a href="#">History of US</a> <a href="#">Impact: Social Studies</a> <a href="#">Moving Beyond the Page</a> <a href="#">myWorld Interactive Social Studies</a> <a href="#">Oak Meadow</a> <a href="#">Studies Weekly Social Studies</a>	<a href="#">Discovering Our Past</a> (Grades 6-8) <a href="#">Harcourt Horizons</a> <a href="#">History Odyssey</a> <a href="#">History of US</a> <a href="#">History Unfolding</a> (Grades 7-12) <a href="#">Secondary Social Studies</a> <a href="#">Moving Beyond the Page</a> <a href="#">myWorld Interactive Social Studies</a> <a href="#">Oak Meadow</a> <a href="#">Studies Weekly Social Studies</a>

<p><b>Supplemental:</b>  <a href="#">BrainPOP</a> (O)  <a href="#">IXL: Social Studies</a> (O)</p>	<p><a href="#">The Story of the World</a></p> <p><b>Supplemental:</b>  <a href="#">BrainPOP</a> (O)  <a href="#">IXL: Social Studies</a> (O)</p>	<p><a href="#">The Story of the World</a></p> <p><b>Supplemental:</b>  <a href="#">BrainPOP</a> (O)  <a href="#">IXL: Social Studies</a> (O)</p>
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SCIENCE		
K-3	4-6	7-8
<p><a href="#">Evan-Moor</a>  <a href="#">Interactive Science K-8</a>  <a href="#">LHS GEMS</a>  <a href="#">Moving Beyond the Page</a>  <a href="#">Oak Meadow</a>  <a href="#">Real-Science-4-Kids</a>  <a href="#">REAL Science Odyssey</a>  <a href="#">ScienceFusion</a>  <a href="#">Science in a Nutshell</a> (Kit)  <a href="#">Science (Studies Weekly)</a></p> <p><b>Supplemental:</b>  <a href="#">BrainPOP</a> (O)  <a href="#">IXL: Science</a> (O)  <a href="#">KiwiCo</a> (Kit)  <a href="#">Generation Genius</a> (O) we have a site-wide license- ask your IST for log-in</p>	<p><a href="#">Evan Moor</a>  <a href="#">Interactive Science K-5</a>  <a href="#">Interactive Science 6-8</a>  <a href="#">LHS GEMS</a>  <a href="#">Moving Beyond the Page</a>  <a href="#">Oak Meadow</a>  <a href="#">Real Science-4-Kids</a>  <a href="#">REAL Science Odyssey</a>  <a href="#">Science: A Closer Look</a>  <a href="#">ScienceFusion</a>  <a href="#">Science in a Nutshell</a> (Kit)  <a href="#">Science (Studies Weekly)</a></p> <p><b>Supplemental:</b>  <a href="#">BrainPOP</a> (O)  <a href="#">IXL: Science</a> (O)  <a href="#">KiwiCo</a> (Kit)  <a href="#">Generation Genius</a> (O) we have a site-wide license- ask your IST for log-in</p>	<p><a href="#">CPO Science</a>  <a href="#">Interactive Science 6-8</a>  <a href="#">Moving Beyond the Page</a>  <a href="#">Real Science-4-Kids</a>  <a href="#">REAL Science Odyssey</a>  <a href="#">ScienceFusion</a>  <a href="#">Science in a Nutshell</a> (Kit)</p> <p><b>Supplemental:</b>  <a href="#">BrainPOP</a> (O)  <a href="#">IXL: Science</a> (O)  <a href="#">KiwiCo</a> (Kit)</p>



# RELIGIOUS WAIVER REQUEST

Wyoming Department of Health, Immunization Unit

Attn: Waivers, 122 West 25<sup>th</sup> Street, 3<sup>rd</sup> Floor West, Cheyenne, WY 82002

Phone: 307-777-7952 • Fax: 307-777-7996 • Email: [wdh.immrecords@wyo.gov](mailto:wdh.immrecords@wyo.gov)



Wyo. Stat. Ann. §§ 21-4-309 and 14-4-116 allow for waivers to the mandatory immunizations required to attend child caring facilities and schools (K-12) based on religious belief or medical contraindication.

