

# Leadership Learning Academy

**Chuma Uzoh, Applicant**

**Sheri Suave, Davis School District**

Submitted to Sheri Suave who works at Davis School District on April 1, 2011.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Chukwuma Uzoh  
Authorized Agent (please print)

[Signature]  
Signature of Authorized Agent

4/1/2011  
Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.

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## **SECTION 2: TITLE PAGE**

Name of Proposed Charter School Leadership Learning Academy  
[X] New School [ ] Converted School

Name of Applicant Applying for the Charter Chuma Uzoh  
(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Chuma Uzoh  
(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 2421 N. 400 E. #A-6

City Ogden State Utah Zip 84414

Daytime Phone (801) 668-0781 Email [chumauzoh@hotmail.com](mailto:chumauzoh@hotmail.com)

District(s) school will be located Davis School District

### **Form of Organization**

[X] Non-Profit Corporation

[ ] Tribal Entity

[ ] \_\_\_\_\_

The governing body of a charter school is responsible for the policy decisions of the school.  
Please indicate the makeup of this body below.

<b>Name</b> (if known at time of application)	<b>Phone Number</b>	<b>Type of Member</b> (examples: parent, business, potential staff)	<b>Position on Board</b> (examples: chair, vice chair, secretary)
Chuma Uzoh	801-668-0781	Business	Board Chair
Jim Coleman	801-560-9465	Parent	Vice Chair
Kristin Cornell	801-525-4499	Parent	Financial Coordinator
Heidi Bauerle	801-540-0513	Local Educator	Board Secretary
Tracy Seib	801-719-8494	Local Educator	Board Member

### **FOUNDING MEMBERS**

Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of school employees and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. [53A-1a-506\(b\)\(i\)\(A\)](#)

1. Chuma Uzoh
2. Heidi Bauerle
3. Tracy Seib
4. Jim Coleman
5. Kristin Cornell

Students of the founding members listed above will receive preferential enrollment status. The Board of Directors will add additional founding members as needs arise during the application process and will submit a final list to the Utah State Office of Education's Charter School Office prior to the first day of school. The percentage of students receiving this preferential status will not exceed 5%.

## **SECTION 3: TARGET POPULATION**

### **Mission Statement (use only this space):**

**Mission:** *The mission of Leadership Learning Academy is to provide the unique, innovative teaching model of Project CHILD to help achieve a high degree of academic success while developing problem solving skills, independent learners, and future leaders in all our students.*

**Vision:** *Leadership Learning Academy will use the innovative and unique model of Project CHILD to challenge our students to be confident and independent learners. Our students will learn to inspire others, achieve high academic success, and become personally accountable for themselves and their education; thus helping to lead our future.*

Leadership Learning Academy recognizes the importance of setting yearly goals. Leadership Learning Academy will evaluate the following School Mission goals yearly and make revisions based on benchmark data, yearly stakeholder input, board training, and best practices.

Additionally, Leadership Learning Academy will be involved in the Northwest Accreditation Commission process which lends itself to yearly evaluation school mission goals.

### **SCHOOL MISSION GOALS**

<b>Indicator – Adherence to School Mission &amp; Vision</b>		
<b>Measure</b>	<b>Metric</b>	<b>Best Practice Guideline</b>
Percentage of satisfied parents	Percentage of students reenrolled from one year to the next	80%
Family Training on Project CHILD	A Project CHILD orientation will be held for parents at the beginning of each school year.	100%
Teacher Training on Project CHILD	Teachers will participate in before-school Project CHILD training and be assessed on a comprehensive written Project CHILD exam.	90% of the Project CHILD teachers will pass this requirement in Year One.
Project CHILD Consultant to evaluate Project CHILD implementation.	A certified Project CHILD Consultant will evaluate progress, minimally, bi-annually, towards Project CHILD implementation.	100% of the reports to the governing Board will indicate successful progress towards implementation.
Leadership-based events (LBE's)	Regular LBE's targeting faculty, parents, and/or students will be held. Annual survey questions will address effectiveness of the LBE's.	90% of surveyed stakeholders will be very satisfied or satisfied on LBE survey questions.

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
<b>Year 1</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>2013</b>	81	81	81	81	81	81	81	0	0	0	0	0	0	567
<b>Year 2</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>2014</b>	81	81	81	81	81	81	81	0	0	0	0	0	0	567
<b>Year 3</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>2015</b>	81	81	81	81	81	81	81	0	0	0	0	0	0	567
<b>Ultimate Enrollment</b>	81	81	81	81	81	81	81	0	0	0	0	0	0	567
(The number of students should be at maximum the enrollment that is being requested. Insert as many rows as needed to accurately reflect the School's growth model.)														

## SEVEN PURPOSES

1. Continue to improve student learning:

Project CHILD (Changing How Instruction for Learning is Delivered), the innovative teaching method chosen by Leadership Learning Academy, is designed to meet the needs of individual students. LLA students will set academic goals and reflect on their learning. The CHILD learning stations provide for student focused activities for the target K-6 population that LLA will serve. All students will review and adjust goals with teacher input at various times throughout the school year and/or as appropriate.

*"The consistent positive impact of Project CHILD has been demonstrated repeatedly over more than two decades of implementation using a variety of student achievement outcome measures through pre-post comparison group designs and statistical testing of the outcomes. The generalizability of the impact of the program has been displayed across many populations and geographic areas. Project CHILD can and is making an important difference in the student achievement levels of participating children<sup>1</sup>.*

*Middle school students with CHILD experience in elementary school were 5 and 10 percentiles higher as measured by CTBS (Comprehensive Test of Basic Skills) than matched samples of non-CHILD students for reading, math, and total battery. 41.6% of CHILD students were enrolled in advanced math compared to 25.5% non-CHILD."*

Other studies can be found at:

<http://www.ifs.org/research/resources/Strength%20of%20Research%20Summary.pdf>

Reading and Math leveling of students will be done in the classroom when appropriate. CHILD utilizes *Task Cards* which are correlated with specific skills and benchmarks and are differentiated to the needs of each student for both remedial and enrichment activities.

<sup>1</sup> *Longitudinal Follow-Up for CHILD Students Matriculating to Middle School in Okaloosa County, FL, 1994 (Barbara Gill, Florida State University).*

Assessments, designed to give individual student progress, will allow teachers to identify student levels within the Response to Intervention (RtI) framework. Interventions for students can be provided within the stations whether through software at the technology station, projects, and/or differentiated activity stations. The teacher station provides for the most intense, individualized intervention.

- Gifted and Talented - Project CHILD is uniquely qualified to meet the needs of students excelling a variety of academic areas. It is a challenging self-paced model that adapts well to project based learning allowing students to create higher level thinking projects.
- Students with Limited English Skills - Peer interaction allow students to acquire English very naturally and at a faster pace. Daily oral language curriculum and the interaction and conversation at the learning stations provide multiple opportunities to practice and expand English vocabulary.
- Students with Disabilities - Students with special needs have been very successful in Project CHILD; either as inclusion students in a regular cluster or in a separate special needs cluster. A *Project CHILD Special Needs Inclusion Guide* is available to help Project CHILD teachers adapt activities and procedures for these students.

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

The mission of Leadership Learning Academy is to provide an innovative teaching method to help achieve a high degree of academic success while developing problem solving skills, independent learners, and future leaders in all of our students. Project CHILD (Changing How Instruction for Learning is Delivered) is the innovative teaching method that is part of our mission. Project CHILD was developed by the Institute for School Innovation, <http://www.ifs.org/>

- Project CHILD is a research-based teaching and learning system. The emphasis is on reading, writing, and mathematics. Science and social studies topics are incorporated throughout.
- CHILD is a three-dimensional model that differs from the one-dimensional traditional model designed around a single teacher in a single grade. The CHILD triangulated design changes the traditional classroom in several dynamic ways. The Project CHILD 3-dimensional model is detailed further in Section 12: Comprehensive Program of Instruction.
- *Three teachers* form cluster teams -- one teacher for reading, one for writing, and one for mathematics. Cluster teams work across *three grade levels* – 1-3 for a primary cluster and 4-6 for an intermediate cluster. Teachers work with the same students for *three years*.
- After direct instruction from the teacher, students work independently at *three types of learning stations* within their cluster every day. Students rotate to the *three classrooms* in their cluster for 90 minute rotations every day. Each classroom has a [Computer Station](#) for technology-based work, a [Textbook Station](#) for paper/pencil and project work, and three [Activity Stations](#) in that specific subject area for hands-on work. There is also a Teacher Station in every classroom for small group tutorials and individual assistance. There are 6 stations total that the students go to in each classroom. The station tasks will remain for a two week period of time to allow students the time they need to complete each task. Students use their passport to mark off the stations they have completed and to track where they need to work next. If a student does not complete a station in one sitting, they can return to that station to complete the required activities another day. The organizational tools and materials can be supplemented by the CHILD system.
- The teaching methods in CHILD offer a different approach and model to teaching in comparison to the typical one teacher- one classroom teaching style.

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

LLA will provide CHILD training before school starts with a certified CHILD training consultant / coach. Throughout the school year, the CHILD consultant will be available and make periodic school visits to make classroom observations, evaluate the origination of learning stations, and give feedback on teacher delivery of CHILD components as well as effective instructional strategies. Teachers will be required to attend prescribed training, complete and pass a certification exam and be observed at least twice by the CHILD coach. The teachers will also continue professional development through ongoing self study, workshops, action research, and by becoming mentors or trainers for new CHILD teachers. Teachers will observe two other classrooms in their cluster at least twice during each semester and complete an observation form and report to their colleagues at the weekly team meeting. Teachers will collaborate lesson planning during the weekly cluster meetings. The development of learning stations will allow teachers the opportunity to design and implement the Project CHILD learning program. The administration will be actively involved in all training with the teachers and will facilitate communication and team work. The Director, as the curriculum and instructional leader of the School, will be responsible for understanding and supporting the CHILD methods while empowering teachers to participate in Project CHILD training and making the mission of LLA come to life.

4. Increase choice of learning opportunities for students:

**N/A**

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

**N/A**

6. Provide greater opportunities for parental involvement in management decisions at the school level.

**N/A**

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act.

**N/A**

Leadership Learning Academy recognizes the importance of setting yearly goals. Leadership Learning Academy will evaluate the following Student Attendance and Re-Enrollment goals yearly and make revisions based on benchmark data, yearly stakeholder input, board training, and best practices.

<b>Indicator – Student Attendance and ReEnrollment</b>		
Measure	Metric	Best Practice Guideline
Student Attendance Rate	Percentage of students attending target number of days 167 days or 92.7 %.	93%*
Within Year Enrollment Rate	Percentage of students continuously enrolled throughout the year, excluding the first year.	87%

\* This is 7.2% higher than the average attendance percentage for the five surrounding Davis County School District schools (Holt, Clinton, West Clinton, Parkside, Lakeside), which is 154 days or 85.8%.



## **SECTION 4: CALEDAR & BELL SCHEDULE**

Project CHILD, Leadership Learning Academy's Comprehensive Program of Instruction, requires students in grades 1-6 to work in 90 minute blocks, 4 times a week, of Reading, (integrating Social Studies), Writing, and Math, (integrating Science). In each 90 minute block students receive direct instruction from the teacher, independent work time, and Station activity time. Instruction in areas outside the core subjects such as art, music, and PE is integrated into the 90 minute blocks as well as Station Activity time.

### **CLASS SCHEDULE**

#### **Monday - Thursday (Grades K - 2)**

<b>KINDERGARTEN</b>			<b>GRADE 1</b>		<b>GRADE 2</b>	
<b>Morning Schedule</b>		<b>Afternoon Schedule</b>		Instructional Time (Reading Block)		Instructional Time (Reading Block)
8:30 – 10:00	Instructional Time	12:30-1:30	8:30-10:15	Recess	8:30 – 10:30	Recess
10:00 – 10:15	Recess	1:30-1:45	10:15 – 10:30	Instructional Time (Writing Block)	10:30 – 10:45	Instructional Time (Math Block)
10:15 – 11:30	Instructional Time	1:45-3:30	10:30-11:15	Lunch	10:45 – 11:45	Lunch
			11:15 – 11:45	Instructional Time (Writing Block Cont.)	11:45 – 12:15	Instructional Time (Math Block Cont'd & Reading Block Begins)
			11:45-1:00	Recess	12:15 – 1:15	Recess
			1:00 – 1:15	Instructional Time (Math Block)	1:15 – 1:30	Instructional Time (Reading Block Cont.)
			1:15-3:30		1:30 – 3:30	

P.E.: Mondays during morning recess

### **CLASS SCHEDULE**

#### **Friday (Grades K - 2)**

<b>KINDERGARTEN</b>			<b>GRADE 1</b>		<b>GRADE 2</b>	
<b>Morning Schedule</b>		<b>Afternoon Schedule</b>				
			8:30 - 9:45	Instructional Time	8:30 - 10:00	Instructional Time
8:30-9:30	Instructional Time (Friday Activities)	11:00-12:00	9:45 – 10:15	Recess	10:00 – 10:15	Recess
9:30 – 9:45	Recess	12:00 – 12:15	10:00 - 11:00	Instructional Time	10:15 - 11:30	Instructional Time
9:45-10:30	Instructional Time	12:15-1:00	11:00 – 11:30	Lunch	11:30 – 12:00	Lunch
			11:30 - 1:30	Instructional Time (Friday Activities)	12:00 - 1:30	Instructional Time (Friday Activities)

\*\*Friday Activities: Make-Up Day for Project CHILD Enrichment, Holiday Activities, Assessments, Portfolio Work

**CLASS SCHEDULE**  
**Monday - Thursday (Grades 3-6)**

Grade 3		Grade 4		Grade 5		Grade 6	
8:30 -10:45	Instructional Time (Math Block)	8:30-10:15	Instructional Time (Reading Block)	8:30-10:30	Instructional Time (Writing Block)	8:30 – 10:45	Instructional Time (Math Block)
10:45 – 11:00	Recess	10:15 – 10:30	Recess	10:30 – 10:45	Recess	10:45 – 11:00	Recess
11:00-12:15	Instructional Time (Reading Block Begins)	10:30-11:15	Instructional Time (Writing Block)	10:45-11:45	Instructional Time (Math Block)	11:00-12:15	Instructional Time (Reading Block)
12:15 – 12:45	Lunch	11:15 – 11:45	Lunch	11:45 – 12:15	Lunch	12:15 – 12:45	Lunch
12:45-1:30	Instructional Time (Reading Block Cont'd & Writing Block Begins)	11:45-1:00	Instructional Time (Writing Block Cont'd)	12:15 – 1:45	Instructional Time (Math Block Cont'd & Reading Block Begins)	12:45-1:30	Instructional Time (Reading Block Cont'd & Writing Block Begins)
1:30 – 1:45	Recess	1:00 – 1:15	Recess	1:45 – 2:00	Recess	1:30 – 1:45	Recess
1:45 – 3:30	Instructional Time (Writing Block Cont'd)	1:15-3:30	Instructional Time (Math Block)	2:00 – 3:30	Instructional Time (Reading Block Cont'd)	1:45-3:30	Instructional Time (Writing Block Cont'd)

**CLASS SCHEDULE**  
**Friday (Grades 3-6)**

Grade 3		Grade 4		Grade 5		Grade 6	
8:30-10:00	Instructional Time	8:30-9:45	Instructional Time	8:30-10:00	Instructional Time	8:30-10:30	Instructional Time
10:00 – 10:15	Recess	9:45 – 10:00	Recess	10:00 – 10:15	Recess	10:15 – 10:30	Recess
10:15-11:30	Instructional Time	10:00-11:00	Instructional Time	10:15- 11:30	Instructional Time	10:30-11:30	Instructional Time
11:30 – 12:00	Lunch	11:00 – 11:30	Lunch	11:30 – 12:00	Lunch	11:30-12:15	Instructional Time
12:00-1:30	Instructional Time (Friday Activities)	11:30-1:30	Instructional Time (Friday Activities)	12:00-1:30	Instructional Time (Friday Activities)	12:15 – 12:45	Lunch
						12:45-1:30	Instructional Time (Friday Activities)

**\*\*Friday Activities:** Make-Up Day for Project CHILD Station Activities, Enrichment, Holiday Activities, Assessments, Portfolio Work

## PROPOSED SCHOOL CALENDAR

### LEADERSHIP LEARNING ACADEMY

School Year 2013-2014

School Address

School Phone & Fax

School Website

AUGUST 2013							SEPTEMBER 2013							OCTOBER 2013							YEAR AT A GLANCE			
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	August 5-9	No School	Professional Development	
				1	1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	August-12	First day of School	First Quarter (47 days)
4	5	6	7	8	9	10	8	9	10	11	12	13	14	15	6	7	8	9	10	11	12	September-02	No School	Labor Day
11	12	13	14	15	16	17	15	16	17	18	19	20	21	22	13	14	15	16	17	18	19	September -20	No School	Professional Development Day
18	19	20	21	22	23	24	22	23	24	25	26	27	28	29	20	21	22	23	24	25	26	September 23-27	Early Release	Parent/Teacher Conferences
25	26	27	28	29	30	31	29	30							27	28	29	30	31			October-16	Ends	First Quarter
																						October 17-18	No School	Fall Recess
NOVEMBER 2013							DECEMBER 2013							JANUARY 2014							October-21	Begins	Second Quarter (42 days)	
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	November-27	No School	Teacher Comp Day	
						1	1	2	3	4	5	6	7				1	2	3	4		November 28-29	No School	Thanksgiving Break
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		December-20	Ends	Second Quarter
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		December 23-Jan 3	No School	Winter Break
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		January-06	Begins	Third Quarter (48 days)
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31			January-20	No School	Martin Luther King, Jr. Day
																						February-07	No School	Professional Development Day
FEBRUARY 2014							MARCH 2014							April 2014							February 10 - 14	Early Release	Parent/Teacher Conferences	
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	February-17	No School	Washington and Lincoln Day	
						1	1	2	3	4	5	6	7			1	2	3	4	5		February 18-21	Early Release	Parent/Teacher Conferences
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12		March-14	Ends	Third Quarter
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19		March-17	Begins	Fourth Quarter (45 days)
16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26		March-28	No School	Professional Development Day
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30					March 31-April 4	Early Release	Parent/Teacher Conferences
							30	31														April 7	No School	Teacher Comp Days
MAY 2014							JUNE 2014							JULY 2014							April 8-11	No School	Spring Break	
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	May-22	Ends	Last Day of School (Early Release)	
						1							1		1	2	3	4	5	6		May-23	No School	Professional Development Day
4	5	6	7	8	9	10	2	3	4	5	6	7	8	7	8	9	10	11	12	13				
11	12	13	14	15	16	17	9	10	11	12	13	14	15	14	15	16	17	18	19	20				
18	19	20	21	22	23	24	16	17	18	19	20	21	22	21	22	23	24	25	26	27				
25	26	27	28	29	30		23	24	25	26	27	28	29	28	29	30	31							

Quarters	Days
First Quarter	46
Second Quarter	43
Third Quarter	47
Fourth Quarter	44
Total	180

### Testing Calendar:

Testing at Leadership Learning Academy will follow the requirements stated in Utah Law.

Test Name	Grades	Window
DWA's	5, 8	14 Weeks prior to the last Monday of the school year.
CRT's	3,4,5,6	6 Weeks prior to the last Monday of the school year.
English Language Proficiency	K, 1,2 ,3,4,5,6	January 17 – May 4
Benchmark Reading	1,2,3	January 1 - 31

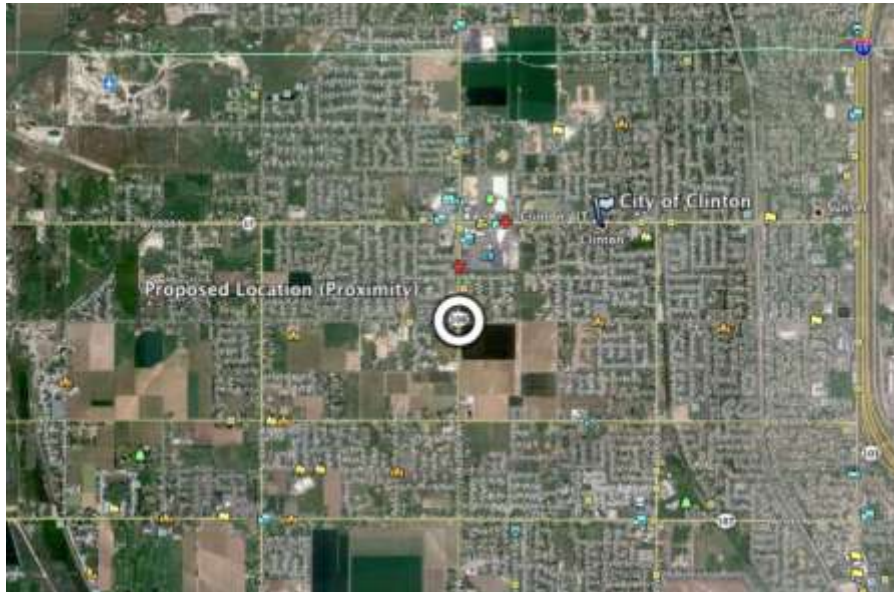
### Board Meetings:

A schedule will be posted at the start of each school year and will indicate regularly scheduled board meeting dates and times. All board meetings will follow the public notice requirements of the Utah Open Meetings Act.

## **SECTION 5: MARKET ANALYSIS**

### **Site Location and Planning**

We have begun the process of identifying potential sites for the school and have established a plan for identifying potential locations (Section 6: Capital Facility Plan) within close proximity to the “proposed location proximity” indicated in white font on the maps below. This approach consists of weighing several factors when considering any area/location that could be a potential home to our school. Factors include: size of the parcel, accessibility for parents/students/staff, proximity to major roadways, proximity to existing utilities (water, sewer, drainage, power, gas, etc.), existing or potential traffic concerns, surrounding development type (i.e. industrial, commercial, residential), and topography of the land.