**Submit requests to the State Health Officer using the information above or to a County Health Officer.**

Child's Information		Parent/Guardian Information	
First Name:	Middle Initial:	First Name:	
Last Name:		Last Name:	
Birthdate: _____/_____/_____		Mailing Address:	
Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other		City, State, Zip:	
<input type="checkbox"/> Emancipated minor or over 18 years of age.		Phone:	

If applicable, name of school (K-12): \_\_\_\_\_

\*Waivers are transferrable to any Wyoming school.

**Requested Immunizations: Check the box next to each vaccine you are requesting to be waived.**

<input type="checkbox"/>	<b>Diphtheria, Tetanus and Pertussis (DTaP/Tdap)</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of <b>diphtheria</b> include heart failure, paralysis, breathing problems, coma, and death.</li> <li>Symptoms and effects of <b>tetanus</b> include: “locking” of the jaw, difficulty swallowing and breathing, seizures (jerking and staring), painful tightening of muscles in the head and neck, and death.</li> <li>Symptoms and effects of <b>pertussis</b> include: severe coughing fits that can cause vomiting and exhaustion, pneumonia (lung infection), seizures, brain damage, and death.</li> </ul>
<input type="checkbox"/>	<b>Haemophilus Influenzae type b (Hib)</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of this disease include <b>meningitis</b> (infection of the brain and spinal cord covering), pneumonia, severe swelling in the throat, infections of the blood, joints, bones, and heart, and death.</li> </ul>
<input type="checkbox"/>	<b>Hepatitis B (HepB)</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of <b>hepatitis b</b> include jaundice (yellow skin or eyes), life-long liver problems, such as scarring and liver cancer, and death.</li> </ul>
<input type="checkbox"/>	<b>Polio (IPV)</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of <b>polio</b> include paralysis, meningitis, permanent disability, and death.</li> </ul>
<input type="checkbox"/>	<b>Rotavirus</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of <b>rotavirus</b> include watery diarrhea, vomiting, fever, stomach pain, and severe dehydration.</li> </ul>
<input type="checkbox"/>	<b>Measles, Mumps and Rubella (MMR)</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of <b>measles</b> include pneumonia, seizures, brain damage, and death.</li> <li>Symptoms and effects of <b>mumps</b> include meningitis, sterility, deafness, and death.</li> <li>Symptoms and effects of <b>rubella</b> include rash, arthritis, and muscle or joint pain. If pregnant, this disease can cause severe birth defects or miscarriage.</li> </ul>
<input type="checkbox"/>	<b>Pneumococcal (PCV-13)</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of <b>pneumonia</b> include fever, chills, cough, difficulty breathing, and chest pain.</li> <li>Symptoms and effects of <b>meningitis</b> include stiff neck, fever, headache, light sensitivity, and confusion.</li> <li>Symptoms and effects of <b>bacteremia</b> (blood infection) including fever, chills, and low alertness.</li> <li>Symptoms and effects of <b>sepsis</b> include tissue damage, organ failure and death.</li> </ul> <p>Each of these conditions may result in death.</p>
<input type="checkbox"/>	<b>Varicella (VAR) “chickenpox”</b>
	<ul style="list-style-type: none"> <li>Symptoms and effects of this disease include severe skin infections, pneumonia, brain damage, and death.</li> </ul>

Client Name: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Parent/Guardian Declaration**

I certify that I have a religious objection to the immunization(s) indicated on this form and therefore am requesting a waiver to the mandatory immunizations for myself or my child to attend a Wyoming preschool, child caring facility or school (K-12).