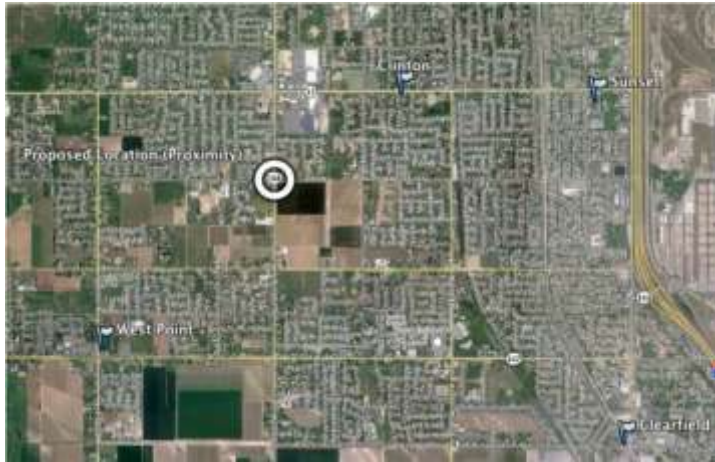


The school plans to locate its facility in Clinton, Utah (near the crossroads of 2000 W. and 1300 N.). The facility will be situated on a parcel of land approximately 4-7 acres allowing for sufficient building, parking, and playground space. There are numerous undeveloped parcels of property of adequate size situated near 1300 North in the Clinton area. This location is well east of all proposed routes for the West Davis Corridor project and will not be adversely impacted by that roadway in the future.

The school plans on developing a facility of approximately 37,000-40,000 square feet (or 66-70 square feet per student), which is consistent with state recommendations for elementary building size for our anticipated enrollment. In addition to regular elementary instructional rooms, the facility will contain a gymnasium with stage, a science room, at least one special education room, administrative suites and faculty rooms, a health room, multi-purpose rooms, a library, and collaboration/study areas.

We will ensure our school facility is designed and constructed to be accessible to and usable by individuals with disabilities. We recognize that compliance with ADA guidelines is mandatory for any new (or remodeled) charter school facility, and we will work closely with the facility's architects to make appropriate design decisions for accommodating the needs of disabled individuals. In addition, the facility design will be in accordance with all applicable zoning and building code requirements.

## Community Information



Clinton is located within the boundaries of Davis County and Davis School District. In spite of the recent economic downturn, northern Davis County continues to be a high growth area in terms of both total population as well as elementary school-age population.

Davis County reports a current population estimated at 310,000 and projects a population of 380,000 residents by 2020. Of the county's 310,000 residents, approximately 19,839 resided in Clinton in 2010, 31,038 resided in Clearfield, 9,161 resided in West Point, and 5,131 resided in Sunset.

By 2015, the populations of these cities are projected to increase as follows: Clinton 23,276, Clearfield 36,594, West Point 10,519, Sunset 5,142, an increase of 15.9%. The population of children age 5-9 for these cities was 6,146 in 2010 and is projected to increase to 7,419 by 2015. This represents an increase of 20.7%.

The *West Davis Corridor Environmental Impact Study* (the "EIS") [currently available in draft form], which was initiated by the Utah Department of Transportation in conjunction with the Federal Highway Administration in their efforts to assess the West Davis Corridor Project, notes that the vast majority of population and job growth over the next 30 years will occur in West Davis County. The City of Clinton falls in the heart of the growth study's geographic boundaries. Specifically, the study notes that while Davis County is expecting a population increase of 33% overall, the population in the EIS study area is expected to increase by 80%. The EIS indicates that the reason for the higher growth rate in this area is the remaining availability open land in the area and proximity to major employers – this growth and the available land options provide a unique opportunity for the city's first public charter school.

Davis School District's enrollment for the 2010-11 school year is 66,071 students<sup>2</sup>, making it the 2<sup>nd</sup> largest school district in the state. According to the 2009 *Davis School District Capital Planning Process* document, Davis School District anticipates that its enrollment will exceed 75,000 students by 2025. Currently, Davis District reports a minority enrollment of approximately 14% district-wide.

As mentioned above, the proposed service area will be near the crossroads of 2000 West and 1300 North, Clinton. There are five district elementary schools serving over **3,660 elementary students** within a **1.5 mile radius** of this intersection. These schools reported enrollment as follows: Parkside (556 students) West Clinton (931 students) Clinton (629 students) Lakeside (859 students) Holt (685 students). Further, the preceding schools reported minority enrollment ranging from 11% to 25%, with an average minority enrollment of 18% (Davis School District average minority enrollment was reported at approximately 14%).

As an indication of the local school enrollment, we believe it is helpful to note that *all* of the elementary schools located within 1.5 miles of our proposed area are utilizing modular classrooms in addition to their brick and mortar facility. The following list indicates how many modular classrooms are being used by each elementary school: West Clinton Elementary – 9 modular classrooms; Lakeside Elementary – 6 modular classrooms; Holt Elementary – 4 modular classrooms; Clinton Elementary – 3 modular classrooms; and Parkside Elementary – 1 modular classroom.

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<sup>2</sup> 2011 Fingertip Facts from USOE's website. [http://www.schools.utah.gov/data/Fingertip-Facts/2011\\_FingertipFacts.aspx](http://www.schools.utah.gov/data/Fingertip-Facts/2011_FingertipFacts.aspx)

These numbers coincide with the trend of growth in the western portion of the city. Incidentally, the west and west/central portions of the city contain the most land still available for new development.

## Market Viability and Demographics

According to the Davis School District *Annual Budget Report for the Fiscal Year Ending June 30, 2011*, even though Davis County is Utah's smallest county in land area, the Davis School District's enrollment is the second largest in the state, and "[e]nrollment growth (and its effects) continues to be the number one issue confronted by the Board of Education" (*Id.* at p.1). Furthermore, as discussed above, much of this growth is occurring in and around Clinton and the surrounding communities of Sunset, Clearfield, and West Point offer a diverse demographic makeup that we believe will help enhance the learning environment of the school. Specifically, 25% of Sunset households and 25.5% of Clearfield households had annual incomes of less than \$30,000 in 2010, while 61.6% of West Point households and 49.7% of Clinton households had an annual income greater than \$60,000 in 2010.

There are approximately 3,660 elementary students attending the five Davis School District elementary schools located within a 1.5 mile radius of our proposed location. In addition, this 1.5 mile radius also encompasses portions of the boundaries of four other schools: Doxey (402 students), Fremont (377 students), Sunset (423 students), and West Point (770 students).

## Comparative Advantage

Its unique instructional program not only provides LLA with a comparative advantage over other public/private education options, but it also provides parents in our community with a choice that would not otherwise be available. Currently, parents of charter school students in the Weber and Davis Counties have options to enroll their students in charter schools focusing on expeditionary learning (Venture Academy), the arts (Syracuse Arts Academy), technology (Quest Academy), the Montessori method (Maria Montessori Academy), and second language acquisition (North Davis Preparatory Academy) to name a few. Not only will LLA be the first school to offer the Project CHILD instructional method to students in Davis County, it will be the first school to offer it within the state. In today's electronic and digital society, students are quickly losing their ability to work well with others and use their reasoning skills to solve complex problems. Parents recognize the importance of engaging students in hands-on opportunities and teaching their children to interact together. There are several ways of learning in a Project CHILD classroom that include small group instruction and hands-on activities.

Project CHILD is a three-dimensional model that differs from the one-dimensional traditional model designed around a single teacher in a single grade. The CHILD triangulated design changes the traditional classroom in several dynamic ways: Three teachers form cluster teams -- one teacher for reading, one for writing, and one for mathematics. Cluster teams work across three grade levels -- Grade 1 - Grade 3 for a primary cluster and Grade 3 -- Grade 5 for an intermediate cluster. Teachers will work with the same students for three years. After direct instruction from the teacher, students work independently at three types of learning stations and also a teacher station within their cluster. Students rotate to the three classrooms in their cluster. Each classroom has a [Computer Station](#) for technology-based work, a [Textbook Station](#) for paper/pencil work, and three [Activity Stations](#) for hands-on work. The [Teacher Station](#) is for small group tutorials and individual assistance.

The CHILD method teaches Student Empowerment, offers Differentiated Instruction, provides Immediate Learner Feedback, utilizes Instructional Technology, and allows for Seamless Learning. The ability students will have to work with the same teacher over the span of three years provides an amazing opportunity for teachers to become experts in each students' individual strengths and abilities as well as learning how to work with each students' weaknesses. Cluster teachers will be able to collaborate with each other and discuss effective instructional techniques for each individual child creating a three-year long team-teaching method. Project CHILD components are discussed in further detail in Section 12.

In addition to its innovative approach, the instructional strategies used with the Project CHILD model have proven effective in addressing the needs of diverse student populations. As illustrated by the demographics of the surrounding schools, we anticipate serving a higher percentage of minority students than the district average. In light of this diverse student population, another competitive advantage of Project CHILD is its reported success



serving underprivileged minority and economically disadvantaged students. For example, in the Institute for School Innovation's *2008 Evaluation Report, Project CHILd's Impact on Academic Achievement at 18 Florida Schools*, a sub-analysis of Title One students demonstrated that the CHILd students not only outperformed their Title One peers across the state, but also outperformed the state average for all students, regardless of whether they were from Title One schools.

Location is another significant advantage to LLA. While we have not identified a specific site, there are numerous locations near our proposed site that will provide choice in public education to families in our community that are searching for new opportunities for their children. This is evidenced by the fact that we have spoken with a number of families in the Clinton area that travel approximately 10 minutes to attend Quest Academy and approximately 10 minutes to attend Syracuse Arts Academy.

### **Marketing and Outreach Plan**

Our goal is to enrich the learning environment through a diverse student population. Although we will market our school within the local area, we will be heavily using resources available within the local community as well; for example, school advertisement literature in Spanish and English, in community centers throughout Weber and Davis County, particularly those that are utilized by families who are low-income and/or minority. Some of these community centers might include: Ogden/Weber Community Action Partnerships, Davis Applied Technology Center, Youth Impact, and Boys and Girls Club of Weber-Davis. We desire to utilize online and offline channels of communication to generate awareness in the enrollment process to surrounding neighborhoods. All communications will specify that the school is a public school open to all families including students with special needs.

An integrated marketing approach will spread the word to our targeted population. Marketing strategies we may choose to utilize include:

1. Create an interactive website with an online enrollment application.
2. Participate in Community celebrations, parades, local sponsorships, and city sponsored/endorsed events such as the *Clinton Kids in the Park* events (held weekly June – July), *Heritage Days*, and the *National Trails Day* celebration.
3. Submit press release(s) to the *Salt Lake Tribune*, *Deseret News*, *Ogden Standard Examiner*, and *Davis County Clipper*.
4. Distribute informational packets, brochures, posters or postcards throughout the area, as well as neighboring community centers and/or libraries.
5. Submit e-notice(s) to employees at Hill Air Force Base, as well as post notice(s) with commercial businesses in the local area as parents often choose schools for their children located near work.
6. Host multiple parent meetings at local community centers and libraries.
7. Use Social Media (i.e. Facebook, Twitter, and LinkedIn) to promote the school online.
8. Outdoor advertising (i.e. billboards, yard signs) along the major routes and neighborhoods in the area.
9. After charter approval, we will post notices of public board meetings on the school's website as well as the Utah Public Meeting Notice website as required by the Utah Open Meetings Act.

## **SECTION 6: CAPITAL FACILITY PLAN**

We understand the importance of securing an adequate facility for our program. The purpose of this section is to describe our process for identifying facility options (including location), establishing a reasonable facility contingency plan, and explaining how we intend to finance our facility.

### **Identification of Facility Options**

The first step in exploring the school's facility options is to determine whether it is in the school's best interest to purchase or lease a facility. While purchasing a facility for our first year (whether it is new construction, retrofitting, or modular classrooms) is attractive, it is highly unlikely that we would be able to convince banking institutions to lend the school funds without adequate guarantors. Therefore, we expect that we will lease our facility in the beginning (for more information on this "lease" option, please refer to the Financing Plan below).

Our second step in exploring facility options is to determine what type of facility we will lease. There are many options in this regard: the school could pursue new construction, retrofitted commercial (or even industrial) space, unimproved land with modular classrooms, or any combination of the three. Due to our general location, we are somewhat limited with the availability of commercial/industrial facility options. Currently there are no commercial facilities available within the city that provide the necessary size/amenities that would make it a viable option. While this may not be a viable option today, it is an option we will continue to pursue as the time to secure a facility becomes a reality. After researching the real estate market in our area, we have spoken with charter school leaders, and they have indicated that construction of a new facility, if done correctly, is the most attractive and beneficial of the three. We understand there are costs and benefits associated with all three options, and we have weighed those considerations in coming to this conclusion. With that in mind, we intend to pursue construction of a new charter school facility designed to meet the needs of our students. Regardless of the type of facility (modular, retrofit, or new), the school will roughly consist of 21 regular classrooms, a computer lab, library space, breakout rooms, teacher work rooms and break rooms, administrative office space, kitchen area, special education room(s), as well as staff restrooms, student restrooms, and storage space. A new school facility containing all these elements would likely range in size from 37,000-40,000 square feet (or 66-70 square feet per student).

### **Identification and Securing a Location**

While we may not have a lot of commercial options, there are multiple listed properties (unimproved land) that would meet the School's needs, and we are confident we will enter into a written contract in time for construction to begin Fall 2012. While these locations may not be available in 2012, they provide a representation of the general real estate market in the proposed area (see map below). All but two of the locations identified below consist of 4-7 acres – a size that would accommodate our facility. Locations 2 and 4, are slightly larger, but have either cost or location benefits. Further, we intend to conduct a thorough search for all available properties (not just listed properties) that would meet our needs. We also anticipate several unlisted landowners in the area may be willing to entertain offers at the time we are ready to enter into a sales contract.





### Map of 7 Possible Locations

Because we do not know what properties will be available in 2012, we have established a framework for assessing potential locations upon approval of our charter. This approach consists of weighing several factors when considering any area/location that could be a potential home to our school. These key factors include: size of the parcel, accessibility for parents/students/staff, proximity to major roadways, proximity to existing utilities (water, sewer, drainage, power, gas, etc.), existing or potential traffic concerns, surrounding development type (i.e. industrial, commercial, residential), and topography of the land. Note: for additional information on the proposed location, please see Section 5: Market Analysis.

As mentioned above, the size of the parcel will be an important factor when identifying a future location for our program. We will focus our search on parcels that can provide 4-7 acres of developable property. This will allow us to provide parking space, stacking space during pick up/drop off, and outdoor playground areas. Because facility acquisition is such a major task, the timing of our plan is very important. To build a new facility, we would

need to begin construction approximately ten months prior to opening, with an additional three months of property entitlement. This means we need to have a property selected and under contract around July of 2012.

### **Contingency Plan**

While there is flexibility in the timing of the purchase date for the land, there is much less flexibility when it comes to the commencement of construction. We have set a deadline of December 31, 2012 to begin construction. If we are unable to meet this deadline, the board will begin working with the developer it has selected to design an alternate facility. This may include modular classrooms, a full modular campus, or other temporary facilities that will ensure the school opens as scheduled. While the school cannot control every development contingency, we will ensure that the lease contains provisions obligating the developer to provide an alternate facility at their expense if they are unable to meet the contractual deadlines established and approved by the Board. This contractual damages provision will not only provide assurance to the school and its stakeholders, but it will also incentivize the developer to complete construction in a timely manner and avoid the extra expense of an alternate facility.

If the school is unable to identify and secure a developer willing to finance development of the facility (as outlined in the Financing Plan below), the Board will elect its next best facility option: retrofitted commercial space. Like new construction/development, this would require capital to get the process underway. However, unlike new construction, timelines are not as restrictive and the amount of initial capital is much less significant.

### **Financing Plan**

Prior to entering into any agreement for the construction of our school facility, we will exhaust all possible financing options for our building. However, those experienced in the banking industry have indicated that bank policies and practices will likely preclude the school from obtaining its own financing for the building during its first year of operation. All trends indicate the lending restrictions currently followed by banks will only tighten over the next two years. Due to the financing realities we face, the school anticipates entering into a traditional lease agreement with a reputable charter school developer for the finance, construction, and occupancy of its facility. These lease agreements typically require the developer to engage proven contractors, engineers, architects and other professionals for the design and construction phases. Furthermore, the developer becomes the responsible party for securing all licenses and building permits required for the construction of its building. As part of this process, the school intends to engage experienced legal counsel to assist in the review and execution of all agreements related to the school's facility. This will help the board in its efforts to choose a facility option that is in the best interests of the school. To that end, the Board will solicit experienced charter school developers that can document a successful track record with other Utah charter schools. A successful track record would include, but not be limited to: evidence demonstrating delivery of buildings on time, fair and equitable lease rates (\$14-\$16 square foot), favorable references, guaranteed and met construction budgets, as well as overall quality of workmanship. Additionally, the Board intends to seek low-interest loans, e.g. the Charter School Revolving Loan Fund, to assist in the purchase of other school resources (furniture, fixtures, equipment) and enhance the facility's offering; combined with a new facility, this will improve the learning environment in the school's first years of operation.

Although we intend to lease our facility in the first operational years, it is the Board's express intent to negotiate a substantive purchase option into the lease agreement. It is vital that this option provide a mechanism whereby the school can exercise its ability to purchase its building at a time when it is financially advisable to do so. Immediately following approval of our charter, the board will begin the process of procuring the design/construction of the facility.

## **SECTION 7: DETAILED BUSINESS PLAN**

Leadership Learning Academy (LLA or “the School”) understands that in order to accomplish the mission of the School, the Board of Directors (“the Board”) and Administration must be diligent in making sound financial decisions. This includes ensuring that the School is exercising discretion with its expenses, including, but not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services. LLA is committed to being a fiscally responsible non-profit charter school in compliance with all state and federal financial reporting requirements. The School, as stewards of taxpayer dollars, will review monthly and yearly budgets for both state and federal funds, to ensure the monies spent advance the School’s mission and vision.

### **Planning Year**

With a scheduled 2013-2014 school opening, LLA intends to hire a Director by January of 2013, pending available funding. LLA’s Director will be charged with working with the Board on a number of start-up activities such as; recruiting and registration of students, recruiting and hiring faculty and staff with the skills to help LLA fulfill our mission and vision; procurement of textbooks, library books and materials; outfitting the various classrooms and office space with furnishings; implementing the technology plan; writing the Teacher Handbook and preparing a Parent and Student Handbook.

The Director’s annual salary is estimated in to be \$68,000 (pro-rated on the budget at \$34,000 to cover six months of employment during the planning year). Benefits are listed separately and included in the budget at \$7,000. Such benefits will be similar in nature to those offered to other full-time staff members and are listed in more detail in #4 Payroll & Benefits of the first year narrative of this section on the next page.

LLA plans on purchasing a computer for the Director’s use to complete the necessary tasks during the planning year, but it is not anticipated that any space will be leased or rented during the planning year to accomplish this work prior to occupying the completed school building. A small amount of money (\$1,500) has been allocated to provide the Director with supplies (filing cabinet, printer, office supplies, etc.) for the initial planning phase.

With the forethought of accomplishing the goals set out in the capital facilities plan, LLA has budgeted \$3,000 for legal fees. These fees will be used to retain an attorney to review contracts, leases or purchase agreements for facilities, etc. Budgets for website development and marketing have also been set, with \$8,000 allocated for each endeavor, as well as \$6,500 set aside for printed materials and postage for the initial recruitment and enrollment period .

### **2013-2014 SCHOOL YEAR**

1. Enrollment: LLA has applied to open its doors in August 2013. The School anticipates having a first year enrollment of 567 students in grades K-6 (approximately 81 students per section).
2. Revenue: During the 2013-2014 fiscal year, LLA has budgeted to receive \$2,888,591 (for 567 students) from the state of Utah’s WPU and non-WPU funding programs. In determining this amount, LLA has used the charter school funding worksheet provided by the state of Utah (updated as of 4/8/2011) on the charter school section of the state’s website: <http://www.schools.utah.gov/charterschools/Funding>. There have been no anticipated increases in funding from the worksheet (updated as of 4-18-11 to reflect funding for the current 2011-2012 year) for the 2013-2014 fiscal year and an anticipated 1.5% increase for 2014-2015 fiscal year. LLA anticipates receiving Federal Revenues stemming from Special Education and/or Title, but have not included them in the budget. The school also has not included any local revenue that may be derived at a school level from donations, Parent-Teacher Organizations (PTO) fundraisers, fines, and other sources.

3. First Year Major Expenses (excluding payroll):
- a. Classroom Furnishings – \$110,000 has been budgeted in 2013-2014 to allow LLA to outfit the school with student and teacher desks, library tables and bookcases, front office furniture, computer desks, etc.
  - b. Computer Equipment – LLA has budgeted \$121,735 for the purchase of computer and networking equipment in its first year of operation. The school will invest approximately:
    - \$39,000 for 60 computers for student use
    - \$16,200 for 24 teacher, administrative, and library computers
    - \$21,000 for 70 tablet computers (e.g. iPads) for student use
    - \$18,280 for peripheral devices for use in the classroom (LCD projectors, smart boards, etc.)
    - \$10,230 for network components, including a server
    - \$17,025 for licenses and software (both network and educational)
  - c. Textbooks – \$300 per student has been allocated for the purchase of classroom textbooks. With an anticipated enrollment of 567 students, \$170,100 has been budgeted for textbooks in the first year of operations.
4. Payroll & Benefits: The projected salaries shown on the budget are based on expected averages for the positions listed. While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$36,500; we anticipate a total payroll expenditure of \$730,000 for 20.0 Full Time Equivalencies (FTE). Each benefits-eligible employee (for example: Director, Counselor, and Teacher) is budgeted to receive a \$675 benefit allowance. With this allowance, the employee can take the a-la-cart approach and select from a variety of health plans, dental plans, short- and long-term disability plans, life insurance, etc. to find the package combination that best fits their needs and current health and family situation. LLA does not anticipate participating in the Utah State Retirement System.
5. Audit and Controls: LLA recognizes that the Board is responsible to ensure LLA complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors that exist in a business environment. With this in mind, the School will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by State Law. Funds in the amount of \$10,000 have been budgeted for audit services and reporting, including the Annual Financial Audit, October 1<sup>st</sup> Enrollment Count and Membership Reporting, and annual IRS Form 990 preparation and filing. The audit report will be delivered to both the USOE and the Utah State Auditors' Office by November 30 each year in compliance with state requirements. The School will submit required monthly financial reports in the first year of operation, followed by required quarterly financial reports beginning in Year 2.
6. Contract Services: LLA has intentions to contract with a full-service educational management company for many of the business requirements. The services that the School anticipates receiving from the management company are discussed in detail in other sections, but may include: initial and on-going Board training, state and federal compliance, Special Education consulting, Director mentoring, finance training, monthly and annual budget preparation, bookkeeping, employee recruitment, human resource management, payroll, UCA and grant application preparation, building maintenance, and other special projects and research as directed by the School's Board and Director. The amount budgeted for this service is an estimation based on information obtained from other Northern Utah charter schools using a full-service management company. The amount budgeted is \$218,450 for 2013-2014, with the same amount budgeted in 2014-2015. LLA will comply with the state of Utah's purchasing and procurement procedures, circulate a Request for Proposal (RFP), and



consider all qualified applicants before entering into any contract or agreement with a management company. Other services such as snow removal, landscaping, custodial, special education services such as speech and occupational therapy, web development, etc. may also be handled on a contract basis.

7. Fundraising: LLA has included minimal local donations in the initial budgetary process. It is anticipated that any fundraising will be done by a Parent Organization for the direct benefit of the School. Any donations that are given directly to the School will be considered additional revenue and will supplement, not replace, regularly budgeted funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations may be used at the discretion of the Board of Directors and/or Director.
8. Balanced Budget: In accordance with Utah State Law, Title 53A-3-303 and 304, LLA will appoint a business manager. LLA's Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the Board and the Director will review the budget at least monthly to assure financial stability.

Additionally, the Board will appoint a Board member (Financial Coordinator) to review and report on the on-going financial activities of the School. The Financial Coordinator (or the Board) will ensure that the Director is adhering to the approved budget and that the individuals charged with the School's business activities are properly reporting the School's activities to the Utah State Office of Education Board and the State of Utah in a timely manner. Examples of financial reports that will be submitted in accordance with state statute or USOE requirements include: Annual Financial Report and Annual Program Reports by October 1<sup>st</sup> of each year, Monthly Financial and Enrollment Summary reports monthly for the first year and quarterly for each additional year thereafter; Negotiations Report; and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met.

The focus of the Board's financial oversight will provide checks and balances to ensure the proper expenditure of School funds, and oversee the cash flow activities of the School. The School will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events, decreases in state and/or federal funds or targeted future expenditures.

9. Other major expenses: In addition to the teachers' salaries and benefits as outlined in #4, the school anticipates hiring other faculty and staff, including:
  - a. One and one half (1.5) Special Education Teacher at \$38,000 per teacher annually
  - b. One and one half (1.5) Secretaries at \$27,000 annually at a total of \$40,500 annually
  - c. One (1) Media Specialist at \$24,000 annually, and
  - d. Seven and one half (7.5) Teaching Assistants at a total of \$70,875 annually. A portion of these teaching assistants will be used to support special education students.

To support the School's staff in implementing the mission and vision of the charter, the School has budgeted line items for instructional and operating supplies, materials, and professional development. \$39,280 has been budgeted for professional development activities in 2013-2014. These activities include a face-to-face workshop from a certified Project CHILD trainer, all consultant travel expenses, and Resource Guides that include a set of five manuals per teacher and workshop materials. This professional development is designed to aid in the implementation of Project CHILD and the selected curriculum.

For the first year of operations, \$131,463 has been budgeted for instructional supplies for students and teachers. Included in this amount is the state-mandated allotment for standard classroom materials and supplies, general supplies for the teacher workroom, and Project CHILD specific

classroom materials such as the Passports, Assignment Boards, Activity Game Boards, etc. A detailed budget for Project CHILD Certification and Supplies is included at the end of Section 8: Budgets.

As outlined in Section 6, Capital Facility Plan, the School anticipates leasing a building of approximately 39,000 square feet at a rate of \$14-16 per square foot annually. In addition to this lease expense (anticipated being \$520,890 in its first operational year based on its occupation of 325 days of the 365 days in the fiscal year), the School has budgeted the following amounts to ensure that the facility meets the needs of the School:

- a. \$36,500 for custodial services. It has not been determined whether or not the School will contract for these services or hire employees to fill this role.
- b. \$36,075 (92.5 cents per square foot) for utilities such as electricity, natural gas, water, sewage, garbage collection, etc.
- c. \$16,000 for general liability insurance and property insurance (including the building and contents owned by the School).
- d. \$12,500 for janitorial and operational supplies. This includes bathroom products, cleaners, brooms, mops, towels, and other items.

## **2014-2015 SCHOOL YEAR**

1. Enrollment: Enrollment will remain at 567 students in Year Two.
2. Revenue: The School is budgeting \$2,973,070 in State Regular WPU and Non-WPU funding Year Two.
3. Year Two Major Expenses (excluding payroll):
  - a. Classroom Furnishings – Budgeted at \$30,000 to allow for additional furnishings in the classroom the School could not purchase the first year such as additional tables and/or cabinets.
  - b. Computer Equipment: Year Two technology has \$102,155 budgeted. Year Two the School will invest approximately:
    - \$19,500 for a 30 computer mobile lab for student use
    - \$1,200 for 2 library computers
    - \$30,000 for 100 tablet computers (e.g. iPads) for student use
    - \$17,980 for peripheral devices for use in the classroom (LCD projectors, smart boards, etc.)
    - \$7,200 for network components, including an additional server
    - \$26,275 for licenses and software (both network and educational)
  - c. Textbook & Curriculum Materials – \$48,000 has been budgeted for additional textbooks and classroom sets for students. An additional \$15,000 has also been budgeted for library materials.
4. Payroll & Benefits: Benefit stipend will increase to \$700 per month per salaried employee beginning Year Two in anticipation of an increase in health care costs to the School's employees. Historically, health care insurance costs have averaged approximately an 8% increase in Utah<sup>3</sup>. The School is contributing approximately half of this anticipated increase with the expected \$25 per month increase in the benefit stipend. This will help alleviate anticipated increases in health care costs.

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<sup>3</sup> <http://www.online-health-insurance.com/coverage-by-region/utah-health-guide-page-12.php>

5. Audit and Controls: The School will continue to follow procedures established in the Initial Year, as well as reviewing the annual audit performed by the independent CPA firm. Upon receipt and review of the annual audit report, the LLA Board of Directors will oversee that the management company acts upon and addresses all comments that arise from the independent audit. The Director and the management company will be requested to report on the progress of these items regularly in Board Meetings and other correspondence with the Board, in particular with the Board Member appointed to oversee finances (Financial Coordinator).
6. Balanced Budget: The LLA Board will continue to follow procedures adopted in the planning year and first year of operation. The board of the School will approve an annual budget in compliance with state law before the beginning of each fiscal year and the Board and the Director will continue to review the budget at least monthly to assure financial stability.

The Financial Coordinator from the LLA Board will also continue to review and report on the on-going financial activities of the School, measuring and reporting on items related to the budget and cash flow and any additional items as deemed necessary. The Financial Coordinator in conjunction with the Board will continue to ensure that the Director is adhering to the approved budget and that the individuals charged with the School's business activities are properly reporting the School's activities to the Board and the State of Utah.

## SECTION 8: BUDGET

### Planning Year Budget (Page 1 of 2)

<b>Charter School Name: LLA</b>						
<b>Year One</b>	<b>Enrollment Maximum or Target</b>			<b>75% Enrollment</b>		
	<b>Planning Year</b>			<b>Planning Year</b>		
Number of Students:	0			0		
Grade Distribution:						
<b>Revenue</b>	<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding						
Private Grants & Donations						
Source: (specify)						
Loans:						
Commercial						
Private (State Revolving Loan)	\$200,000			\$200,000		
Other (specify): Implementation Grant	\$0			\$0		
<b>Total Revenue</b>	<b>\$200,000</b>			<b>\$200,000</b>		
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)						
Director or Principal	1.00	\$ 34,000.00	\$ 34,000	1.00	\$ 34,000.00	\$ 34,000
Other Administration: (specify)	-					
Teacher-Regular Ed	-					
Teacher-Special Ed	-					
Instructional Assts	-					
Secretary	-					
Business Manager/Bookkeeper	-					
IT Technician	-					
Program Facilitator/Instructional Support	-					
Speech & Language Therapist	-					
Counselor (Certified/Noncertified) (Circle)	-					
Substitute Teachers (daily basis)	-					
Teachers Aids and ParaProfessionals	-					
Employee Benefits (200)	-		\$ 7,000			\$ 7,000
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)						
Official or Administrative Services in Support of Management (310)						
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)			\$ 3,000			\$ 3,000
Audit Services (300)			\$ 5,000			\$ 5,000
Web Site Development (300)			\$ 8,000			\$ 8,000
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 1,500			\$ 1,500
Library Instructional Aids/Books/Periodicals(640/645)						
Textbooks (641)						
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 6,500			\$ 6,500
<b>Total Instruction, Administration &amp; Support</b>			<b>\$ 65,000</b>			<b>\$ 65,000</b>



**Planning Year Budget  
(Page 2 of 2)**

<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Water, Sewage , Disposal Services						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Custodial Services						
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)						
Advertising and Marketing			\$ 8,000			\$ 8,000
Printing and Binding						\$ -
Phone/Communications			\$ 1,000			\$ 1,000
Supplies (600)						
Operational Supplies						
Utilities and other Expendable Supplies (610-630)						
Property (700)						
Land & Improvements						
Buildings						
Technology-Related Hardware (Computers etc)			\$ 2,500			\$ 2,500
Furniture & Other Equipment						
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues						
Loan Payments						
Other (security, copier lease)						
<b>Total Operations &amp; Maintenance</b>						
<b>Total Expenditures</b>			\$ 76,500			\$ 76,500
<b>Total Revenues</b>			\$ 200,000			\$ 200,000
			<b>Balance</b>			<b>Balance</b>
<b>Budget Balance (Revenues-Expenditures)</b>			\$ 123,500			\$ 123,500
<b>Budget Balance as Percentage of State Revenue</b>			N/A			N/A

**Operational Year 1 Budget**  
**(Page 1 of 2)**

<b>Charter School Name: LLA</b>						
<b>Year Two</b>	<b>Enrollment Maximum or Target</b>			<b>75% Enrollment</b>		
	<b>First Operational Year</b>			<b>First Operational Year</b>		
Number of Students:	567			425		
Grade Distribution:						
	K-6			K-6		
<b>Revenue</b>	<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$2,888,591			\$2,210,183		
Private Grants & Donations						
Misc Local Donations	\$0			\$0		
Loans:						
Commercial						
Private						
Other (specify): Implementation Grant and carryover from prior year	\$123,500			\$123,500		
<b>Total Revenue</b>	\$3,012,091			\$2,333,683		
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)						
Director or Principal	1.00	\$ 68,000	\$ 68,000	1.00	\$ 68,000	\$ 68,000
Other Administration: (specify)						
Teacher-Regular Ed	20.00	\$ 36,500	\$ 730,000	15.00	\$ 36,500	\$ 547,500
Teacher-Special Ed	1.50	\$ 38,000	\$ 57,000	1.50	\$ 38,000	\$ 57,000
Instructional Assts						
Secretary	1.50	\$ 27,000	\$ 40,500	1.00	\$ 27,000	\$ 27,000
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	1.00	\$ 24,000	\$ 24,000	0.50	\$ 24,000	\$ 12,000
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)						
Substitute Teachers (daily basis)	65.00		\$ 13,000	65.00		\$ 9,750
Teachers Aids and ParaProfessionals	7.50	\$ 9,450	\$ 70,875	5.00	\$ 9,450	\$ 47,250
Employee Benefits (200)			\$ 305,506			\$ 229,130
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)			\$ 39,280			\$ 29,460
Official or Administrative Services in Support of Management (310)			\$ 218,450			\$ 116,875
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)			\$ 5,000			\$ 5,000
Audit Services (300)			\$ 10,000			\$ 10,000
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 131,463			\$ 98,597
Library Instructional Aids/Books/Periodicals(640/645)			\$ 18,000			\$ 13,500
Textbooks (641)			\$ 170,100			\$ 127,575
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,200
<b>Total Instruction, Administration &amp; Support</b>			\$ 1,903,224			\$ 1,399,837

**Operational Year 1 Budget  
(Page 2 of 2)**

<b>Operations &amp; Maintenance</b>			<b>Total</b>		<b>Total</b>
Purchased Property Services(400)					
Facilities Rental or Lease (440)			\$ 520,890		\$ 520,890
Water, Sewage, Disposal Services					
Property Tax			\$ 5,000		\$ 5,000
Equipment or Vehical Rental or Lease/Purchase Agreements					
Custodial Services			\$ 36,500		\$ 27,375
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)			\$ 16,000		\$ 12,000
Advertising and Marketing			\$ 5,000		\$ 5,000
Printing and Binding					
Phone/Communications			\$ 5,988		\$ 5,988
Supplies (600)					
Operational Supplies			\$ 12,500		\$ 9,250
Utilities and other Expendable Supplies (610-630)			\$ 36,075		\$ 30,664
Property (700)					
Land & Improvements			\$ 2,000		\$ 1,000
Buildings			\$ -		\$ -
Technology-Related Hardware (Computers etc)			\$ 121,735		\$ 91,301
Furniture & Other Equipment			\$ 110,000		\$ 80,000
Debt Service and Miscellaneous Costs (800)					
Fees /Permits & dues			\$ 3,500		\$ 2,500
Loan Payments			\$ 25,747		\$ 25,747
Other (security, copier lease)			\$ 10,000		\$ 7,000
<b>Total Operations &amp; Maintenance</b>					
<b>Total Expenditures</b>			\$ 2,814,160		\$ 2,223,552
<b>Total Revenues</b>			\$ 3,012,091		\$ 2,333,683
			<b>Balance</b>		<b>Balance</b>
<b>Budget Balance (Revenues-Expenditures)</b>			\$ 197,931		\$ 110,131
<b>Budget Balance as Percentage of State Revenue</b>			7%		5%

**Operational Year 2 Budget  
(Page 1 of 2)**

<b>Charter School Name: LLA</b>						
<b>Year Three</b>	<b>Enrollment Maximum or Target</b>			<b>75% Enrollment</b>		
	<b>Second Operational Year</b>			<b>Second Operational Year</b>		
Number of Students:	567			425		
Grade Distribution:	K-6			K-6		
<b>Revenue</b>	<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students						
Fee Basis if applicable:						
State Funding	\$2,973,070			\$2,278,722		
Private Grants & Donations						
Misc Local Donations	\$0			\$0		
Loans:						
Commercial						
Private						
Other (specify): Implementation Grant and carryover from prior year	\$197,931			\$110,131		
<b>Total Revenue</b>	\$3,171,001			\$2,388,853		
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)						
Director or Principal	1.00	\$ 70,000	\$ 70,000	1.00	\$ 70,000	\$ 70,000
Other Administration: (specify)						
Teacher-Regular Ed	20.00	\$ 37,000	\$ 740,000	15.00	\$ 37,000	\$ 555,000
Teacher-Special Ed	1.50	\$ 38,500	\$ 57,750	1.50	\$ 38,500	\$ 57,750
Instructional Assts						
Secretary	1.50	\$ 27,500	\$ 41,250	1.00	\$ 27,500	\$ 27,500
Business Manager/Bookkeeper						
IT Technician						
Media Specialist	1.00	\$ 24,500	\$ 24,500	0.50	\$ 24,500	\$ 12,250
Speech & Language Therapist						
Counselor (Certified/Noncertified) (Circle)						
Substitute Teachers (daily basis)	65.00		\$ 13,000	65.00		\$ 9,750
Teachers Aids and ParaProfessionals	7.50	\$ 9,675	\$ 75,044	5.00	\$ 9,675	\$ 48,375
Employee Benefits (200)			\$ 320,781			\$ 240,586
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract						
Professional Employee Training and Development (330)			\$ 21,300			\$ 11,000
Official or Administrative Services in Support of Management (310)			\$ 218,450			\$ 116,875
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)						
Legal (300)			\$ 5,000			\$ 5,000
Audit Services (300)			\$ 10,000			\$ 10,000
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						
Other Purchased Services (500)						
Travel (580)						
Transportation (Student) ((510-513)						
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 127,348			\$ 95,511
Library Instructional Aids/Books/Periodicals(640/645)			\$ 15,000			\$ 11,250
Textbooks (641)			\$ 48,000			\$ 36,000
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 2,050			\$ 1,538
<b>Total Instruction, Administration &amp; Support</b>			\$ 1,789,473			\$ 1,308,384

**Operational Year 2 Budget  
(Page 2 of 2)**

<b>Operations &amp; Maintenance</b>			<b>Total</b>		<b>Total</b>
Purchased Property Services(400)					
Facilities Rental or Lease (440)			\$ 585,000		\$ 585,000
Water, Sewage , Disposal Services					
Property Tax			\$ 47,500		\$ 47,500
Equipment or Vehical Rental or Lease/Purchase Agreements					
Custodial Services			\$ 42,000		\$ 31,500
Other Purchased Services (500)					
Property/Casualty Insurance (520/521)			\$ 16,000		\$ 12,000
Advertising and Marketing			\$ 3,500		\$ 3,500
Printing and Binding					
Phone/Communications			\$ 10,788		\$ 5,988
Supplies (600)					
Operational Supplies			\$ 13,250		\$ 9,500
Utilities and other Expendable Supplies (610-630)			\$ 39,500		\$ 33,575
Property (700)					
Land & Improvements			\$ 3,500		\$ 2,625
Buildings			\$ -		\$ -
Technology-Related Hardware (Computers etc)			\$ 102,155		\$ 76,616
Furniture & Other Equipment			\$ 30,000		\$ 22,500
Debt Service and Miscellaneous Costs (800)					
Fees/Permits & dues			\$ 3,500		\$ 2,750
Loan Payments			\$ 51,494		\$ 51,494
Other (security, copier lease)			\$ 12,000		\$ 9,000
<b>Total Operations &amp; Maintenance</b>					
<b>Total Expenditures</b>			\$ 2,749,661		\$ 2,201,933
<b>Total Revenues</b>			\$ 3,171,001		\$ 2,388,853
			<b>Balance</b>		<b>Balance</b>
<b>Budget Balance (Revenues-Expenditures)</b>			\$ 421,341		\$ 186,921
<b>Budget Balance as Percentage of State Revenue</b>			13%		8%

CHARTER SCHOOL WORKSHEET			
FY 2012-2013			
*****PROJECTION ONLY*****			
School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	0	0.55	0
Estimated ADM (1-3)	0	0.9	0
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	0		
Special Ed ADM (1-12)	0		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
WPU Value	\$2,816	(Except for CTE Add-on and Special Ed.)	
Prior Year Teacher FTE (CACTUS)	0		
School Administrators (CACTUS)	0		
Prior Year WPUs	0		
ELL Students	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	0.0000	\$ -
Professional Staff	0.05000	0.0000	-
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	0.0000	-
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		-
Total WPU Programs		0.0000	\$ -
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ -
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program	\$37.67 per student		-
Reading Achievement Program	\$15.97 per WPUs		-
	\$2.04 per K-3 student		-
	\$32.96 per low income student		-
Charter Administrative Costs	\$100 per student		-
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		-
ESA-School Administrators	\$2,500 per qualified administrator		-
<b>Local Replacement Dollars</b>	Average \$1,687 per student		-
Total Non-WPU			\$ -
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup>	0	-
	\$200 or \$150 per teacher (7-12) <sup>2</sup>	0	-
Library Books and Resources	\$0.84 per student	0	-
Total One Time			\$ -
<b>ESTIMATED Total All State Funding</b>			\$ -
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-18-11

CHARTER SCHOOL WORKSHEET			
FY 2013-2014			
*****PROJECTION ONLY*****			
LLA	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	81	0.55	44.55
Estimated ADM (1-3)	243	0.9	218.7
Estimated ADM (4-6)	243	0.9	218.7
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	3		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	50		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	21.5		
Number of Teachers (7-12)	0		
WPU Value	\$2,816	(Except for CTE Add-on and Special Ed.	
Prior Year Teacher FTE (CACTUS)	21.5		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	100		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	481.9500	\$ 1,357,171
Professional Staff	0.05000	24.0975	67,859
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	55.3000	142,508
Spec. Ed. Self-Contained	1.0000	2.0000	5,632
Special Ed Pre-School	1.0000	3.0000	8,448
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		141,047
<b>Total WPU Programs</b>		<b>566.3475</b>	<b>\$ 1,722,665</b>
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 16,855
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program	\$37.67 per student		-
Reading Achievement Program	\$15.97 per WPUs		9,045
	\$2.04 per K-3 student		661
	\$32.96 per low income student		3,296
Charter Administrative Costs	\$100 per student		56,700
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		112,123
ESA-School Administrators	\$2,500 per qualified administrator		3,104
<b>Local Replacement Dollars</b>	Average \$1,687 per student		959,903
<b>Total Non-WPU</b>			<b>\$ 1,161,686</b>
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup>	21.5	3,763
	\$200 or \$150 per teacher (7-12) <sup>2</sup>	0	-
Library Books and Resources	\$0.84 per student	569	478
<b>Total One Time</b>			<b>\$ 4,240</b>
<b>ESTIMATED Total All State Funding</b>			<b>\$ 2,888,591</b>
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667		Updated 04-18-11	