I understand that:

- If this request is approved, it is my responsibility to provide a copy of the approved waiver to the child caring facility, head start, preschool or school.
- My child will not be allowed to attend a child caring facility, head start, preschool or school (K-12) during a vaccine-preventable disease outbreak when declared by the State Health Officer or a County Health Officer.
- I understand the risks and possible outcomes of my decision to exempt my child from the mandatory immunizations, which may include serious illness, disability or death.

The information I have provided on this form is complete and accurate. I acknowledge that I have read this document in its entirety and fully understand it.

\_\_\_\_\_  
**Signature of Parent/Guardian or Emancipated Client**

\_\_\_\_\_  
**Date**

**How would you like the waiver determination returned to you?**

Mail     Pick Up     Email: \_\_\_\_\_

**Parent/Guardian Agreement to Release Waiver Determination to a SCHOOL**

If you wish to have the waiver determination sent to a Wyoming school (K-12), please complete the information below.

**Name of School:** \_\_\_\_\_ **Attn:** \_\_\_\_\_

**Fax Number:** \_\_\_\_\_ **or Email:** \_\_\_\_\_

To have a copy of this waiver determination sent to individuals or organizations other than a Wyoming school (K-12), please complete a WDH Authorization to Release Health Records form located at <https://health.wyo.gov/admin/privacy/>.

**Waiver Determination**

*State Health Officer or County Health Officer Use Only*

Not Approved\*     Unable to Process\*

Approved for: \_\_\_\_\_

\_\_\_\_\_  
**Signature of State or County Health Officer**

\_\_\_\_\_  
**Date**

\* Reference included letter for more information.

## Terminology

The following is a list of commonly used terms:

Assigned Teacher/Mentor- A students' teacher of record, who holds a Wyoming teaching credential and supports students in reaching their educational goals.

Academic Advisor- Secondary education staff/credentialed teacher in specific subject areas who work with students in grades 7-12 and their families to support them in reaching their educational goals.

Special Education Teacher- A teacher who holds a Wyoming Special Education credential and serves students in grades K-12 who have an IEP and qualify for Special Education services.

Lead Teacher/Trainer- An experienced mentor who will be paired with a new mentor to provide guidance, support, and feedback throughout the school year.

Education Team- Typically consists of student, parent, and mentor. Other supportive staff may be included depending on students' personalized learning needs.

Instructional Funds (IFs)/Educational Materials Resources (EMR) - The funds that each student is allotted for his/her educational needs. Materials purchased with IFs are property of VCA. Instructional fund allocations are prorated based on the date of enrollment.

Community Partners Program/Vendor Course Instructors (VCI)- A voluntary program of the school, that allows approved community business owners/independent contractors, to provide private (ex. music lessons) or group instruction in elective, enrichment, or academic subjects (ex. visual and performing arts, robotics, tutoring, computers/programming, agriculture, business, etc.)

Academic Growth Plan/Personalized Learning Plan (PLP)- Similar to an IEP for special education students, a PLP is a learning plan, for all students, that takes into account a student's academic strengths, weaknesses, interests and goals to create an educational plan specific to the students learning needs.

Learning Period (LP)- Instructional days between learning period meeting/the assignment to be no more than 20 school days.

Learning Period Meeting (LPM)- An assigned meeting in which the student and parent meet with their Teacher of Record/Mentor to review the student's complete body of work/learning that took place for that period, assign work for future learning periods, assess student progress, complete attendance, and offer support to parent and student.

Learning Records- The creation of a report by a student's Teacher of Record/Mentor, for each student, that documents work completed and the result of attendance.

Master Agreement (MA) - This is an agreement between the school, the mentor and/or academic advisor, the student, and the parent. It outlines the available coursework, methods of study, available resources, methods of evaluation, required school meetings, and board policies.

Acknowledgement of Responsibilities (AoR) - This is the acknowledgment of each party's responsibilities including the school, the mentor and/or academic advisor, the student, and the parent. It outlines the educational responsibilities of the school, the mentor and/or academic advisor, the student and the parent.