YEAR 1 @ 75%			
FY 2013-2014			
*****PROJECTION ONLY*****			
LLA	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	60	0.55	33
Estimated ADM (1-3)	183	0.9	164.7
Estimated ADM (4-6)	182	0.9	163.8
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	2		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	45		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	16.5		
Number of Teachers (7-12)	0		
WPU Value	\$2,816	(Except for CTE Add-on and Special Ed.	
Prior Year Teacher FTE (CACTUS)	16.5		
School Administrators (CACTUS)	1		
Prior Year WPUs	0		
ELL Students	95		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	361.5000	\$ 1,017,984
Professional Staff	0.05000	18.0750	50,899
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	55.3000	142,508
Spec. Ed. Self-Contained	1.0000	2.0000	5,632
Special Ed Pre-School	1.0000	3.0000	8,448
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		105,723
<b>Total WPU Programs</b>		<b>439.8750</b>	<b>\$ 1,331,194</b>
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 13,091
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program	\$37.67 per student		-
Reading Achievement Program	\$15.97 per WPUs		7,025
	\$2.04 per K-3 student		496
	\$32.96 per low income student		3,131
Charter Administrative Costs	\$100 per student		42,500
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		86,048
ESA-School Administrators	\$2,500 per qualified administrator		3,104
<b>Local Replacement Dollars</b>	Average \$1,687 per student		720,349
<b>Total Non-WPU</b>			<b>\$ 875,743</b>
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup>	16.5	2,888
	\$200 or \$150 per teacher (7-12) <sup>2</sup>	0	-
Library Books and Resources	\$0.84 per student	427	359
<b>Total One Time</b>			<b>\$ 3,246</b>
<b>ESTIMATED Total All State Funding</b>			<b>\$ 2,210,183</b>
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667		Updated 04-18-11	



CHARTER SCHOOL WORKSHEET			
FY 2014-2015			
*****PROJECTION ONLY*****			
LLA	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	81	0.55	44.55
Estimated ADM (1-3)	243	0.9	218.7
Estimated ADM (4-6)	243	0.9	218.7
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	3		
Special Ed ADM (K)	6		
Special Ed ADM (1-12)	57		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	21.5		
Number of Teachers (7-12)	0		
WPU Value	\$2,816	(Except for CTE Add-on and Special Ed.	
Prior Year Teacher FTE (CACTUS)	21.5		
School Administrators (CACTUS)	1		
Prior Year WPUs	481.95		
ELL Students	125		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	481.9500	\$ 1,357,171
Professional Staff	0.05000	24.0975	67,859
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	62.3000	160,547
Spec. Ed. Self-Contained	1.0000	2.0000	5,632
Special Ed Pre-School	1.0000	3.0000	8,448
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		141,047
<b>Total WPU Programs</b>		573.3475	\$ 1,740,704
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 17,063
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program	\$37.67 per student		21,359
Reading Achievement Program	\$15.97 per WPUs		9,156
	\$2.04 per K-3 student		661
	\$32.96 per low income student		4,120
Charter Administrative Costs	\$100 per student		56,700
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		112,123
ESA-School Administrators	\$2,500 per qualified administrator		3,104
<b>Local Replacement Dollars</b>	Average \$1,687 per student		959,903
<b>Total Non-WPU</b>			\$ 1,184,189
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup>	21.5	3,763
	\$200 or \$150 per teacher (7-12) <sup>2</sup>	0	-
Library Books and Resources	\$0.84 per student	569	478
<b>Total One Time</b>			\$ 4,240
<b>ESTIMATED Total All State Funding</b>			<b>\$ 2,973,070</b>
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-18-11

**Year 2 Revenue @ 75% Enrollment  
(Page 1 of 1)**

<b>YEAR 2 @ 75%</b>			
<b>FY 2014-2015</b>			
<b>*****PROJECTION ONLY*****</b>			
LLA	<b>TEMPLATE</b>		
	<b>Average Daily Membership</b>	<b>Rating Factor</b>	<b>WPU Generated</b>
Estimated ADM (K)	60	0.55	33
Estimated ADM (1-3)	183	0.9	164.7
Estimated ADM (4-6)	182	0.9	163.8
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	2		
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	45		
Special Ed (Self-Contained)	2		
Number of Teachers (K-6)	16.5		
Number of Teachers (7-12)	0		
WPU Value	\$2,816	<i>(Except for CTE Add-on and Special Ed</i>	
Prior Year Teacher FTE (CACTUS)	16.5		
School Administrators (CACTUS)	1		
Prior Year WPUs	361.5		
ELL Students	110		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	361.5000	\$ 1,017,984
Professional Staff	0.05000	18.0750	50,899
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	62.3000	160,547
Spec. Ed. Self-Contained	1.0000	2.0000	5,632
Special Ed Pre-School	1.0000	3.0000	8,448
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$248.76 per K-8 ADM		105,723
Total WPU Programs		446.8750	\$ 1,349,233
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
Flexible Allocation-WPU Distribution	\$ 29.76 per WPU		\$ 13,299
<b>Special Populations</b>			
Enhancement for At-Risk Students			
Enhancement for Accelerated Students			
<b>Other</b>			
School Land Trust Program	\$37.67 per student		16,010
Reading Achievement Program	\$15.97 per WPUs		7,137
	\$2.04 per K-3 student		496
	\$32.96 per low income student		3,626
Charter Administrative Costs	\$100 per student		42,500
Educator Salary Adjustment (ESA)	\$4,200 per qualified educator plus benefits		86,048
ESA-School Administrators	\$2,500 per qualified administrator		3,104
<b>Local Replacement Dollars</b>	Average \$1,687 per student		720,349
Total Non-WPU			\$ 892,567
<b>One Time</b>			
Teacher Materials/Supplies	\$250 or \$175 per teacher (K-6) <sup>1</sup>	16.5	2,888
	\$200 or \$150 per teacher (7-12) <sup>2</sup>	0	-
Library Books and Resources	\$0.84 per student	427	359
<b>Total One Time</b>			\$ 3,246
<b>ESTIMATED Total All State Funding</b>			<b>\$ 2,278,722</b>
<sup>1</sup> Steps one through three get \$250; steps four or higher get \$175			
<sup>2</sup> Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7667			Updated 04-18-11

## Project CHILD Professional Development Budget

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Leadership Learning Academy recognizes the importance of setting yearly goals. Leadership Learning Academy will evaluate the following Finance Goals yearly and make revisions based on benchmark data, yearly stakeholder input, board training, and best practices.

## FINANCE GOALS

Indicator – Financial Performance and Sustainability		
Measure	Metric	Best Practice Guideline
Current Ratio	(Current Assets) / (Current Liabilities)	>1.15
Adherence to Budget	(Budgeted Expenditure – Expenditure) / Budgeted Expenditure	Overall budget to actual expenditures within 5% of budget
Debt Ratio	(Total Liabilities) / (Total Assets)	<0.9
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	No default. School upholds contractual obligations.
Current assets to total annual operating expenses.	[Current Assets / (Total Annual Operating Expenses / 365)]	>30-60 days cash on hand.
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings.	No material findings, no financial condition findings, or no repeat significant findings.

## **SECTION 9: FISCAL PROCEDURES**

Leadership Learning Academy is committed to ensuring sound fiscal procedures designed to safeguard the School's assets. As part of this commitment, LLA acknowledges and understands that the School must follow all requirements of the Utah State Procurement Code as it applies to the purchase of qualifying goods or services. Following approval, the Board intends to advertise a Request for Proposals to select and secure the services of a reputable and experienced charter school management company. The purpose is to begin operations with a support staff that can provide direction and guidance in the areas of accounting, auditing, bookkeeping, and proven internal controls designed to protect the School's resources. LLA recognizes the need to abide by all applicable laws and regulations, including 53A-1a-508, including the following acknowledgements: (i) fiscal procedures will be consistent with generally accepted financial management standards; and (ii) neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of LLA or persons or entities who operate LLA.

### **Financial Records/Reporting & Budget Process**

In accordance with state guidelines, LLA's Board of Directors (the Board) will require and be provided with updated financial statements and budget reports at each regularly scheduled board meeting. Additionally, the Director will review the budget prior to each regularly scheduled board meeting with the management company/business manager. LLA will adhere to Generally Accepted Accounting Principles as constituted by the Financial Accounting Standards Board ("FASB"). Cash collected at the School will be reconciled in the presence of two authorized individuals, sealed in tamperproof envelopes, and deposited daily at approved financial institutions as set forth under the State of Utah Money Management Act. Deposits will be made, whenever practicable, but not later than three days or as otherwise required by applicable rules governing LLA's cash management.

LLA will prepare an annual operating budget prior to June 30<sup>th</sup> of the current year for the next fiscal year, detailing revenues, expenses, and cash flow projections. The budget will be planned such that anticipated revenue exceeds appropriations (i.e. a balanced budget), and will align with school priorities as established by the Board. All budgets and budget amendments will be voted upon in a public meeting in accordance with the Utah Open and Public Meetings Act. Subject to restrictions imposed by law or other rules, LLA reserves the right to reallocate funds from one line item in the budget to another as prescribed by the Board if purchasing practices or conservation result in an expenditure different from the budgeted amount. Undistributed reserves may be added to LLA's operational budget for the following year and may be reallocated at the discretion of the Board. The budget and cash flow projections utilized by LLA will provide sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail documentation.

We will ensure compliance with applicable fiscal rules/regulations which include completion of an annual audit conducted by an independent certified public accounting firm, timely submission of October and December student counts, money management reports, negotiation reports, compliance with transparency requirements, regular enrollment and financial reports as required by the State Office of Education, AFR/APR submissions, as well as other reports or information required by the State Office of Education.

### **Purchasing Policies & Procedures**

LLA has adopted a Purchasing/Disbursement Policy in a Board Meeting and included it in this section. In addition to the Purchasing/Disbursement Policy, LLA will also adhere to the Utah State Procurement Code as set forth in UT Admin Code R33-3 *et seq.* The applicable provisions of these procurement rules provide: (i) for purchases less than \$1,000, the School may select the best source without seeking quotes; (ii) for purchases over \$1,000 and up to \$50,000, the School should secure at least two quotations, which can be received by email, telephone, or facsimile (Note: quotes should be documented and filed for auditing purposes, and therefore, written quotes will be the preferred method of receiving information from providers); and (iii) for purchases exceeding \$50,000, a formal bid process will be utilized.

In coordination with a Capitalization & Expense Policy (a draft policy is included at the end of this section) that will be Board approved prior to any purchases made, LLA will implement a fixed asset inventory system that will track all of LLA's fixed assets in compliance with federal guidelines. In addition, LLA will adopt procedures for the disposal of fixed assets to ensure proper reconciliation of inventory records at the end of the fiscal year. We will conduct regular inventory checks, and the administration, teachers, and custodial/maintenance staff will be responsible to inventory items assigned to their classroom, office, or role at LLA.

Although LLA has not entered into agreements for the provision of facility planning, construction, or other high value expenditures, LLA will adhere to the policies and procedures outlined in this section to ensure that such expenditures are incurred in compliance with applicable rules and in an effort to further enhance the program offered at LLA.

Note: All fiscal procedures and policies must comply with LLA's conflict of interest policy.

### **Emergency Expenditures**

An emergency purchase is the purchase of goods or services that are so badly needed that the School will suffer financial or operational damage if they are not secured immediately. If the Board determines that an "emergency" exists, they may amend the budget and authorize an emergency expenditure.

### **Mandatory Attendance at Finance & Statistics Training**

LLA will ensure that a representative from the Board will attend school finance and statistics training and all required finance training will be completed *prior to* the first day of school. We make this commitment not only because it is required, but because we recognize the importance of sound financial policies/procedures and the importance of understanding the financial reporting and use requirements associated with state and federal funds. Furthermore, LLA will ensure that its representative attend future/ongoing trainings as they become available to ensure management and accounting of its funds are in compliance with any revisions to rules governing the financial management of LLA.

## **Draft Policy: CAPITALIZATION / EXPENSE POLICY**

Approval Date:

The purpose of this policy is to allow for accounting to depreciate rather than expense qualified inventory items.

Items or purchases totaling over \$1,500.00 and have an anticipated life of more than three years shall be depreciated rather than expensed. The period of time items will be depreciated will be based on GAAP (Generally Accepted Accounting Practices). All items with a purchase value less than \$1,500.00 or an anticipated life of less than three years will be expensed.

**Leadership Learning Academy, Inc.**  
Minutes of the Organizational Meeting of Board of Directors  
Date: March 7, 2011

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The organizational meeting of the Board of Directors of Leadership Learning Academy, Inc., a Utah nonprofit corporation, was held at 352 N. Flint St., Kaysville, Utah 84037 at 6:00 pm, on March 7, 2011.

❖ **Members present:** Chuma Uzoh, Heidi Bauerle, Jim Coleman, and Kristin Cornell (via phone), being all of the Incorporates named in the Corporation's Articles of Incorporation, were present.

❖ **Articles of Incorporation**

Chuma Uzoh presented a copy of the Articles of Incorporation. Jim Coleman made a motion to approve the Articles of Incorporation and authorize them to be filed with the State of Utah and a copy thereof to be included in the corporate records. Heidi Bauerle seconded the motion. Motion passed unanimously.

❖ **Election of Board Members**

The Chair of the meeting called for the election of Board Members of the Corporation. The following were nominated and elected by unanimous vote of the remaining incorporators:

Chuma Uzoh, Heidi Bauerle, Tracy Seib, Jim Coleman, and Kristin Cornell

❖ **Officers**

The Chair of the meeting called for the election of officers of the Corporation. The following individuals were nominated to the office preceding their name:

President – Chuma Uzoh  
Secretary – Heidi Bauerle  
Financial Coordinator – Kristin Cornell  
Vice-President – Jim Coleman

No further nominations being made the nominations were closed and the directors proceeded to vote on the nominees. The Chair announced that the nominees were elected to the offices set before their respective names to serve pursuant to the terms of any bylaws adopted by the Board of Directors.


❖ **Approval of Purchasing/Disbursement Policy**

Jim Coleman called for approval of the Purchasing/Disbursement Policy, Heidi Bauerle seconded the motion. Motion passed unanimously.

**ADJOURNMENT**

The Chairperson asked whether there was any further business to come before the Directors at this meeting, and there being no response, the meeting was adjourned.

APPROVED BY:



Chuma Uzoh, President

**Leadership Learning Academy**  
**Policy: Purchasing/Disbursement Policy**  
**Approved:** March 7, 2011

**Purpose:**

The purpose of this policy is to enable administration to make minor purchases that are necessary for the day-to-day operation of Leadership Learning Academy (the "School"), without approval of the Board of Directors (the "Board").

**Purchasing:**

The responsibility for approving purchases is delegated to the Director of the School by the Board as set forth below.

During the first operating calendar year of the School, all purchases over \$5,000.00 must receive Board approval. For subsequent years, purchases up to \$2,500 must be approved by the Director, purchases between \$2,500.00 and \$5,000.00 must be approved by either the Board President or Board Treasurer, and purchases over \$5,000 must be approved by the full Board. Invoices, purchase orders, and authorized facsimiles must be signed by the appropriate authorized individual.

Employee's purchases that require reimbursement are discouraged.

Purchases for travel that require the use of a credit card are to follow the purchasing / disbursement process utilizing a purchase order. The School's management company/business manager will retain the credit card for making such purchases and only utilize the credit card when required to do so.

**Disbursements:**

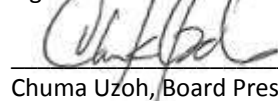
The responsibility for disbursement is delegated to the School's management company/business manager as set forth below.

Disbursements are handled in such a manner as to ensure that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that laws, rules and regulations governing the disbursements, and handling of public funds are followed.

The following controls are established to assure that all payments are made on a timely basis and in accordance with all purchase orders and contracts:

- Purchase order shall be completely filled out prior to purchase.
- Purchase order shall be signed by appropriate authorizing personnel.
- Completed purchase orders are to be sent to the School's management company/business manager.
- Prior to payment being made, the School's management company/business manager will require a valid invoice and properly completed purchase order.
- Disbursements are to be made primarily by check with counter signatures to provide additional control.
- If approved by the Board, blank warrants/checks may be kept in locked storage under the control of a designated, responsible employee at the School. Access to blank checks must be limited to this employee and a designated alternate. When blank checks are received; the date, quantity, and inclusive serial numbers are recorded and added to the total balance on hand. When a blank check is used, the stub along with a copy of the receipt is to be signed by the Director and forwarded to the management company/business manager. The use of these blank checks should be kept to an absolute minimum.

Signature:



Chuma Uzoh, Board President

7 March 2011

Date



## **SECTION 10: ORGANIZATIONAL STRUCTURE & GOVERNING BODY**

*The Board is dedicated to governing in the best interests of the stakeholders of Leadership Learning Academy, including the students and their families, as well as the faculty and staff.*

### **Role of the Board**

Leadership Learning Academy will be governed by a Board of Directors (the “Board”) consisting of five to seven members. The primary role of the Board is to serve as stewards of the taxpayer dollars invested in public charter schools. As such, Board members are accountable to the taxpayers as well as to the students who attend the School. The Board’s primary role as stewards of the public trust is to be responsible for promoting the School’s mission and ensuring that the School accomplishes the purpose for its existence by providing a quality education to its students. The Board’s role as stewards also makes it responsible for instituting policies and oversight so that the School avoids situations and behaviors that are unlawful or unethical.

At all times, each Board member must promote and support the defining mission, philosophy and goals of the School. Board members are therefore expected to understand and familiarize themselves with the philosophies of the School’s programs and instruction. The LLA Board of Directors is committed to their own professional development both concerning board governance and Project CHILD.

Board Governance training will be ongoing and provided from a variety of sources including, but not limited to, Charter School Association, USOE, teachers and other professional personnel, board research and discussion on relevant books or materials such as Brian Carpenter’s *Board University*, John Carver’s *Board’s that Make a Difference*, and Marci Cornell-Feist resources. Project CHILD professional development for the board members will be provided by both administration and teachers who are trained in the Project CHILD method. Board members will be invited to participate in Project CHILD webinars, visit classrooms, and read Project CHILD training materials.

In connection with the fulfillment of these duties, the Board is responsible for protecting the legal interests of the School; exercising sound legal and ethical practices; establishing policies for the School; managing School liabilities wisely; establishing good relations with the community, including school districts, media, neighbors, parents, and students; hiring and evaluating the administrator; engaging in strategic planning; ensuring adequate resources and managing them effectively; and monitoring and assessing the School’s overall performance.

Specifically, the Board’s duties will include:

1. Promote school’s vision
2. Ensure progress towards vision
3. Establish appropriate governance policy
4. Ensure compliance with charter and state law
5. Maintain fiscal responsibility by approving annual budget and review expenditures as necessary
6. Evaluate progress towards the School’s mission
7. Work with the Director to establish annual school improvement goals
8. Review curriculum outcomes
9. Develop administrator assessment and conduct annual evaluation
10. Select a professional and qualified Education Management Company or Business Manager

Moreover, as stewards, the Board will seek to engage stakeholders and to promote a free flow of information to and from those stakeholders—especially students and parents—in order to ascertain the expectations of stakeholders, determine the extent to which the School is accomplishing its mission, and evaluate how the School can improve. The Board will undertake these efforts to establish a regular and free flow of information on these issues in order to assist the Board in its governance functions. This information may be gathered under the Board’s direction by way of surveys, town hall meetings, focus groups, individual meetings, and other methods. However, although the Board will actively seek to establish relationships with members of the School community

and solicit feedback, the Board will maintain its role of governance. As such, the Board will avoid becoming a processor of parent and teacher complaints that are, in fact, management issues that are more appropriately dealt with by the Director and other school staff. In addition, Board members will recognize that only the Board as a body has any authority. Individual Board members have no authority and will not attempt to exercise any authority in connection with the School unless specifically authorized by proper Board action.

The Board understands that the role of the current founding/start-up Board will change as the School becomes operational. Specifically, the Board will transition away from the hands-on role of a start-up board and become a governing board. It is through the exercise of the governance role that the Board will fulfill its responsibility as public stewards going forward. The Board recognizes that its job is fundamentally different than the job of the School's staff and will not duplicate staff's efforts at the board level.

The Board recognizes that there is a tremendous amount of information and literature available to guide Boards in doing their work, including *Boards that Make a Difference* by John Carver and *Charter School Board University* by Brian L. Carpenter. In reviewing this literature, the Board believes that Carver Policy Governance and the guidelines advocated by Mr. Carpenter represent a viable model of board governance that provides a framework to help the Board effectively and professionally fulfill its responsibilities. As such, the Board may choose to implement Carver Policy Governance as it transitions from a start-up board to a governing board. Even if the Board does not choose to implement Carver Policy Governance, it will adopt Board operational policies to guide the Board in the fulfillment of its duties.

### **Board Selection and Composition; Filling of Vacancies**

The Board may be comprised of parents/grandparents/guardians of students enrolled in the School as well as members of the community at large.

The School's Bylaws will provide that each member of the Board will serve a four year term. However, the terms of the initial Board members will be staggered as follows in order to establish continuity in the Board going forward: the initial President will serve a five-year term; the initial Treasurer will serve a four-year term, the initial Vice President will serve a three-year term, and the initial Secretary will serve a two-year term.

Vacancies on the Board of Directors will exist when the term of a Board member expires or upon the resignation or removal of a Board member.

Dismissal of a Board member is a measure of last resort. The Board recognizes that this is a drastic measure and one not to be taken lightly. Initially, a Board member may be removed by the vote of two-thirds (2/3) of the remaining members. Reasons for removal of a Board member may include violation of the law or Board policy, unethical conduct, conduct harmful to the School's public image, or other conduct detrimental to the Board or the School as determined by the LLA Board of Directors. However, the Board may revisit and revise the removal procedure in order to revise these procedures if necessary.

For all vacancies, the Board will solicit nominations and letters of application from the school community and members of the community at large. If the vacancy exists because of the resignation or removal of a member, the remaining Board members will elect an individual to fill the remaining term of the departed member. For vacancies created because of the expiration of a member's term, the new member will be elected by the remaining Board members for a new four year term. However, if a member's term expires, the director can serve another term, and if the member wishes to continue to serve and the remaining Board members wish to re-elect that member, the Board is not required to solicit applications.

### **Board Meetings; Quorum**

The Board will meet once per month for an initial period and afterwards regularly as needed to conduct the Board's business and fulfill its responsibilities.

A majority vote of the quorum present at a meeting will constitute action by the Board.

The Board will operate in accordance with open meetings laws, including taking meeting minutes at all Board meetings and posting meeting agendas.

## **Board Officers**

The Board's officers fulfill specific responsibilities and facilitate effective decision making by all board members. The officers will plan and execute the agenda of board meetings and serve as a communication link with other members of the Board. The Officers of the Board will consist of the President, Vice President, Secretary and Treasurer/Financial Coordinator.

Board officers will be nominated and elected by the remaining Board members. Board officer elections will be held during the June Board meeting each year. Board officers may be re-elected and will not be subject to term limits. No board member may hold more than one office at any given time.

Following are job descriptions of Board officer positions:

### **PRESIDENT**

- Conduct board meetings
- Set agenda for board meetings
- Ensure achievement of goals as identified in the charter
- Communicate with School Director
- Formal review of School Director, at least once annually, in conjunction with a representative of the management company/business manager.

### **VICE PRESIDENT**

- Conduct community meetings and presentations about the School as required
- Conduct community meetings and presentations on the School
- Conduct board meetings in the absence of the President

### **SECRETARY**

- Prepare and post Board meeting agenda
- Record and distribute Board meeting minutes
- Board correspondence
- Prepare, maintain, and distribute Board policy files and records
- Maintain personnel performance files for Director (and possibly Assistant Director)
- Maintain file on performance of management company/business manager

### **FINANCIAL COORDINATOR**

- Maintain board financial records
- Review financial reports
- Obtain bids, if required
- Purchasing oversight
- Review and instruct the Board on financial reports
- Ensure performance of and review annual audit

## **Special Task Forces/Committees & the Delegation of Action**

The Board may, at its discretion, appoint special parent task forces or committees, and/or the School Director to investigate and research specific items related to the School's policy, programs, and curriculum in order to gather more information and data and further assist the Board in its governance functions. Where possible, the Board will give clear instructions and/or suggestions, delegating the implementation responsibility for proposed actions, after review of the Board.

## Management Structure

### SCHOOL DIRECTOR

The selection and evaluation of the Director will be the Board's responsibility. The Director is the chief executive officer of the School and is responsible for all aspects of the School's management. The Board recognizes that it does not have direct responsibility for the management of the School. Therefore, although the Board is ultimately accountable to the School's stakeholders for the accomplishment of the School's mission, the Board will hold the Director responsible for taking the steps necessary to implement the vision and make it a reality.

The Director will be responsible for carrying out the following items in accordance with state and federal law:

1. Achieve vision of the Board and accomplish the School's mission
2. Implement and adhere to Board policy
3. Communicate with the Board as requested
4. Provide information requested by the Board
5. Establish and implement curriculum in order to ensure accomplishment of the School's educational mission
6. Hire school employees and execute employment agreements on terms consistent with relevant Board policies
7. Develop and implement effective professional development program for staff
8. Adhere to and properly oversee administration of the approved budget
9. Maintain personnel performance files for employees
10. Conduct staff evaluations
11. Oversee purchasing and requisition of supplies, curriculum, etc.
12. Coordinate with parent organization board, officers and committees to ensure that the parent organization acts as a resource to the School and works to further the School's mission
13. Develop and maintain Student, Parent and Teacher Handbooks
14. Develop and maintain operational processes and procedures for a safe and orderly School, including but not limited to:
  - a. Check in of students and visitors
  - b. Pick up/ drop off
  - c. Dress code enforcement
  - d. Attendance
  - e. Emergency response
15. Maintain positive public relations with parents, community, local school district and state
16. Oversee assessment of students and develop goals for continual improvement
17. Coordinate with the management company/business manager in connection with their areas of responsibility

The Director will hire necessary staff in accordance with a compensation philosophy/salary policy established by the Board. The Director's hiring of staff may be ratified by the Board.

All employees of the School report to the Director, and the Board will not directly supervise, direct, evaluate, discipline, or terminate any employees other than the Director.

The Director will report to the Board, and the Board will conduct regular evaluations with the Director in order to ensure that the Director is properly fulfilling his or her responsibilities and achieving the School's mission.

As part of the evaluation process, the Board will establish expectations that the Director engage with the School's stakeholders regarding key issues. The Director should be accessible to both the student and parent community as well as to the staff and should facilitate an open dialogue with those groups as issues and concerns arise.

### **Administrative Staff**

Administrative staff may include one or more secretaries providing assistance to the Director and will report to the Director.

### **Teaching Staff**

Teachers will report directly to the Director. Further qualifications for teachers are listed under the Teacher Qualifications section of this application.

Teachers will provide instruction and direction to students in accordance with the approved curriculum, while meeting the curriculum required by the State of Utah and striving to meet the School's mission, philosophy and goals. Teachers will be the primary interface to parents and volunteers. Teachers will also supervise any other instructor/teacher's aide or volunteer assigned to their respective classrooms.

Teachers must be enthusiastic proponents of the School's mission, philosophy, and goals.

Teachers, along with other staff members, will address issues and concerns with the appropriate parties—often the Director—as they arise in order to maintain a professional and collegial environment in the School. Information should flow freely up as well as down the School's organizational chart. The Board will expect the Director to work effectively to resolve employee concerns and disputes regarding management-level issues.

### **Teacher's Aide**

Teacher's aides will report directly to their supervising teacher. Instructor/teacher's aides will provide instruction and direction to students in accordance with the approved curriculum and provide assistance to the supervising teacher while striving to meet the School's mission, philosophy and goals. Instructor/teacher's aides will also supervise and assist volunteers assigned to their respective classrooms.

### **Facility Staff**

Facility staff reports directly to the Director or other staff members as directed by the Director. Such staff may include a custodian and other necessary positions to fulfill its role. Facility staff will be responsible for the upkeep and maintenance of the School's facilities and grounds. The Director will have discretion to determine how these services will be provided and may instead choose to engage independent contractors to provide these services.

### **Volunteers**

Volunteers will report directly to the Director, administrative staff, facility staff, teacher staff or instructor/teacher's aides, depending on their assigned tasks. At a minimum, volunteers must be enthusiastic proponents of the School's mission, vision, and goals. Volunteer opportunities are listed in the Opportunities for Parental Involvement heading noted below in this application.

In accordance with Utah Code 53A-1a-512.5 and in order to protect all students at Leadership Learning Academy, all individuals, including volunteers and employees, who spend a significant amount of unsupervised time with students will be required to complete and pass a criminal background check prior to beginning service. The Director will be responsible for making sure all background checks are complete and on file at the School. Files will be updated at least annually and be managed by office staff under the direction of the Director. Any teacher or other staff member wishing to have volunteers work directly with students without direct supervision will be required to have his or her request for a specific named volunteer who has passed the necessary background check approved by the Director.

### **Parent Organization**

The parent organization for LLA will be comprised of all parents/legal guardians of the students enrolled in the School. The role of this organization is to act as a resource for the School and to support the mission and purpose of the School. The parent organization's officers will be elected for one year terms by the parent/legal guardians of the enrolled students, with each family receiving one vote.

The responsibilities of the Parent Organization include, but are not limited to the following:

- Complete tasks requested by the Board
- Act as liaison between parents/students and the Board on governance matters and administration on management-level matters
- Coordinate volunteer efforts
- Create any sub-committees to complete tasks as needed
- Fundraising
- Other functions which enhance the mission of the Charter as approved by the Board.

The parent organization may also form partnerships with various groups from the community in order to enhance the resources available to the School. Partnerships may include veteran organizations, local city councils, businesses, charitable or civic organizations, etc. The partnerships should be formed with the goal of furthering the School's mission and philosophy.

The parent organization will coordinate its activities with the Director or his/her designee in order to ensure that they are consistent with the School's mission and do not conflict with or detract from accomplishment of the School's mission. The parent organization must be a partner and work hand-in-hand with the School's administration in order to effectively fulfill its purpose.

Leadership Learning Academy believes that by bringing parents and teachers together in the same organization, parents will feel empowered to help their children succeed at a level unavailable in the traditional public school system. Parents will play a large role in the success of the School. When parents, as well as teachers, are held accountable for the success of the School, students' needs are met at a higher level. The daily presence of parents in the classroom creates much greater feedback relative to the teacher, the course content, and the class environment than would ordinarily be possible in a setting where parents are less active in the day-to-day learning.

#### **Management Company/Business Manager**

In the event the Board chooses to hire a professional educational management company after a proper RFP process, the management company will fulfill all duties in accordance with state and federal law. The management company will report directly to the Board in addition to working closely with the Director. Because the Board believes that retaining a management company will help the School fulfill its mission by allowing the Director to focus more energy on the educational success of the School and less on administrative, operational, and compliance issues, the Board has set the selection of a management company/business manager as one of their goals, but reserves the right to adjust the structure of the School's management based on the Board's evaluation of the School. If selected, the management company will fulfill the following responsibilities:

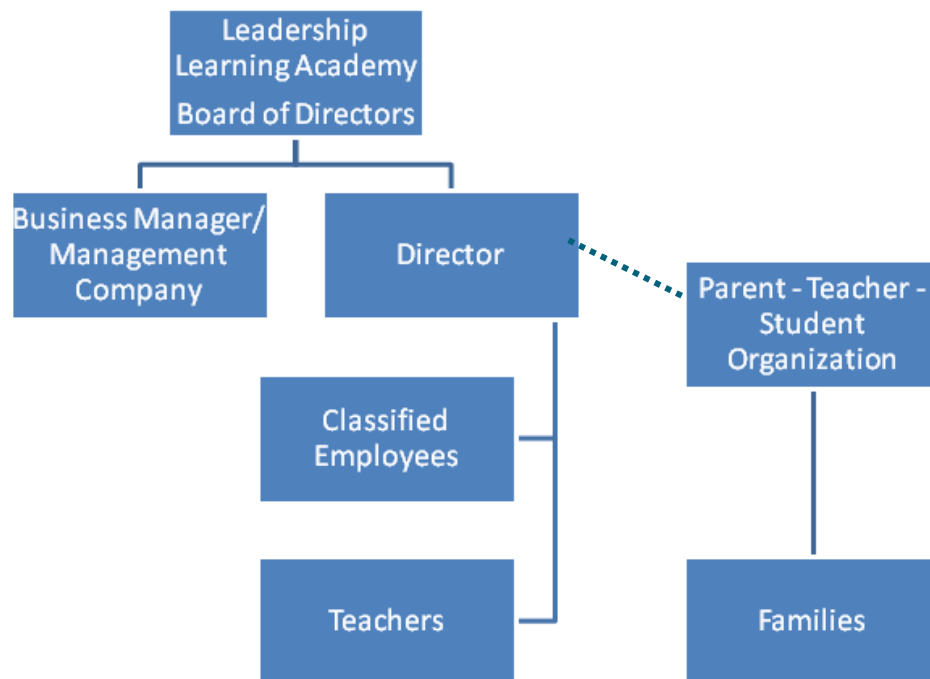
1. Assist the Board in establishing fiscal and accounting policies
2. Implement accounting policies established by the Board
3. Submit financial reporting to State
4. Work with the Director in connection with financial decisions and administration of the budget
5. Provide bookkeeping services
6. Ensure the School maintains appropriate liability insurance
7. Assist the Director with human resources matters for School employees, including:
  - a. Recruiting
  - b. Payroll, benefits, assistance.
  - c. Consulting on compliance issues
  - d. Assisting with staff complaints/ issues
  - e. Background checks, drug testing, etc.
8. Assist with and coordinate operational matters, including:
  - a. Coordinate building/grounds construction management, operation and maintenance
  - b. Provide purchasing support and assistance
  - c. Janitorial service contracting (if needed)
  - d. Computer maintenance/ networking contracting (if needed)
9. Assist with the development of procedures and policies to ensure compliance with applicable laws and regulations

10. Coordinate and assist with the submission of required government reports
11. Special programs consulting
12. Assist with Board training as requested
13. Assist with the preparation of Board meeting agendas, minutes and audio recordings

## Organizational Flow Chart

This flow of information allows for communication between parents, teachers, administrators, and Board. This helps create a community of learning keeping all parties involved in the education process.

The Organizational Flow Chart is flexible and should serve as a guide for communication between School stakeholders. Changes to the Organizational Flow Chart can be made by the Board as needed to clarify relationships and improve communication.



**All lines indicate free flowing communication.**

1. The Board is directly responsible for the evaluation of the Director and the Business Manager/Management Company.
2. The Director is directly responsible for the evaluation of Teachers and Classified Employees.
3. The Business Manager/Management Company is not responsible for supervision of any School employee and reports directly to the Board. The relationship between the Business Manager/Management Company and the Director is a partnership with both reporting to the Board regarding their respective areas of responsibility and working together for the success of the School. One role of the Business Manager/Management Company is to help alleviate management responsibilities from the Director, thus allowing them to focus on teaching and learning. (Roles are clearly defined in Section 20.)
4. The parent organization will work cooperatively with the Director and School staff to support the School in achieving its mission. The Board may ask the parent organization to give regular updates to the Board on School and fundraising activities. Families are represented on the chart as the foundation of the parent organization; however, they are an integral part of all communication between stakeholders.

# Articles of Incorporation<sup>4</sup>

## ARTICLES OF INCORPORATION OF LEADERSHIP LEARNING ACADEMY, INC.

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

### ARTICLE I NAME

The name of this nonprofit corporation shall be Leadership Learning Academy, Inc.

### ARTICLE II DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

### ARTICLE III PURPOSES

To operate exclusively as a nonprofit corporation under the laws of the state of Utah.

To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.

To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

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<sup>4</sup> Board Meeting minutes for approval of the Articles of Incorporation are included in Section 9.



#### ARTICLE IV VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

#### ARTICLE V POWERS

**A. Powers in General.** Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

- (1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;
- (2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;
- (3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;
- (4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;
- (5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;
- (6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;
- (7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;
- (8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;
- (9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

**B. Powers Relating to Specific Objects and Purposes.** This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

**C. Restrictions.** Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized.

**ARTICLE VI  
REGISTERED OFFICE AND AGENT**

The street address of the corporation's initial registered office is 2421 N. 400 E. #A-6, Ogden, UT 84414. The name of the corporation's initial registered agent at said initial registered office is Chuma Uzoh.

**ARTICLE VII  
INCORPORATORS**

The names and addresses of the incorporators are:

Chuma Uzoh  
2421 N. 400 E. #A-6  
Ogden, UT 84414

Heidi Bauerle  
2212 W 1125 S  
Syracuse , UT 84075

Tracy Seib  
572 W 2225 S  
Syracuse , UT 84075

Jim Coleman  
302 East 1100 North  
Layton, Utah 84041

Kristin Cornell  
2126 S 830 W  
Syracuse, UT 84075

**ARTICLE VIII  
DIRECTORS**

The number of directors of the corporation shall be no less than Five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is Five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Chuma Uzoh  
2421 N. 400 E. #A-6  
Ogden, UT 84414

Heidi Bauerle  
2212 W 1125 S  
Syracuse , UT 84075

Tracy Seib  
572 W 2225 S  
Syracuse , UT 84075

Jim Coleman  
302 East 1100 North  
Layton, Utah 84041

Kristin Cornell  
2126 S 830 W  
Syracuse, UT 84075

**ARTICLE IX  
LIMITATIONS ON LIABILITY**

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

**ARTICLE X  
BYLAWS**

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

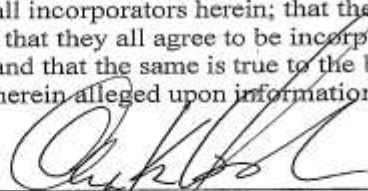
**ARTICLE XI  
AMENDMENT OF ARTICLES OF INCORPORATION**

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

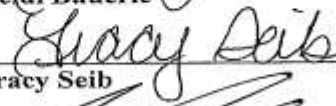
**ARTICLE XII  
DISSOLUTION**

This corporation is one which does not contemplate pecuniary gain or profit to the directors thereof, and it is organized solely for nonprofit purposes. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable, educational, religious and/or scientific purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any funds not so 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 purposes or to such organization or organizations as said court shall determine that are organized and operated exclusively for such purposes.

In Witness Whereof, the undersigned have executed these Articles of Incorporation this 7<sup>th</sup> day of March 2011, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and Board members; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

  
Chuma Uzoh

  
Heidi Bauerle

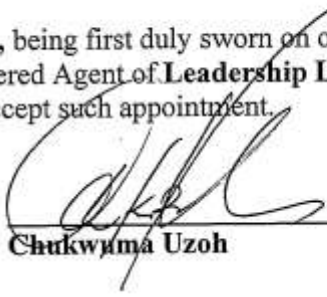
  
Tracy Seib

  
Jim Coleman

  
Kristen Cornell

### ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, **Chukwuma Uzoh**, being first duly sworn on oath deposes and says that he is the person appointed as the Registered Agent of **Leadership Learning Academy, Inc.**, and that he does hereby acknowledge and accept such appointment.



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**Chukwuma Uzoh**

Leadership Learning Academy recognizes the importance of setting yearly goals. Leadership Learning Academy will evaluate the following Board Performance and Stewardship goals yearly and make revisions based on benchmark data, yearly stakeholder input, board training, and best practices.

## BOARD GOALS

Indicator – Board Performance and Stewardship		
Measure	Metric	Measurement
Board member leadership development	Percentage of board members participating in scheduled yearly trainings. Yearly board retreats will focus on reviewing school statistical data, goal setting, and board leadership.	100%
Develop an administrator evaluation process	The board will conduct (minimally) a yearly administrator evaluation with a board adopted evaluation tool.	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper agreement from chartering entity.	100%
Board member development	All new board members will be asked to sign a commitment document stating they will uphold the mission and vision of LLA.	100%

## **SECTION 11: BACKGROUND INFORMATION**

### **CHUMA UZOH** **Background Information**

Name Chuma Uzoh

Role in School (list positions with school) Board President

#### **Statement of Intent:**

As an active and concerned citizen I am truly concerned with the state of the education system. I believe the education system is rapidly diminishing and that properly vetted and effectively ran charter schools are the solution. As Board President I am fully committed to ensuring Leadership Learning Academy's successful launch and subsequent success. As such I pledge to ensure to the best of my abilities Leadership Learning Academy's mission and vision are met as to provide Leadership Learning Academy's students with the skills and academic preparation for success in secondary school and beyond.

#### **Not-for-Profit History:**

Chair, Sunbrook Condominiums, 2009-2011 (Non-Profit)

- Led 5-member Home Owners Association board.
- Responsible for 120 condominium units over 5-Acres, and \$187k annual budget
- Instrumental in building \$70K in reserves within two years a seven fold increase from existing reserves
- Instrumental in restructuring HOA from yearly deficit situation to surplus
- Authored business proposals for HOA Maintenance and Insurance needs
- Structured and negotiated contracts with providers, vendors and business partners.
- Managed the selection, negotiation and acquisition of over \$200k in HOA maintenance, insurance, and improvement needs.
- Worked with HOA Attorney on pending lawsuits and litigation against delinquent and non compliant HOA residents
- Participated in City council matters pertaining to HOA and voiced HOA concerns and positions
- Instrumental in creation of Social Media site and HOA website

Volunteer, Weber State University Upward Bound Program, 2003-2006

- After School Tutor
- Summer Counselor

Volunteer, Americorps, 2002-2003

- Davis School District After School Program Tutor

#### **Employment History:**

GS-12 Program Manager, Hill AFB, 2005 – Present

Project Manager over \$3.1Mil dollar Hill Air Force Base Techdata initiative

- Lead 16-person cross-functional team responsible for building the strategic, tactical, and financial processes to drive program development, implementation, and future sustainment
- Direct Air Force Techdata initiative budgeting, financial affairs, and support/purchase contracts

## **Education History:**

Certificate, Hill AFB Leadership Development Program, 2008

BS, University of Utah, Physics, 2005

AS, Weber State University, General Studies, 2002

Completion of numerous Defense Acquisition and Air Force Institute of Technology continuing professional education courses on topics including: Communications, Negotiations, Information Systems Technology, and Business Management.

\*The information provided will be subject to verification by the board.