Leadership Team- The Executive Director and mentor teachers who collaborate to develop and implement school-wide initiatives to improve the school.

Parent Advisory Council- An Advisory Council to the Governing Board representing all primary educational partners with the charter, including parents and students. This council provides parents and students the opportunity to be involved in the governance of the school.

Average Daily Membership (ADM)- The calculation the Wyoming Department of Education uses to count students' school attendance for funding purposes.

Student Information System (SIS)- is a web-based software, schools use to store and organize data about students.

## Waiver Request Statement

**Vitalis Charter Academy charter school guarantees that it will comply with the Wyoming constitution and all current state and federal laws, rules and regulations applicable to the charter school or will seek a waiver from the State Governing Board of Education. W.S.21-3-304(g).**

After reviewing the specific assurances (written in blue) throughout this application, list any waiver requests to be made to the State Board of Education.

If deemed necessary, a waiver may be sought as to Assurance #30, which states as follows: "The proposed charter school guarantees the school will meet the minimum hours of pupil-teacher contact time (W.S. 21-2-304(b)(viii) and 21-4-301)."

It is Vitalis Charter Academy's position that no such waiver is necessary as relevant regulation defines "Pupil-Teacher Contact Time" to include "online learning management system or platform logged activity, submissions, or tracking" (206-22 Wyo. Code R. § 22-2) and Vitalis Charter Academy will accomplish this through attendance logs and detailed learning records.

However, if the Wyoming Charter School Authorizing Board interprets applicable statute and regulation to nonetheless require a waiver, Vitalis Charter Academy is willing and ready to seek and obtain a waiver.

**Note: A 2011 Wyoming Attorney General Opinion said “The Wyoming Teacher Employment Law (W.S. 21-7-101 et. seq.) does not apply to teachers In charter schools. Accordingly, the State Board has no need or opportunity to waive it.” The teacher employment law is not included in this charter school application.**

*Vitalis Charter Academy hereafter referred to as the “Charter School” or “VCA.”*

*Wyoming Credential Teachers hereafter referred to as “Teacher” or “Mentors.”*

*Wyoming Charter School Authorizing Board hereafter referred to as “WCSAB.”*

**Vitalis Charter Academy**  
**Certificated Salary Schedule 2025-2026**

Mentor Teacher			Mentor Teacher w/ Live Classes		
Step (YOS)	Annual Base FTE Pay Rate	Rounded Pay Rate (per Student)	Step (YOS)	Annual Base FTE Pay Rate	Rounded Pay Rate (per Student)
1	\$55,000	\$2200	1	\$55,000	\$2200
2	\$56,000	\$2240	2	\$56,000	\$2240
3	\$57,000	\$2280	3	\$57,000	\$2280
4	\$58,000	\$2320	4	\$58,000	\$2320
5	\$59,000	\$2360	5	\$59,000	\$2360
6	\$60,000	\$2400	6	\$60,000	\$2400
7	\$61,000	\$2440	7	\$61,000	\$2440
8	\$62,000	\$2480	8	\$62,000	\$2480
9	\$63,000	\$2520	9	\$63,000	\$2520
10	\$64,000	\$2560	10	\$64,000	\$2560
11	\$65,000	\$2600	11	\$65,000	\$2600
12	\$66,000	\$2640	12	\$66,000	\$2640
13	\$67,000	\$2680	13	\$67,000	\$2680
14	\$68,000	\$2720	14	\$68,000	\$2720
15	\$69,000	\$2760	15	\$69,000	\$2760
25 Students= 1.0 FTE			20 Students + 3 hrs/wk Live Classes		

\*Step Advance Capped at 5 years

Pay Rate Schedule Notes	Mentor Allowances						
<ul style="list-style-type: none"> <li>-Annual work calendar consists of 185 workdays with 175 school days</li> <li>-First year Mentors attend 5 days of orientation in addition to regular staff development</li> <li>-Daily per student pay rates are determined by dividing the annual per student rate by total annual school days (175)</li> <li>-Mentors are paid on a “per student” or “annual” employment agreement. See employee Handbook</li> <li>-FT annual salary is identified above. VCA does not guarantee a Mentor will reach, or remain at, full time status if placed on a “per student” employee agreement.</li> <li>-Fewer than 1.0 FTE will impact WRS credit, salary, and health benefits.</li> <li>-FT Mentors earn 10 sick leave days per school year</li> <li>-FT Mentors do not receive vacation or holiday pay</li> <li>-Initial salary placement is at the Executive Director’s discretion</li> </ul>	<ul style="list-style-type: none"> <li>-Master’s Stipend \$1,500/yr</li> <li>-Training Teacher/Staff \$500/semester</li> <li>-Supplies for 15 or more students \$250/ semester</li> <li>-Technology for 15 or more students \$500/semester</li> <li>-Credentialed Teacher on Leadership Team \$80/meeting</li> <li>-Allowances Earned 10 months (August-May) 50% paid once per semester (September and January)</li> </ul>						
	<p><b>Health Benefit Eligibility at 1.0 FTE Annual Caps</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Employee</td> <td style="text-align: right;">\$8000</td> </tr> <tr> <td>Employee + 1</td> <td style="text-align: right;">\$8750</td> </tr> <tr> <td>Employee + Family</td> <td style="text-align: right;">\$10,000</td> </tr> </table> <ul style="list-style-type: none"> <li>-Anything above the Cap is an employee out-of-pocket expense</li> <li>-Dental &amp; Vision are voluntary and are not covered under the Cap</li> </ul>	Employee	\$8000	Employee + 1	\$8750	Employee + Family	\$10,000
Employee	\$8000						
Employee + 1	\$8750						
Employee + Family	\$10,000						

**Recommend salary schedule be reviewed every 2-3 years for market comparison and budget sustainability**

Last reviewed March 2024



Vitalis Charter Academy  
Certificated Salary Schedule 2025-2026

Draft

## Instructional Funds Policy Vitalis Charter Academy

### **Policy:**

Students enrolled at Vitalis Charter Academy will be given a student budget, Instructional Funds (IF), that can cover a wide variety of resources needed to accomplish the students annual Personalized Learning Plan (PLP).

### **Procedure:**

#### Amount of Student Budgets

Depending on the approved academic plan, students enrolled full time by October 1st may receive a student allocation base on these grade levels:

K-6 = \$2500  
7-8 = \$3000  
9-12 = \$4000

IF's are intended to supplement one year of a student's education. The annual deadline to purchase all that is needed for the school year is March 1.

The amount of annual student funding will be determined each spring for the upcoming school year based on the schools annual budget. Student funding is subject to change from year to year. The state of WY funds Vitalis Charter Academy based on average daily student attendance (ADM). Instructional funding may be prorated for late enrollment.

#### Use of Student Instructional Funds

Student IF may be used to support the educational goals listed on the student's semester learning plan, and it is the responsibility of the Mentor Teacher to correctly and efficiently manage funds to meet the educational needs of each student. The primary use of student funds is to acquire core curricula; the following are materials and services that can be funded using student funds:

Expenditures must reflect what is on the student's PLP:

1. At the beginning of each school year, a Personalized Learning Plan (PLP) must be developed for each subject before allotment funds can be accessed. The PLP outlines goals and objectives and lists instructional materials and methods to be used throughout the school year for each student. Course materials will be

reviewed by the Mentor for alignment to state standards and compliant with regulations.

2. Discuss purchases with students Mentor to assure they are fundable by the Charter School. VCA is required by state regulation to have final approval in the spending of funds.
3. All non-consumable items purchased with VCA funds remain the property of Vitalis Charter Academy and must be returned to the school when no longer being used by the student. Mentors will track the items that students have on loan and retain copies of the Educational Materials Agreements printed from the school's online ordering system.
4. Parents will be responsible to pay for materials lost, stolen, damaged, or not returned to the school.