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Chuma Uzoh

Address 2421 N. 400 E. #A-6

City, State, Zip Ogden, UT 84414

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X ]
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	
Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <a href="#">67-16-3(15)</a> declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[X ]
Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X ]



A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE  
Leadership Learning Academy CHARTER SCHOOL

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

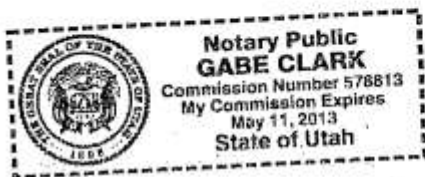


Applicant's Signature

Subscribed and sworn before me this 31<sup>st</sup> day of March Year 2011.

County of Davis State of Utah

Notary Public  My Commission Expires \_\_\_\_\_



## JIM COLEMAN

Name Jim Coleman  
Role in School (list positions with school) Board Member

### Statement of Intent:

I am the father of two children who have attended elementary school over the last 5 years in the Charter school model. I feel there is an important place in the school system for programs that emphasize a certain percentage of subjects outside of the traditional. In regards to this specific charter with Leadership Learning Academy, I am a student and instructor in the area of leadership currently certified by the IACP (International Chiefs of Police Association) to instruct a 160 hour course in "Leadership in Police Organizations."

### Not-for-Profit History:

My personal not-for-profit management experience includes 11 years as a high level administrator of a not-for-profit governmental agency serving a residential population of 190,000 and daytime population of 400,000 people with an operational budget of approximately \$43 million. I play a key role in operational, budgetary, disciplinary and policy decisions.

The policies we adopt and support deal with life safety, protection of property, protection of civil liberties, defense against governmental liability and the careful and efficient expenditure of public funds.

Outside of management, my key experience has been in acting as a counselor for a program called "Boy's State". The program includes summer leadership and citizenship programs sponsored by the American Legion and the American Legion Auxiliary is for high school students between their junior and senior years. Citizens of Boys/Girls State are selected with the help of their high school principals on the basis of potential leadership qualities and must be between their Junior and Senior years in high school to qualify. The program teaches High School juniors about the operations of democratic government and their roles as citizens in a democratic society. American Legion Boys State is among the most respected and selective educational programs of government instruction for U.S. high-school students.

### Employment History:

I have been employed by the Salt Lake City Police Department since September of 1990. I hold the rank of Deputy Chief of Police and command the state's largest department operated 9-1-1 Emergency Dispatch Center. Past assignments related to the qualifications listed above include:

Dispatch and Records Bureau Commander / Technology Coordinator (Deputy Chief)	February 2010 – Current
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My Division is responsible for the department dispatch office as well as all of the information records that serve as a vital resource for public and private companies, media and city/state/federal agencies, including department personnel. I understand the requirements of effective and appropriate public policies, efficient records management for a public non-profit organization, properly trained employees,

West Patrol Division Commander (Captain)	September 2007 – February 2010
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Training Unit Commander (Lieutenant)	April 2006 – September 2007
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Department Leadership Training Coordinator	August 2003 - Present
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Homeland Security / Intelligence Unit Commander (Lieutenant)	April 2005 - April 2006
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Assistant Division Commander  
*East Patrol Division* (Lieutenant)

May 2004 – April 2005

*K-9 Unit Commander* (Lieutenant)

May 2004 – February 2005

*Sergeant Training Unit*

April 2002 – May 2003

*Olympic Venue Commander*

December 2000 – March 2002

Education History:

Master of Arts / Criminal Justice Program  
Arizona State University  
Tempe, Arizona

Current

Bachelor of Science, Sociology  
University of Utah  
Salt Lake City, Utah

Graduated 1995

\*The information provided will be subject to verification by the board.

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

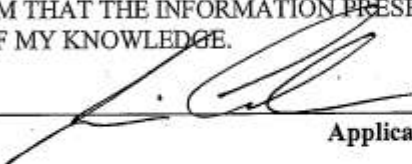
Name                      Jim Coleman  
 Address                 302 East 1100 North  
 City, State, Zip       Layton, Utah 84041

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	YES [ <input type="checkbox"/> ] NO[X] [ <input checked="" type="checkbox"/> ]
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	YES [ <input type="checkbox"/> ] NO[X] [ <input checked="" type="checkbox"/> ]
<p>Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?</p>	YES [ <input type="checkbox"/> ] NO[X] [ <input checked="" type="checkbox"/> ]
<p>Do you have outstanding or unresolved civil judgments against you?</p>	YES [ <input type="checkbox"/> ] NO[X] [ <input checked="" type="checkbox"/> ]

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LEADERSHIP LEARNING Academy CHARTER SCHOOL.

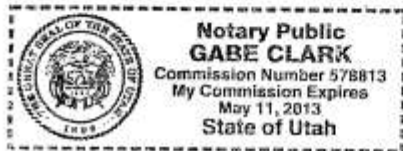
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

  
Applicant's Signature

Subscribed and sworn before me this 30<sup>th</sup> day of March Year 2011.

County of Davis State of Utah.

Notary Public Gabe Clark My Commission Expires \_\_\_\_\_



## KRISTIN CORNELL

Name Kristin Cornell

Role in School (list positions with school) Board Member

### Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

As a member of the Board of Directors and the Board Financial Coordinator at Leadership Learning Academy, I am fully committed to planning and dedicating the time necessary to make LLA successful. My background has provided me with business experience and a strong financial background to understand the various aspects of charter school governance and operations (including financial and other operations). I believe in this charter school application and focus and will help ensure that students will receive a high-quality education, with a perspective that allows the students to apply their education to leadership opportunities. In this manner, I believe I can better help students be prepared to understand and make decisions when their respective careers begin.

### Not-for-Profit History:

**NDPA POET Treasurer** 2009-2010

**Auditor**, Annual Miss Syracuse Pageant

**Youth Group Leader**, Syracuse 12/13 Year Old Girls

As a CPA, I've provided audit, review and consulting services to numerous not-for-profit organizations (i.e. National Center on Shaken Baby Syndrome, Wayne Brown Institute, Weber/North Davis Association of Realtors).

### Employment History:

**Controller**, *Absolute Construction, West Haven, Utah*

2007 to Present

- Perform all accounting responsibilities including capital and operating budgets, financial analysis/planning, financial statements and reporting, accounting policies and procedure, cash flow, taxes, auditing, and business process improvements.

**Shareholder/Audit Manager**, *James & Co., CPAs, Ogden, Utah*

2003-2007

**Audit Senior**, *KPMG, LLP, Salt Lake City, Utah*

1999-2003

- Developing, maintaining and expanding relationships with current and prospective clients
- Drafting and presenting proposals to current and prospective clients
- Planning, performing and managing all aspects of year-end GAAP/GAAS financial statement audits, benefit plan audits, quarterly reviews, internal audits and other agreed-upon procedures for large and mid-size public and private corporations
- Supervising, training and evaluating assurance staff
- Reporting to audit committees and boards of directors

## Education History:

**Certified Public Accountant (CPA)**, State of Utah

**Partner Institute**, The Growth Partnership 2003-2006

The Partner Institute is a multi-disciplinary three-year course focusing on furthering business development, public presentation, written and verbal communication, leadership, management and organizational skills.

**Masters of Accountancy**, Southern Utah University 1998-1999  
Academic Scholar, Summa Cum Laude Graduate

**BS Accounting**, Southern Utah University 1997-1998  
Academic and Leadership Scholar, Summa Cum Laude Graduate

**AS Business**, Dixie State College 1995-1997  
Presidential and Leadership Scholar, Summa Cum Laude Graduate

\*The information provided will be subject to verification by the board.

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Kristin Cornell

Address 2126 South 830 West

City, State, Zip Syracuse, UT 84075

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X ]
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.</p>	YES [ ] NO[X ]
Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[X ]
Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X ]



A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Leadership Learning Academy CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

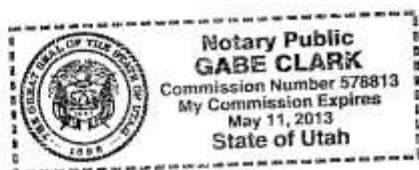
Kristin Cornell

Applicant's Signature

Subscribed and sworn before me this 31<sup>st</sup> day of March Year 2011.

County of Davis State of Utah.

Notary Public Gabe Clark My Commission Expires \_\_\_\_\_



## HEIDI BAUERLE

Name Heidi Bauerle  
Role in School (list positions with school) Board Member

### Statement of Intent:

It is my greatest desire to make a difference in the life of children. I believe in the power, ability, and potential of every child. I value their education and want them to as well. I am honored to offer a quality education to children in the state of Utah and believe I am doing so by being a founding member of Leadership Learning Academy. I will serve in the capacity necessary of me to see Leadership Learning Academy come to fruition.

### Not-for-Profit History:

I coached Wahlquist Jr. High School softball team for 5 years.  
I coached a club softball team for 3 years.  
I manage a youth baseball team and have for 7 years and counting.  
I manage and coach a youth softball team for 1 year and counting.  
I was a team lead on a fundraising event associated with "Anything for a Friend and Just Helping Out", not for profit organizations helping raise funds for a child with cancer.

### Employment History:

Davis County School District 2003-2006  
7<sup>th</sup> – 8<sup>th</sup> Grade Science Teacher  
7<sup>th</sup> – 9<sup>th</sup> Grade Special Education Teacher  
9<sup>th</sup> Grade Teen Living Teacher

North Davis Preparatory Academy 2008-current  
K-4<sup>th</sup> Special Education Teacher  
Administrative Intern

JB Lawncare and Landscape  
Owner (duties included finding, scheduling, and maintaining clients; billing; customer service; employment, such as hiring staff)

### Education History:

Weber State University  
Bachelor of Integrated Studies (emphasis in Chemistry, Exercise Science, Nutrition)

Utah State University  
Teaching License in Special Education Mild/Moderate K-12+  
Alternative Teacher Preparation Program

Davis County School District  
English as a Second Language Endorsement

Grand Canyon University  
Masters Degree in Educational Administration

\*The information provided will be subject to verification by the board.

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Heidi Bauerle

Address 2212 West 1125 South

City, State, Zip Syracuse, Utah 84075

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X ]
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process. In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check.	YES [ ] NO[X ]
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?	YES [ ] NO[X ]
Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X ]

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Leadership Learning Academy CHARTER SCHOOL.

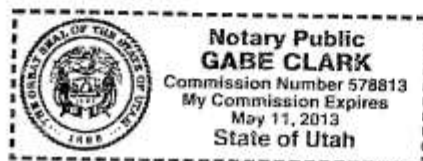
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Heidi Bauerle  
Applicant's Signature

Subscribed and sworn before me this 31<sup>st</sup> day of March Year 2011.

County of Davis State of Utah

Notary Public Gabe Clark My Commission Expires \_\_\_\_\_



## TRACY SEIB

Name Tracy Seib  
Role in School (list positions with school) Board Member

### Statement of Intent:

My intent for being a part of this school and this process is to provide students of all learning abilities and backgrounds a new and innovative choice in their education. I have a strong passion for the Project CHILD model and have been a Project CHILD teacher and consultant and have seen the success, confidence and innovativeness it has brought to teachers and students.

I have a strong dedication to this program because I believe that all students deserve a choice in their education and should be receiving the best education possible, with the best educators being their guide. This 3 dimensional model allows teachers to become experts and avoid burnout. It also allows students to have a more active role in their education and become innovative leaders in the process. My role is to help guide the Board with the expertise I have through Project CHILD and the education process I have been through and have participated in.

### Not-for-Profit History and Volunteer:

Faculty Fitness Fun Co-coordinator, Chestnut Elementary, 2006-2008  
Case Worker for Meals on Wheels, Osceola Council on Aging, Barney E. Veal Center, 700 Generation Point, Kissimmee, Florida, 34744, May 2006-August 2006, Coordinator- Mrs. Wilda Belisle 407-846-8532  
Meals on Wheels Volunteer, Osceola Council on Aging, Kissimmee, Florida, May 2006-August 2007

### Employment History:

#### Professional Work Experience

**North Davis Prep Academy Charter School**  
(Teacher, Grade 1 Team Lead)

**March 2010 - Present**

**KinderCare**  
(Assistant Director)

**January 2010 - February 2010**

**Weber County School District**  
(*Substitute Teacher*)

**November 2009 - Present**

**Rosen's, Inc. –Agricultural Distribution**  
(Data and Product Organization and Editing)

**March 2009 - October 2009**

**La Petite Academy**  
(*Lead Preschool Teacher*)

**February - March 2009**

**School District of Osceola County**  
(Kindergarten Teacher (Project CHILD K-2 Writing))  
(Grade 2 Teacher (Project CHILD K-2 Writing))  
(Student Teaching: Kinder and Grade 2)

**August 2005 - August 2008**  
**August 2004 - May 2005**  
**October - December 2002**

### Other Professional Experience

- Common Core Planning Committee, USOE 2010-2011
- 18<sup>th</sup> Annual Project CHILD conference presenter- West Palm Beach, Florida, May 2-3, 2008- Integrating all subjects with the curriculum and themes

- 17th Annual Project CHILD conference presenter- Radisson Conference Center, Orlando, Florida, April 24, 2007- Primary Writing with Hawaiian Theme
- Kindergarten Team Leader, 2006-2007, Chestnut Elementary, 9 Kindergarten Classrooms
- T.E.A.M. Award winner, Chestnut Elementary- February 2007
- Wild about CHILD- cluster team project recognition, November 2006
- Project CHILD Training Consultant May 10, 2006
- Teacher of the Year Nominee- 2005-2006, 2006-2007
- 1<sup>st</sup> Year Teacher of the Year, Deerwood Elementary, Osceola County, Kissimmee, Florida 2004-2005

## **Education History:**

### **Masters of Education - Organizational Leadership**

**September 2007-August 2008**

Grand Canyon University, Phoenix, AZ

GPA: 3.8

### **Bachelor of Arts**

**August 1999-December 2002**

#### **John Carroll University**

Major: Early Childhood Education (Pre-K-3rd)

Minor: Spanish

Date of Licensure: December 2002

GPA: 3.5

#### **Duquesne University**

Honors College

Attended: August 1998-May 1999

### **Teaching Certificates Held**

- Florida Professional Certificate, Primary Education (Age 3 - Grade 3)
- Pennsylvania Professional Certificate, Early Childhood
- Ohio 2-year Provisional certificate, Early Childhood
- Utah Conditional Level 1- Praxis test date- March 12, 2012

\*The information provided will be subject to verification by the board.

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Tracy Seib

Address 572 W 2225 S

City, State, Zip Syracuse, UT 84075

Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES [ ] NO[X ]
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Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under <u>67-16-3(15)</u> declared bankruptcy in the 7 years preceding the date of this application?	YES [ X ] NO[ ]
Do you have outstanding or unresolved civil judgments against you?	YES [ ] NO[X ]

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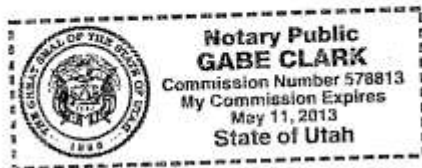
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Shacy Deib  
Applicant's Signature

Subscribed and sworn before me this 30<sup>th</sup> day of March Year 2011.

County of Davis State of Utah

Notary Public Gabe Clark My Commission Expires \_\_\_\_\_





## **SECTION 12: COMPREHENSIVE PROGRAM OF INSTRUCTION**

### **INNOVATIVE PROGRAM OF INSTRUCTION**

The mission of LLA is to provide an innovative teaching method to help achieve a high degree of academic success while developing problem-solving skills, independent learners, and future leaders in all of our students. Project CHILD (Changing How Instruction for Learning is Delivered) is the innovative teaching method that is part of our mission.

Project CHILD was developed by the Institute for School Innovation (<http://www.ifs.org/>) and is a research-based teaching and learning system. The emphasis is on reading, writing, and mathematics. Science and social studies curriculum are incorporated throughout the day-to-day instruction. CHILD is a three-dimensional model that differs from the traditional model which is designed around a single teacher in a single grade. The CHILD triangulated design changes the traditional classroom in several dynamic ways. *Three teachers* form cluster teams -- one teacher for reading, one for writing, and one for mathematics. Cluster teams work across *three grade levels*; grades 1 - 3 for a primary cluster and grades 4 - 6 for an intermediate cluster. Teachers work with the same students for *three years* allowing an amazing opportunity for teachers to become experts in each students' individual strengths and abilities as well as learning how to work with each students' weaknesses. Cluster teachers will be able to collaborate with each other and discuss effective instructional techniques for each individual child creating a three-year long team-teaching method.

The teaching methods in CHILD are also different than the traditional, one-teacher/one-classroom teaching style. After direct instruction from the teacher, students work independently and then in collaborative groups at *three types of learning stations* within their cluster. Students rotate to the *three classrooms* in their cluster for 90 minute rotations each day. Each classroom has a [Computer Station](#) for technology-based work, a [Textbook Station](#) for paper/pencil and project work, and three [Activity Stations](#) in that specific subject area for hands-on work. There is also a Teacher Station in every classroom for small group tutorials and individual assistance. There are six stations the students may go to everyday. The organizational tools and materials can be supplemented by the CHILD system.

#### **The 20 Key components of Project CHILD are outlined below:**

1. Primary and intermediate classes form cross-grade classroom clusters.
2. Teachers can be certified by the Institute for School Innovation (ISI) as CHILD Subject Specialists.
3. Students stay with the same teacher team for three years for reading, writing and mathematics.
4. Teachers use the CHILD research-based materials to plan lessons and coordinate instruction.
5. Students work at a variety of learning stations (technology, hands-on, paper-pencil) on a daily basis.
6. Station activities are clearly defined with Task Cards, aligned with standards, are appropriate to students' abilities and needs, and provide feedback.
7. Teachers use the Daily Station Assignment Board to designate where students begin working each day.
8. The classroom ambiance is supportive, equitable, and risk-free, with high expectations for all.
9. Cluster teachers meet weekly to plan and coordinate instruction.
10. Teachers observe students in the other cluster classrooms at least four times annually.
11. Teachers conduct a ten-day orientation to train students in CHILD management techniques.
12. Students set and assess unit goals.
13. Students use CHILD Passports each day to guide independent movement to stations.
14. Students have frequent and equitable access to computers with software correlated with lesson objectives.
15. Students exercise control over materials and equipment.
16. Students work as partners and in cooperative teams.
17. The Director provides leadership and support.
18. There is purposeful time given for collaborative teacher planning.
19. Instructional time is given a priority and free from interruptions, whenever possible.
20. Parents use the CHILD Passports to stay informed and provide input.

## Curriculum

Project CHILD is an instructional delivery system designed to fit with any curriculum. You can use a variety of software, textbooks, and resources within the CHILD station format. The resources and materials provided by CHILD are available to enhance and supplement any chosen curriculum. LLA will follow the Utah State Core curriculum and as Utah adopts and implements the Utah Common Core, LLA will also implement the Common Core Curriculum and its associated best practices.

The goal of all curricula chosen by LLA will be to:

- Meet Utah Common Core,
- Ensure the academic success of all students,
- Provide both remediation and enhancement instructional materials,
- Provide teachers with curriculum based assessments that monitor student progress, and
- Engage students in active and enjoyable learning activities.

The curriculum outlined below reflects research-based instructional materials and will serve as the foundation for delivering the Utah Core Curriculum and implementation of the Utah Common Core as stated previously in our mission. We will strive to meet the needs of all learners and promote high academic success with all curriculum materials. The LLA Board of Directors, administration, and faculty will always be looking for new, innovative research-based curriculums and will review student outcomes and instructional materials for effectiveness, making adjustments as necessary for the academic success of all students. LLA will follow the development of textbook companies in meeting the Common Core standards before committing to any specific textbook.

LLA will consider and adopt research-based curriculum that aligns with the Utah State Core, which will implement the Common Core. Outlined below are curriculum choices that currently meet the curriculum goals of LLA, but all curriculums will be reviewed before initial adoption and continually analyzed based on student outcomes, research, and best practices.

### **Houghton Mifflin**

Houghton Mifflin has many free educational textbook support materials for students, parents, and teachers such as a Weekly Reader Connections for all three subject areas, a program called Book Adventure, and a growing number of touch screen mobile device applications (e.g. iPad or Droid Tablet) that fit very well within our structure.

#### **Reading**

Book Adventure is a free reading motivation program for children in grades K-8. Children create their own book lists from over 7,000 recommended titles, take multiple choice quizzes either at home with their parent or in the classroom on the books they've read, and earn points and prizes for their literary successes. <http://www.eduplace.com/kids/hmr/>

#### **Math**

Support Curriculum for Math also integrates Art, Social Studies, and Science into the curriculum. Also available online are grade appropriate e-manipulatives and e-games.  
<http://www.eduplace.com/math/mw/>

#### **Science**

The Science curriculum with Houghton Mifflin has many other links to include computer quizzes and simulations for all grades K-6 such as Cricket Connections, which has hands-on activities with vocabulary as well and integrates Math, Language Arts, and Fine Art into the Science curriculum.  
<http://www.eduplace.com/science/ut>

### Social Studies

With Weekly Reader available on the Internet, children can expand their knowledge of social studies by reading articles that link current events to history, geography, and culture. Teachers may also use Weekly Reader articles as Read Aloud activities to further develop children's listening skills.

<http://www.eduplace.com/ss/socsci/ut/>

### Weekly Readers K-6

As an extension to our Science and Social Studies Core, each teacher, Grades K-6, may implement the use of Weekly Readers as part of their weekly instruction in addition to the lessons in the Houghton Mifflin series. <http://www.weeklyreader.com/>

### Spalding

LLA will consider the Spalding method as it is explicit, sequential, multisensory, and diagnostic. Students learn the purpose for every task and are active participants through Spalding lessons. Differentiated instruction is embedded in the Spalding method. LLA understands the cost in implementing the Spalding method for both materials and professional development and will make curriculum decisions that best fit the needs for all students while remaining fiscally responsible (Spalding is not a part of the submitted budget).