#### Allowable Expenditures:

1. Books (textbooks, workbooks, novels, audio or e-books) and Curriculum Packages (Book Shark, Math-U-See, Timberdoodle). Traditional curricula and learning materials from approved vendors
2. School supplies (paper, pencils, notebooks).
3. Instructional Services (academic courses, tutoring, music, fine arts and PE instruction). Local support classes taught by VCA staff members and approved VCI's.
4. Entrance fee to a facility / field trips when listed as a part of the personalized learning plan.
5. Computer software and online curricula
6. Field trips, workshops, or other special events authorized and coordinated by the school staff.

**Expenditure Limitations:** The student fund account may not be used to pay for any item considered excessive by the administrator or excluded below:

1. Services with fees that exceed the basic requirement to adequately learn or assess knowledge in the subject area.
2. Religious, partisan, sectarian, or denominational textbooks or other curriculum materials. VCA welcomes faith-based homeschool families. Although faith-based curriculum cannot be purchased using Frontier funds, nothing prevents a parent from teaching their own child using materials of the parent/guardian's choice, if the materials were not purchased with money provided by Frontier Charter School.
3. Student Funds may not be used by the school or the parent to supplant obligations for IEP services.
4. Payment for services provided to a student by a family member.

5. Basic dictionaries or reference materials
6. Any order under \$25
7. Multi-year curricula or anticipated learning materials or courses (e.g., post-secondary needs)

### Process for Using Student Funds

Teachers make requests for EMR (Educational Materials Requests) and VCI (Vendor Course Instructors) services using the online OPS software. Each request is made for, and tracked, per individual student. Once the order request is created, the Director or designee, reviews the request to be sure that the item(s) or service(s) are appropriate (see guidelines above) and that the student remains within budget total. After the Director or designee approves the order, it goes to the business office to be submitted to the vendor using the school's purchase order system. In addition to requests for materials or services from outside vendors, student budgets may also be charged "activity fees" for any payments that are pro-rated per student, such as field trips and on-line curricula, or for class fees.

### Appeals

If a family feels that its request was unfairly denied by either the Mentor or Director designee, it can be appealed to the Director to reconsider the request. Appeals past the Director should follow the complaint procedure. (See Board Policy.)

### "Wish Lists"

As a non-classroom-based charter school there are limitations to the amount of funds that can carry from one school year to the next due to the regulations. As such, if there are surplus funds at the end of the school year, it may be possible to distribute these funds to student budgets in the form of "wish lists" for the coming school year.

## United States Constitution Assessment

### Part I: Multiple Choice

Which of the following is known as the "supreme law of the land" in the United States?

- a) The Declaration of Independence
- b) The Bill of Rights
- c) The Articles of Confederation
- d) The United States Constitution

How many amendments are there in the Bill of Rights?

- a) 10
- b) 12
- c) 15
- d) 20

The Preamble to the United States Constitution begins with which phrase?

- a) "We the People of the United States..."
- b) "In order to form a more perfect Union..."
- c) "We hold these truths to be self-evident..."
- d) "Congress shall make no law..."

Which branch of government is responsible for interpreting the laws and ensuring they are constitutional?

- a) Executive
- b) Legislative
- c) Judicial
- d) None of the above

How many articles are there in the United States Constitution?

- a) 7
- b) 10
- c) 13
- d) 15

Part II: Short Answer

Explain the concept of checks and balances as outlined in the United States Constitution.

Describe the process for amending the United States Constitution.

Identify and describe the powers granted to Congress in Article I of the Constitution.

Discuss the significance of the Bill of Rights in protecting individual liberties.

Explain the process for ratifying the United States Constitution.