## Meeting the Needs of All Students

Project CHILD is designed to meet the needs of individual students. In the areas of Reading and Math, students will be leveled in the classroom when appropriate. CHILD utilizes *Task Cards* which are correlated with specific skills and benchmarks and are differentiated to the needs of each student for both remedial and enrichment activities.

Assessments outlined in Section 13 allow teachers to identify student levels within the Response to Intervention (RtI) framework. Interventions for students can be provided within the stations whether through software at the technology station, projects, and/or differentiated activity stations. The Teacher Station provides for the most intense, individualized intervention.

- Gifted and Talented - Project CHILD is uniquely qualified to meet the needs of students excelling in a variety of academic areas. It is a challenging self-paced model that adapts well to project based learning allowing students to create higher level thinking projects.
- Students with Limited English Skills - Peer interaction allow students to acquire English very naturally and at a faster pace. Daily oral language curriculum and the interaction and conversation at the learning stations provide multiple opportunities to practice and expand English vocabulary.
- Students with Disabilities - Students with special needs have been very successful in Project CHILD; either as inclusion students in a regular cluster or in a separate special needs cluster. A Project CHILD Special Needs Inclusion Guide is available to help Project CHILD teachers adapt activities and procedures for these students.

LLA students will set academic goals and reflect on their learning. The CHILD learning stations provide for student focused activities for the target K-6 population that LLA will serve. All students will review and adjust goals with teacher input at various times throughout the school year and/or as appropriate.

*"The consistent positive impact of Project CHILD has been demonstrated repeatedly over more than two decades of implementation using a variety of student achievement outcome measures through pre-post comparison group designs and statistical testing of the outcomes. The generalizability of the impact of the program has been displayed across many populations and geographic areas. Project CHILD can and is making an important difference in the student achievement levels of participating children<sup>5</sup>.*

---

<sup>5</sup> *Longitudinal Follow-Up for CHILD Students Matriculating to Middle School in Okaloosa County, FL, 1994 (Barbara Gill, Florida State University).*

*Middle school students with CHILD experience in elementary school were 5 and 10 percentiles higher as measured by CTBS (Comprehensive Test of Basic Skills) than matched samples of non-CHILD students for reading, math, and total battery. 41.6% of CHILD students were enrolled in advanced math compared to 25.5% non-CHILD."*

Other studies can be found at:

<http://www.ifs.org/research/resources/Strength%20of%20Research%20Summary.pdf>

## **Leadership**

The vision of LLA is to create and nurture lifelong skills in our students that will challenge them to be confident and independent learners that will inspire others, achieve high academic success, have accountability for themselves and their education, and help lead our future.

LLA will strive to meet the needs of all learners and will promote student-directed lessons and daily practice. The focus will remain on modeling ways for our students to become independent thinkers, learners, and leaders while giving them every opportunity for academic growth and success. Leadership development will be a focus in every grade at LLA. Teacher modeling of good leadership strategies and practices will be a part of the LLA school culture. CHILD promotes leadership by encouraging self-discipline, self-correcting strategies, self-regulated on task behavior, collaboration among peers, time management, problem solving, conflict resolution, and the development of strong communication skills. CHILD also provides multiple opportunities for students and teachers to develop a relationship where students can help in the facilitation of many leadership roles within the classroom framework.

## **Professional Development**

LLA will provide approximately three days of professional development before school starts with a certified CHILD training consultant / coach. Throughout the school year, the CHILD consultant will be available and make periodic school visits to make classroom observations, evaluate the origination of learning stations, and give feedback on teacher delivery of CHILD components as well as effective instructional strategies. We have budgeted for teachers to attend prescribed training required for CHILD certification, complete and pass a CHILD certification exam, and be observed at least twice by the CHILD coach. The teachers will also continue professional development through ongoing self study, workshops, action research, and by becoming mentors or trainers for new CHILD teachers. Teachers will observe two other classrooms in their cluster at least twice during each semester and complete an observation form and report to their colleagues at the weekly team meeting. Teachers will collaborate lesson planning during the weekly cluster meetings. The administration will be actively involved in all training with the teachers and will facilitate effective communication and team work. As the curriculum and instructional leader of the school, LLA's Director will be responsible for understanding and supporting the CHILD methods.

[GOALS ON NEXT PAGE]

Leadership Learning Academy recognizes the importance of setting yearly goals. Leadership Learning Academy will evaluate the following Student Achievement Level goals yearly and make revisions based on benchmark data, yearly stakeholder input, board training, and best practices.

Additionally, Leadership Learning Academy will be involved in the Northwest Accreditation Commission process which lends itself to yearly evaluation of student achievement goals.

## STUDENT GOALS

Indicator – Student Achievement Level		
Measure	Metric	Measurement
Proficiency levels on Third Grade Reading Assessment	Proficiency score on DIBELS next or other equivalent state mandated assessment.	81% Proficiency <sup>1</sup>
Proficiency levels on Math	Percentage of students scoring minimum Math proficiency based on state required assessments.	74% Proficiency <sup>2</sup>
Proficiency levels on Language Arts	Percentage of students scoring minimum Language Arts proficiency based on state required assessments.	80% Proficiency <sup>3</sup>
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS	200

<sup>1</sup> This goal is 2% higher than recommended by the Utah Best Practices Guidance Handbook (BPGH).

<sup>2</sup> This goal is 3.4% higher than the average 2011 UPASS Math Proficiency score for the five surrounding Davis County School District schools (Holt, Clinton, West Clinton, Parkside, Lakeside).

<sup>3</sup> This goal is 7.6% higher than the average 2011 UPASS Language Arts Proficiency score for the five surrounding Davis County School District schools (Holt, Clinton, West Clinton, Parkside, Lakeside).

## **SECTION 13: ELEMENTARY ASSESSMENTS**

Leadership Learning Academy, utilizing instructional strategies embedded in Project CHILD, understands that assessments are instructional tools that guide Response to Intervention (RtI) and enrichment activities. LLA will continuously assess students as a means to identify those in need of additional services including, but not limited to, special education, gifted and talented, and English language learning. Student progress will be monitored and communicated with parents through a variety of methods such as student passports, parent teacher conferences, phone calls, notes home, one-on-one conferences and Individualized Education Plans if appropriate. LLA will work with teachers and parents to utilize an online student management system, such as the state-provided SIS system, to increase parent access to student information such as homework assignments, attendance, grades, etc. Parents and teachers will also be able to communicate with each other via e-mail. LLA will actively participate in Utah State Office of Education requirements for student achievement, accountability, and accreditation. This plan will require quarterly reports of progress toward the goals of LLA.

Teachers will be trained in Project CHILD and the curriculum that has been adopted by LLA to maximize our student's performance and maintain high academic standards. Leadership Learning Academy will use research-based curriculum that aligns with the Utah State Core Standards to best meet the needs of our student population as identified in Section 12. Below is the assessment plan to ensure all students reach their learning potential.

### **Benchmark Assessments**

At the beginning of each school year students will be assessed in the areas of Reading and Math to establish a baseline from which to evaluate individual student progress and determine student placement in leveled ability groups, within the classroom. To ensure that the needs of all students are being met, reading and math assessments will be administered no less than three times per year. Benchmark assessments will be used to help place students in ability-level groups that are fluid in nature, provide valuable information for differentiated instruction, and to ensure that students are meeting the state's requirements. Curriculum based formative and summative assessments will also be used as a guide for teachers; data from formative and summative assessments will provide information on the success of the instructional practices and remediation/extension programs implemented by LLA's faculty. At the end of each academic year, baseline data will be compared to current data. Conclusions from the data comparison will be used by LLA faculty to improve classroom instructional practices, remediation, and extension programs. Benchmark assessments such as DIBELS (reading) and AIMS (math) are examples of assessments that might be used to identify ability groups and student needs. LLA is aware that the USOE Core Curriculum is currently adopting the Common Core, which includes Language Arts performance tasks that will require adjustments in assessments both skill-based and curriculum-based. The commitment of LLA is to make sure that both formative and summative assessments produce reliable and valid data to guide the decision making process (i.e. instructional adjustments). Assessment results will also be analyzed by the administration and the school community, including the Board, when determining progress towards school performance goals.

Students will participate in all Utah Performance Assessment System for Students (UPASS) assessments as outlined on the USOE assessment website. UTIPS and Utah Write will be used with students to prepare them for UPASS summative testing. Leadership Learning Academy plans to participate in summative assessments as they are developed by the USOE, such as computerized and/or adaptive testing. Results will be used to guide improvement of teaching practices.

### **Response to Intervention**

Reading and math instruction will occur in both grade level and ability leveled groups. Project CHILD's learning stations and teacher assignments (one teacher for language arts instruction for three grades); naturally lend themselves to allowing for ability group work. Using USOE's Reading and Math Models, LAA will provide instruction in a tier approach. Tier 1 instruction, or general instruction in Core subjects, will be given to all students. Some students will participate in Tier 2 instruction, which is early intervention instruction for students identified as needing extra support in specific academic areas. Tier 3 instruction will be provided to students needing more intensive, individualized interventions. In addition, students needing extended/enhanced instruction will have the opportunity to be in higher grade level groups, more appropriate to their skill level. Tier 2 and Tier 3 students will

be identified using a combination of screening, diagnostic, benchmark, and progress monitoring assessments such as curriculum based assessments, UPASS assessments (inclusive of the reading assessment required by SB 150), and teacher observation. Assessments at LLA will not be seen as separate activities from learning, but as a natural tool for reflection for both teachers and students on individual progress and planning for next steps in the learning continuum.

### Level Within the Grade

Teachers at LLA will employ a variety of instructional strategies to best meet the needs of the student population. Students will have the opportunity to work at their ability level and pace, and not be impeded by another student's rate of progress. Additionally students may work together in mixed ability-level groups to teach and learn from one another. This process will provide students with the opportunity to share knowledge, build self-confidence, and master skills. Teachers may work together on grade-level instructional teams in order to identify and address all learning styles and abilities. As described in the Comprehensive Program of Instruction Section, after direct instruction from the teacher, students work independently as well as in collaborative groups at *three types of learning stations* within their cluster every day. Students rotate to the *three classrooms* in their cluster for 90 minute rotations every day. Each classroom has a [Computer Station](#) for technology-based work, a [Textbook Station](#) for paper/pencil and project work, and three [Activity Stations](#) in that specific subject area for hands-on work. Students attend 1 of the 6 learning stations each day. These learning stations provide opportunities to work on Tier 2 and 3 interventions, or enrichment activities, whichever is appropriate to the individual and/or ability group

### Interventions through Staff Assistance

Students identified as Tier 2 or Tier 3 in reading and/or math will be given additional instructional support in the classroom. This may be provided in a breakout group designed to meet the needs of several students of similar ability or with one-to-one instruction assistance. Staff assistants will be utilized to provide individual and group interventions for Tier 2 and 3 students. Teachers and LLA staff will work closely with parents/guardians of Tier 2 students to insure attainment of common goals and objectives and to develop an instructional plan that gives parents/guardians a way to reinforce classroom learning at home. If appropriate, Tier 2 or Tier 3 students may be referred to Special Education after interventions have been identified, implemented, and found to not be successful.

### Meeting the Needs of All Students

LLA will strive to meet the needs of all students. As part of their Utah Consolidated Application they will write a plan for serving the needs of [GIFTED AND TALENTED](#) students. The State Board of Education requires and authorizes each local district to develop curriculum for their gifted students in grades K-12, following the guidelines in USOE Rule R277-711-3. In addition to USOE rule the Utah Gifted and Talented Handbook, developed by USOE, will provide the needed guidelines for LLA to develop their plan to meet the needs of gifted students. As per the Utah Gifted and Talented Handbook, "instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strength, and needs in order to provide students an opportunity to demonstrate strengths."

A home language survey will be part of LLA's registration packet; identifying [SECOND LANGUAGE LEARNERS](#). LLA will provide English as a Second Language (ESL) instruction for students needing help in language acquisition. The Utah Academic Language Proficiency Assessment (UALPA) or any new assessment identified by USOE will be used for assessing and tracking progress in language acquisition.

Students in [SPECIAL EDUCATION](#) will be served at LLA according to their needs As stated previously, Tier 2 or Tier 3 students may be referred for special education services after interventions have been in place but have not been successful in supporting the students achieve grade level proficiency. A student's IEP will be a team effort, with general education, special education, the parent, the student if appropriate, and the administration working together to identify gaps in learning and designing specialized instruction to fill those gaps. Assessments for evaluation will be determined by the special education staff, with permission for evaluation given by the parent, LLA will follow the guidelines for Child Find as outlined by Utah's Special Education Rules and Guidelines.

## **Professional Development on the Use of Assessment**

Leadership Learning Academy administration and teachers will participate in Professional Development activities scheduled before, during, and after each academic year to include activities such as in-service training in Project CHILD, specific curriculum materials, instruction in the LLA mission, evaluation of data from student assessments, and discussion of best practices related to teaching Core standards. Training in the use of data analysis and progress monitoring to modify instruction will be on-going through regularly scheduled faculty meetings.

## **Parent Communication**

Parents will be given written reports of student achievement four times a year. Teachers will be encouraged to create their own websites and maintain them so parents can be consistently updated on their student's progress. LLA has three parent-teacher conferences scheduled for its first school year. This will allow teachers to show they are tracking student progress in Reading, Language Arts, Math, Social Studies, and Science on Core standards in relation to End of Level testing.



## **SECTION 14: SPECIAL EDUCATION**

Admission procedures for special education students at LLA will follow the same guidelines as their non-disabled peers; they will be enrolled at LLA based solely on the lottery and other requirements under the Utah Code and the USOE Administrative Rules for Charter Schools, and without restrictions due to race, color, gender, national origin, disability status, or religion. Project CHILD instructional strategies will facilitate meeting the needs of all students from all backgrounds, learning styles and abilities. In addition to providing daily Direct Instruction and hands-on opportunities, each classroom at LLA will have daily small group tutorials and individual assistance. The curricula also suggests a variety of practice and support materials that parents can initiate in the home and online resources will be readily available that allow for additional practice for students.

### **Director's Training/Knowledge**

LLA's Board will hire a School Director who has the knowledge of special education that is necessary to implement special education services adhering to IDEA and Utah's Special Education Rules and Guidelines. USOE's rules and regulations require that the Director attend at least one special education class annually as part of the School's development plan. LLA's Director will not only adhere to this requirement, but will be expected to attend additional special education training opportunities. These additional training requirements will be determined by assessing the Director's knowledge of special education and identifying available training opportunities that may be beneficial to the Director and to the special education department at LLA. In addition, LLA will make available to its entire staff, including the administration, professional development opportunities in the area of special education. This will include Child Find and Response to Intervention (RtI) training as well as state-run trainings, outside agency trainings, and trainings provided by the Utah Personnel Development Center (UPDC). In addition, professionals with expertise in areas of special education may do on-site trainings specific to LLA's staff and their student needs.

### **Continuum of Placement**

LLA will offer a range of placement options adhering to Part B requirements of the IDEA and Utah's Special Education Rules. The IEP Team, in accordance with the "Continuum of Alternative Placements", will look at all possibilities from least to most restrictive and will choose what is appropriate for each student based on their individual needs. Supplementary aids and modifications will be provided to accommodate a successful environment for the student. There are many options in between the least and most restrictive placements that need to be considered. The order of the placement continuum is as follows:

- The general education setting with or without resource and/or itinerant services;
- A special class;
- A specialized school;
- A residential setting; and
- Homebound or hospitalized placement.

It should be noted that even when the IEP Team determines a more restrictive placement is necessary, students with a disability at LLA will participate with their non-disabled peers to the maximum extent such as meals, recess periods, athletics, recreational activities, and special interest groups or clubs. It is the goal of LLA to provide the majority of special education services within the general education setting with resource support. On occasion a student's needs may be so great that they cannot be met within the general education setting, even with additional supports and accommodations, resulting in the student receiving close to half or more of their education in a special education classroom. If in the rare event a more restrictive placement is needed, the IEP Team will make all necessary arrangements as per Utah's State Special Education Rules to determine the best placement for the student, making sure to adhere to the LRE.

### **Child Find**

Consistent with the requirements of Part B of the Individuals with Disability Education Act (IDEA) and with the Utah's State Special Education Rules and Guidelines, LLA will develop policies and procedures to ensure that all students, grades K-6, residing within the jurisdiction of LLA, who are in need of special education and related services, are identified, located, and evaluated. This "Child Find", a component of the IDEA, is required by all schools. Major components of the Child Find system at LLA will consist of a variety of components, including, but not limited to:

- Notification through multiple sources (e.g., notices home, the School's website, the Parent and Student Handbook, parent-teacher conferences) to all parents that special education and related services are available at LLA.
- Annual training for teachers and faculty on Child Find obligations and strategies to facilitate the identification of students that are in need of additional supports and/or services. Yearly training will also occur on the RtI referral process for special education prior to each school year. A review of this in-service will be given mid-year and more often if deemed necessary by LLA's Special Education Team and/or School Director.
- Participation in the implementation of the statewide data collection system for reporting student information, including federal child count.
- USOE on-site monitoring of Child Find procedures through the regularly scheduled Utah Performance Improvement Planning System (UPIPS) monitoring process.
- Weekly problem-solving meetings consisting of special and general education teachers where students of concern are discussed. These discussions will include, but are not limited to input from the homeroom teacher, current formal and informal testing data, work samples, identification of interventions attempted and accompanying data.
- All cumulative files of students' enrolled at LLA will be reviewed in regards to students' academic history, attendance, and Criterion Referenced Test scores, etc.
- All students entering LLA will be pre-screened in Reading and Math. These data will be used as a guide for instructional decision-making in the areas of Language Arts and Math.
- All entering kindergarten students at LLA, or when requested by the parent or teacher of non-kindergarten students, will receive vision screening. Hearing screening will be administered at the request of the parent or teacher.

### **Referral, Evaluation, and Eligibility**

If school personnel and/or the parent determine that general education teaching approaches have been unable to provide educational benefit then LLA personnel will work with the student using specific, tiered interventions (RtI). If after a reasonable period of time, allowing for on-going informal evaluation, monitoring, and documentation of the interventions, the interventions have proven ineffective, and the student continues to struggle school, personnel and/or the parent may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to special education for an initial evaluation based on educational concerns after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or cultural basis. LLA will utilize a variety of assessment tools and strategies to gather relevant, functional, and developmental information about the student, including parental input. Below are the steps LLA will follow for an initial evaluation:

- LLA shall ensure a full and individual initial evaluation is conducted for each student being considered for special education services to determine if the student is a "student with a disability" under Part B of the IDEA and USOE's Special Education Rules, and to determine the educational needs of the student. The results of the evaluation shall be used by the student's IEP team in meeting the IEP requirements outlined in the USOE's Special Education Rules. Parental requests for evaluation shall be submitted to the special education team for review and recommendation. In the case of a parental referral, every effort will be made to implement the general education, RtI process.
- LLA will have written procedures for making a referral for an individual, initial evaluation and the actions to be taken on the referral. Procedures will include implementation of effective instructional procedures which then are monitored for student response to intervention. If the student does not respond to multiple interventions over a reasonable period of time, the parent/school team will decide whether a student is then referred for special education. If referred, the LEA makes the formal request and parents are required to give permission for evaluation prior to any formalized testing begins.
- Prior written notice will be provided and parental consent for testing will be documented before a student is evaluated. Once LLA receives signed parental consent, the evaluation process will be

- completed within 45 school days.
- Procedural Safeguards for students with disabilities and their parents will be established, maintained, and implemented. These safeguards include the opportunity for parental participation in meetings with respect to the identification, evaluation, educational placement of the student, and the provision of Free and Appropriate Public Education (FAPE) to the student. Parents of students with disabilities will receive a hardcopy of the Procedural Safeguards once a year, usually at the annual IEP review. However, a copy must also be given to the parents upon initial referral or parental request for evaluation, receipt of the first State complaint and/or due process complaint in that school year, and whenever requested by the parents. A special educator will provide parents with a brief explanation of the main provisions of the Procedural Safeguards.
- Students referred from within LLA that are being evaluated for the first time may not be placed in special education and/or receive special education and related services prior to the completion of the determination of eligibility for special education and related services and the completion of the IEP process.

Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student will determine whether the student is a “student with a disability” as defined in Part B of the IDEA and Utah’s State Special Education Rules. The student can be determined eligible in thirteen different categories as directed by the categorical criteria and related testing results. Once determined eligible for special education and related services due to a disability, the IEP Team will develop an IEP and determine the appropriate educational placement in the Least Restrictive Environment (LRE) to the maximum extent appropriate where the student’s FAPE can be provided. The IEP will be reviewed and revised as appropriate by the IEP Team on an annual basis and the re-evaluation for special education services will take place every three years, or more often if deemed necessary by the IEP Team.

### **Staff/Faculty**

LLA will follow the Utah Special Education State Board of Education policies and procedures along with the State’s Public Charter School Law for hiring highly qualified special education teachers and support staff. At least one highly qualified special education teachers will be on staff at LLA at all times in addition to a contracted speech language pathologist. This number was calculated by estimating that approximately 10% of LLA’s enrollment numbers will be students in special education using the caseload guidelines outlined below. Additionally, one of the 7.5 paraprofessionals budgeted for in Year One will be allocated to the special education teacher. Additional highly qualified special education staff will be added based on the School’s special education needs. If, and when, this need arises, LLA will make it a budgetary priority to hire the needed staff. Other related service professionals, such as: occupational therapists, a psychologist, etc. that are needed to conduct evaluations and/or to provide related services will be contracted out according to individual student need. An administrator will serve as LLA’s Local Education Agency (LEA), knowing what school resources are available and ensuring compliance with IDEA and State Rules and Guidelines.