### Part III: Essay

Choose one of the following amendments to the United States Constitution:

- Amendment 1: Freedom of speech, religion, and the press
- Amendment 4: Protection against unreasonable searches and seizures
- Amendment 14: Equal protection under the law

Analyze the significance of the chosen amendment, its historical context, and its impact on American society.



# 2025-2026 Vitalis Charter Academy Schedule

*Click the tabs at the bottom to view each schedule*

## ELEMENTARY SCHOOL K-5th GRADE LIVE CLASS SCHEDULE

Elementary School K-2 Learning Community			Elementary School 3-5 Learning Community		
Class Times	Tuesday	Thursday	Class Times	Tuesday	Thursday
9:00–9:40 AM Mountain Time	Literature	Writing	9:00–9:40 AM Mountain Time	Core Unit Studies	Core Unit Studies
10:00–10:40 AM Mountain Time	Core Unit Studies	Core Unit Studies	10:00–10:40 AM Mountain Time	Literature	Writing
11:00–11:40 AM Mountain Time	Math Study Hall	Math Study Hall	11:00–11:40 AM Mountain Time	Math Study Hall	Math Study Hall
Elementary School K-2 Grade Learning Community A			Elementary School 3-5 Grade Learning Community B		
Class Times	Tuesday	Thursday	Class Times	Tuesday	Thursday
9:00–9:40 AM Mountain Time	Core Unit Studies	Core Unit Studies	9:00–9:40 AM Mountain Time	Book Study	Book Study
10:00–10:40 AM Mountain Time	Book Study	Book Study	10:00–10:40 AM Mountain Time	Core Unit Studies	Core Unit Studies
11:00–11:40 AM Mountain Time	STEAM Instruction	STEAM Instruction	11:00–11:40 AM Mountain Time	STEAM Instruction	STEAM Instruction
Elementary Studio Art (K - 5th Grade)					
Wednesdays:					
10:00 - 10:40 AM Mountain Time	<i>No classes on these weeks:</i>				
10:00 - 10:40 AM Mountain Time	Nov 25-29, 2024				
10:00 - 10:40 AM Mountain Time	Dec 16, 2014 - Jan 3, 2025				
0:00 - 10:40 AM Mountain Time	Mar 31 - Apr 4, 2025				
World Language. (K - 5th Grade)	1st Semester Only: Wednesday	2nd Semester Only: Wednesday			
Intro to Spanish (1-Semester Course)		11:00 - 11:50 AM Mountain Time			
Intro to French (1-Semester Course)	11:00 - 11:50 AM Mountain Time				

# Wyoming Constitution Assessment

## Part I: Multiple Choice

What year was the Wyoming Constitution ratified?

- a) 1889
- b) 1890
- c) 1892
- d) 1894

Which of the following is NOT a branch of Wyoming's state government as outlined in the Constitution?

- a) Executive
- b) Legislative
- c) Judicial
- d) Municipal

The Wyoming Constitution grants the right to a trial by jury in which type of cases?

- a) Civil cases only
- b) Criminal cases only
- c) Both civil and criminal cases
- d) None of the above

How many articles are there in the Wyoming Constitution?

- a) 10
- b) 25
- c) 30
- d) 40

The Wyoming Constitution reserves the right to change or abolish the death penalty. (True/False)

## Part II: Short Answer

Explain the significance of the Wyoming Constitution being the first state constitution to grant women the right to vote.

Identify and describe the process for amending the Wyoming Constitution.

Describe the powers and duties of the Governor of Wyoming as outlined in the Constitution.

Explain the role of the Wyoming Legislature in the budgetary process according to the Constitution.

Discuss one major difference between the Wyoming Constitution and the United States Constitution.

### Part III: Essay

Choose one of the following amendments to the Wyoming Constitution:

- Amendment 1: Right to bear arms
- Amendment 10: Separation of powers
- Amendment 21: Education
- Amendment 27: Water rights

Analyze the significance of the chosen amendment, its historical context, and its impact on the state of Wyoming.

DRAFT

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