### **Caseloads**

The appointed Director will oversee the caseload of each special educator, taking into account the number of students, the hours of service required per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Basic funding should meet the needs of all students, including special education students, and with the special education funding LLA will add staff when deemed appropriate. In considering the caseload of each special educator, the Director’s primary consideration will be to ensure that each student is receiving FAPE. The following is from the USOE Caseload Guidelines and will be the basis for identifying special education caseloads at LLA:

### Caseload Ranges

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

Paraprofessionals were not included when determining the caseload range identified in the Caseload Guidelines. However, LLA will take into account the use of such personnel when determining the caseload of their special education teachers. Additional unique circumstances for the special education teachers or student(s) will also be taken into account.

## **Student Files/Records**

In the admission application and during the registration process, parents will be asked to identify students who have previously been receiving Special Education, 504, or ESL services in their neighborhood schools. This identification will allow school personnel to request the student's file, following all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist provided by USOE, which will facilitate the identification of appropriate educational services when school begins.

LLA will protect the confidentiality of personally identifiable information by maintaining a list of the names and positions of educational staff that may have access to student files on an Access Authorization Form posted on the locked filing cabinet where such information is contained. Persons listed on the Access Authorization Form do not need to sign the Record of Access Form located at the beginning of each student's file; however, any other persons or agencies assessing the students' records are required to log their name, position, and agency. The transfer of records as outlined earlier in this section states: In the admission application and during the registration process, parents are asked to identify students who have previously been receiving Special Education, 504, or ESL services in their neighborhood schools. This identification will allow school personnel to request the student's file, following all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist provided by USOE, which will facilitate the delivery of appropriate educational services when school begins.

The Special Education Teacher(s) at LLA will be responsible for evaluating and monitoring each student's special education file, Individualized Education Program (IEP), coordinating services, and arranging for appropriate reviews and revisions of IEPs, consistent with federal and state laws.

## **Building Layout**

Space available for special education programs at LLA will be adequate according to the program's needs and will be equitable with general education. In addition, the building layout/design plans will be in compliance with the American with Disabilities Act (ADA) requirements; ensuring full access for all individuals with disability (e.g., building and restroom access).

## **Policies and Procedures for Discipline**

Consistent with the requirements of Part B of the IDEA and the Utah's State Special Education Rules, LLA's Director will establish, maintain, and implement policies and procedures for disciplining students with disabilities according to IDEA guidelines and State Rules. Specific information regarding disciplining students with disabilities can be found in Section 16: Suspension and Expulsion, "Discipline Procedures for Students with Disabilities."

## Complaints and Due Process

LLA will follow the dispute resolution procedures adopted by USOE as written in Utah's State Special Education Rules (August, 2007). This includes Problem Solving Facilitation, Formal State Complaints, Mediation, and Due Process Hearings. The following is a brief summary of the requirements of these procedures. These procedures are not sequential; however, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed and a Formal Complaint cannot proceed if a Due Process Hearing request is filed.

### Problem Solving Facilitation

This method of early dispute resolution is available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed as long as both LLA and the party filing the complaint, typically the parent, agree. The issue(s) of disagreement must be specified and how they violate IDEA must be described. USOE is responsible for assigning a facilitator in order to keep the communication open to resolve concerns with no time line for resolution stipulated.

### Formal State Complaint

The complaint must be filed, in writing, to LLA's Director and at the same time it must be provided to the State's Special Education Director. The written complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the problems. LLA will have 30 days to conduct an investigation and write a decision. If in disagreement with the findings, the parent has ten (10) days to appeal LLA's decision, and USOE will conduct an independent investigation before a total of 60 days have passed.

### Mediation

Mediation is available at any time during the IDEA process and may be requested by either LLA or the parent. Both parties must agree to mediate, or mediation will not occur. The alleged violation should be filed with LLA's Director as well as copied to the State's Special Education Director. The complaint must describe the problem, the alleged violations of IDEA with respect to the individual student, and the proposed solutions to the problems. USOE is responsible for assigning a mediator and will absorb costs of the mediation sessions. During a mediation session, all information discussed is confidential, and the mediation agreement is binding and enforceable in court. There is no timeline for resolution in the mediation procedure.

### Due Process Hearing

The complaint must be filed with LLA's Director and copied to the State's Special Education Director. The complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the alleged violations. A mandatory resolution session will be initiated within 15 days, and if a resolution is possible, a resolution will be completed within 30 days. If a resolution is not possible, the hearing will be completed within 45 days after the resolution session time is completed. The Due Process Hearing is similar to court, making lawyers advisable for both parties, and the Hearing Officer's decision is binding upon both LLA and the parent.

Meeting the needs of all children at LLA will be an integral part of the school culture. LLA is committed to identifying and serving students with disabilities through both legal and student focused processes. Parents, teachers, and staff will be important partners in encouraging and helping all students achieve their educational aspirations.

## **SECTION 15: SCHOOL CLOSURE PLAN**

It is the responsibility of the board of directors of LLA to maintain communications with the State Charter School Board regarding any changes, problems, or difficulties in the School's operations. The school will work with the State Charter School Board to resolve disputes and remedy deficiencies in accordance with Utah Code § 53A-1a-509, and the applicable rules of the State Board of Education for notice and resolution of deficiencies.

### **School Closure Plan**

Once the decision to close the School has been made, the Board will establish a committee to prepare a school closure plan that will be presented to the State Charter School Board as soon as possible after the decision to close is made. The school closure plan will address and provide for the following issues: (a) designate a custodian for the protection of student files and school business records; (b) maintain a base of operation throughout the school closing, including: (i) an office; (ii) hours of operation; and (iii) operational telephone service with voice messaging stating the hours of operation; (c) maintain insurance coverage and risk management coverage throughout the transition to closure and for a period following closure of the School as specified by the State Charter School Board; (d) complete a financial audit immediately after the decision to close is made; (e) inventory all assets of the School; (f) list all creditors of the School and specifically identify secured creditors and assets that are security interests; and (g) protect all school assets against theft, misappropriation, and deterioration.

### **Student Support**

Once the decision to close the School has been made, the Board will organize a student support committee that may include local school counselors to take the lead in helping students and families with the transition to new schools. The committee will ensure that all parents are provided with contact information for school personnel that can answer their questions and provide requested information and assistance throughout the process. The Board recognizes that school closure will be a difficult situation for students and families and that communication and support will be key throughout this process. The Board will ensure that teachers and other school personnel are trained in how to work effectively with students and parents throughout the process.

Upon dissolution of the School, all student records will be immediately transferred to the receiving district or school, and a notice will be sent to all parents describing how to request records from LLA.

### **Notification of Closure**

The Board will designate a committee to be responsible for providing the required notifications in the event of school closure. Specifically, at a minimum, the Board will ensure that the committee notifies the following parties as soon as possible after the decision is made to close the School: (a) the State Charter School Board; (b) the State Board of Education; (c) parents of its students; (d) its creditors; and (e) the school district in which the School is located and other charter schools located in that school district. (f) Employees. This notification will include the following information: (i) the proposed date of school closure; (ii) the School's plans to help students identify and transition into a new school; and (iii) contact information for the charter school during the transition.

### **Closure Management**

If the School's charter is terminated during a school year, as set forth in Utah Code § 53A-1a-510(5), the school district in which the School is located may assume operation of the School or a private management company may be hired, at the discretion of the State Charter School Board, to operate the School.

The school recognizes the State Charter School Board has authority to determine who will be responsible for the operation of the School during the closure process, and ensures that any school closure plan submitted in conjunction with Utah Code § 53A-1a-510(5) will include individuals with specific experience and expertise in the fields of educational support, finance, and law to ensure orderly management of dissolution. It is anticipated that in the event dissolution is necessary, the administrative team that the School has in place, including any Business Manager/Management Company, will be in the best position to ensure an orderly closure process and to adequately safeguard the School's assets, since such individuals will be most familiar with the School's operations.

## **School Assets, Liabilities, and Contracts**

Any assets held subject to written conditions or limitations in accordance with Section 53A-1a-517 shall be disposed of in accordance with those conditions or limitations. For instance, if the School is holding funds that were donated to the School subject to specific restrictions, the School will return those funds to the donor.

All liabilities and obligations of the School shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent of the School's assets.

The remaining assets of the School will be returned to the State Charter School Board. This is consistent with both state law as well as the School's Articles of Incorporation.

To the extent possible, all leases, service agreements, and other contracts not necessary for the transition of the School will be terminated.

The School budget already reflects a reserve of 5% per year, and LLA will use these reserve funds to pay the expenses associated with closure. Expenses included in a closure such as hiring contractors, student support funds, costs of notifications, etc. can be covered with this reserve.

## **Verification**

The school will submit all documentation required by the State Charter School Board, including documents to verify its compliance with procedural requirements as well as satisfaction of all outstanding financial issues. This verification will protect the integrity of school records as well as transparency in the procedure.



## **SECTION 16: ADMISSION & DISMISSAL PROCEDURES** **/ SUSPENSION / EXPULSION**

### **Admission Procedures**

*In accordance with state and federal law, admission to Leadership Learning Academy is not limited based on ethnicity, national origin, gender, religion, income level, creed, color, disabling condition, or proficiency in the English language.*

Leadership Learning Academy recognizes and adheres to the right to free and public education for all children, which is supported by the Individuals with Disabilities Improvement Act (IDEA 2004). In accordance with Federal Law, no tuition or fees are charged for admissions into Leadership Learning Academy for Grades K-6. In accordance with FAPE (Free Appropriate Public Education) special education and related services will be provided under public supervision and direction, and without charge to the parents and meet the standards of the Utah State Office of Education and Part B of the IDEA.

Appropriate fees may be charged for instructional programs at the secondary level (Grades 7 – 12) as defined by the State of Utah. Leadership Learning Academy will enroll all eligible students who submit an application by the stated deadline, unless the number of applications exceeds the capacity of the School's program, class, grade level, or the building.

If the number of applications exceeds the capacity of a class, grade level, or the building, students shall be selected through a randomized lottery process as outlined in Utah State Code 53A-1a-506(2)(b)(i and ii) giving preference as allowed by Federal law on the following bases:

1. First preference in enrollment is given to children of the founding members of LLA (not to exceed five percent (5%) of the student body).
2. Second preference in enrollment is given to siblings of currently or previously enrolled students.
3. Third preference will be given to children of school employees.

*Leadership Learning Academy will follow state and federal laws regarding enrollment.*

### **Student Suspension & Expulsion Policies**

*Because teachers are the daily administrators of the classroom, the teacher will be responsible for the majority of discipline issues and are responsible for providing an environment that promotes learning as clearly stated in our mission statement.*

Teachers will begin by presenting clear classroom policies and expectations regarding student behavior on the first day of school and reinforce these expectations consistently throughout the school year. Teachers may include both positive and negative reinforcements that are consistent with recognized best practices and do not violate the policy of LLA or any applicable state and federal law. Most problems will be handled in the classroom. If the teacher is unable to remedy a problem generated by a student in the classroom, teachers will work closely with the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. In the event that suspension/dismissal is required, LLA staff will act pursuant to the applicable student discipline policy and in accordance with IDEA and all other applicable state and federal laws.

#### **I. Procedures of Suspension/Expulsion**

- a. A *suspension* is the temporary removal of a student from class(es) or school. A suspension can be determined by the Director (or designee). It is important that contact with the parent/guardian be made, along with other minimal due process procedures, prior to suspension. This includes the right to know what the alleged offense is and the right to provide an explanation. This student/administrator or student/teacher conversation should be documented by the teacher/administrator in writing or on a permanent computer file. There may be instances, however, when a student is subject to an immediate suspension without due process if his/her behavior is illegal or presents an immediate danger to persons



(himself/herself included) or property. In such cases, the due process procedures will be held as soon as practicable. Students younger than 14 should never be released until and unless a parent or emergency contact is notified. The student should be supervised until a responsible person is made aware of the suspension and LLA is given permission to release the student to the custody of an adult or to leave the premises.

- b. An *expulsion* is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from LLA to the parent/guardian, and makes the parent/guardian responsible for compliance with the state's compulsory law for the duration of the expulsion. The Director will decide whether to recommend expulsion, but only the LLA Board, or a designated Board member, can ultimately expel a student. (Utah Code 53A-11-907(2)) An expelled student will be entitled to due process, which may include the following procedures:
  - i. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing, and the student shall be notified of the hearing date.
  - ii. Right to a hearing.
  - iii. Right to a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
  - iv. Right to an adult representative and/or legal counsel at the hearing.
  - v. Opportunity to testify and to present evidence and witnesses in his/her defense.
  - vi. Opportunity to examine the evidence presented by the school administration and to question witnesses. (However, the Board or its President may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the hearing officer or panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)
  - vii. A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
  - viii. All witnesses appearing at the hearing shall be placed under oath.
  - ix. If the hearing officer or panel conducting the hearing upholds the expulsion decision, findings of fact in support of the decision shall be prepared.
  - x. The decision must be made by a preponderance of the evidence. The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten (10) working days. LLA officials and the student have the right to legal counsel at any step in the process.
  - xi. If a student is suspended or expelled for more than ten (10) school days, the parent or guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension/expulsion.
- c. LLA shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's transcript.

## **II. Right to Appeal**

- a. If required to satisfy due process, the expelled student may have the right to appeal the expulsion decision by requesting a review hearing before LLA's Board. Such an appeal must be in writing and must be received in the School's office within thirty (30) calendar days following receipt of the decision. (Pending a final decision on the appeal, the original decision shall remain in force.)
- b. This review hearing will not be a hearing de novo and will be held within thirty (30) calendar days following receipt of the request for the hearing.

- c. All necessary copies of the record of the expulsion hearing will be provided to the interested parties within fifteen (15) working days of the student's request.
- d. No evidence other than that contained in the record of the original hearing may be heard.
- e. The review of the decision on appeal shall be limited to the following issues:
  - i. Did school officials satisfy the procedural requirements of the policy?
  - ii. Was the decision to expel the student supported by the findings of fact?
  - iii. Were the findings of fact supported by the evidence?
- f. Following the review hearing, the person or panel hearing the appeal shall decide in public and shall enter an order either affirming or reversing the original decision.
- g. The decision on appeal shall be binding upon the student and shall be served upon the student in writing by personal service or by certified mail.

A model Suspension and Expulsion Policy provided on USOE's Law and Legislation website is copied onto the next page as a recommendation for minimal procedures.

A model Suspension and Expulsion Policy is given on USOE's Law and Legislation website is copied onto the next page as a USOE recommendation for minimal procedures.

## Model Student Suspension / Expulsion Policy

Local school boards should review their district policies on student suspensions/expulsions. District policies should include the following minimal procedures and define the necessary terms. The district policy should explain criteria for student attendance and participation in extracurricular activities during the suspension/expulsion process. Note: Time periods are based on "school days" not "calendar days."

### I. DEFINITIONS

- A. "Notification" means notice to parents by a reasonable, reliable process, e.g. by mail, by notice in school newsletter, by student delivery, at school registration, etc..
- B. "Timely hearing" means that a hearing will be scheduled no more than 5 school days following the suspension/expulsion. Allowances may be made by mutual agreement of the parties, inability of district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

### II. SHORT-TERM SUSPENSION

If a school administrator intends to suspend a student for less **than 10 school days** the following procedures should be followed:

- A. Student and parents should be notified immediately of the School's intent to suspend:
  - 1. If the School intends to suspend the student immediately, parents should be notified immediately.
  - 2. Students younger than 14 should never be released until and unless a parent or emergency contact is notified.
  - 3. Students older than 14 should be released to a parent and should never be sent from schools without making a very deliberate effort to notify a parent or emergency contact.
- B. A student should hear a brief explanation of reason(s) for suspension prior to suspension.
- C. A student should have the opportunity to tell his side of the story prior to suspension.
- D. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/administrator in writing or on a permanent computer file.

### III. LONG-TERM SUSPENSION

If a student is suspended for **more than 10 school days**, school district policy shall provide for the following minimum standards:

- A. Notice of reasons for suspension to student and parents, preferably in writing.
- B. Notice of opportunity for a **timely** hearing.
- C. If a parent requests a hearing, the parent shall have and receive notice of:
  - 1. Names of witnesses against him and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot **compel** witnesses);
  - 2. Reasonable time to prepare the case;
  - 3. The opportunity for counsel, if school district/local board uses an attorney;
  - 4. The right to notice of procedures for the hearing in writing, in student handbook or on district website;
  - 5. The right to have the hearing recorded;
  - 6. A **fair** hearing officer (credible and objective person or panel – not necessarily uninformed);

- D. The decision must not be based **solely** on hearsay; rules of evidence do not control.
- E. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- F. A decision must be made **only on evidence presented at the hearing**.
- G. Student/parent has the right to written findings.
- H. Decision is by a preponderance (>50%) of the evidence.
- I. Student should have at least one level of appeal.
- J. Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

#### IV. OTHER ISSUES TO CONSIDER IN THE DEVELOPMENT OR REVIEW OF A DISTRICT POLICY

- A. If an administrator offers student/parent **opportunity** to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
- B. Make-up work - A district policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed. **Most** courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly what the student missed.
- C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the School should use the more formal due process.
- D. A school or school district policy should provide for administrators, rather than teachers, to make longer-term suspension decisions.
- E. Rule of thumb: The longer the suspension, the greater the process that is due.
- F. Even a short-term suspension that causes a student to miss significant work (e.g. midterms, finals, final reports) may necessitate greater due process.

#### Case References:

Goss v. Lopez, 419, U.S. 565 (1975)

When a student's right to an education is affected, due process requires some kind of notice and some kind of hearing – though procedures may be flexible.

Newsome v. Batavia Local School District, 842 F.2d 920 (6th Cir. 1988)  
and

J.S. v. Bethlehem Area School District, 757 A.2d 412 (Commonwealth Court of Pennsylvania 2000)  
Student due process rights in a formal hearing.

Keough v. Tate County Board of Education, 748 F.2d 1077 (5th Cir. 1984)

Rejects due process claim based on failure to receive names of witnesses where student and parents were fully advised of the charges, the underlying facts supporting the charges, the nature of the hearing and that they were entitled to counsel.

Atcitty v. San Juan County School Dist., 967 P.2d 1261 (Utah Ct. App. 1998)

Due process rights not violated where Director informed student of allegations against him and provided several opportunities to explain his side of the story, but student at direction of parent refused to respond.

**Prepared by:** Carol Lear, Coordinator, Government and Legislative Relations, upon request from CMAC  
**Date:** December, 2003

## Discipline Procedures for Students with Disabilities

The Director has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct so that those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the change of placement procedures outlined in this section.

### Change of Placement Procedures

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School without educational services. (See OSEP memorandum of April 26, 1995.)

A School need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals, the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

### Special Circumstances

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

- (a) The student carries a weapon to School or to a School-sponsored activity;
- (b) The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity; or
- (c) Has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

### Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

- (1) Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;
- (2) Considers the appropriateness of the student's current placement;
- (3) Considers whether School officials have made reasonable efforts to minimize the risk of harm in the

- student's current placement, including the use of supplementary aids and services; and
- (4) Determines that the interim alternative educational setting being recommended by School officials (a) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and (b) includes services and modifications designed to address the behavior at issue so that it does not recur.

### **Parental Notice**

As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

### **IEP Meetings for Manifestation Determination**

Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

- [a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:
  - (i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;
  - (ii) Observations of the student; and
  - (iii) The student's IEP and placement; and
- [b] Then determines whether:
  - (i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
  - (ii) The conduct in question was the direct result of the School's failure to implement the student's IEP.

If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

### **Determination that Behavior was Manifestation of Disability**

If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

### **Determination that Behavior was not Manifestation of Disability**

If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

## **IEP Meetings for Functional Behavioral Assessments**

If School officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop a functional behavioral assessment plan and appropriate behavioral interventions to address that behavior (behavioral intervention plan).

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

## **Placement During Appeals and Stay Put**

If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise.

If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing.

## **SECTION 17: PROCEDURES TO REVIEW COMPLAINTS**

In order to foster effective communication that will contribute to a positive learning environment, LLA will establish a procedure to review complaints and grievances in a productive, timely and fair manner. We encourage all such communication to include not only grievances, but also alternative solutions. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable resolution to complaints that arise at the School.

### **PROPOSED PARENT GRIEVANCE POLICY** follows:

The purpose of this policy is to clarify for parents and other stakeholders a process by which concerns can be addressed. The Board of Directors for LLA (the "School") values open communication between parents, faculty, staff, administration, and the Board. The Board encourages active parent participation in their children's education, and hopes that parents will feel empowered to voice their opinions, volunteer in and out of the classroom for the School, and work as a team to provide the best education for their children. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arises that cannot be resolved between the parties involved, then this policy will be used. The purpose of this policy is to ensure that parents understand how to pursue the resolution of grievances, concerns and disputes involving the School.

#### **Concerns Involving School Personnel**

A parent who has a complaint involving a teacher, staff member or member of the School's administration (including the Director) must first address the issue with the other individual involved and work reasonably and in good faith to resolve the concern.

A parent that is not able to resolve the dispute himself or herself may then raise the issue with the School's Director. The parent should first send to the Director a written complaint specifying the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of an attempt to rectify the situation, and the requested solution. After sending the written complaint within two weeks, the parent and the Director should schedule a time to discuss the concern in person or via telephone.

If a parent's complaint involves the Director, the parent must first address the issue with the Director and work reasonably and in good faith to resolve the problem. The parent is not required to send the Director a written complaint in this situation.

In the event the parent and the Director are unable to resolve a complaint and the parent wishes to bring the issue to the Board's attention, the complaint may be directed to the Board in writing. Complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of attempts to resolve the problem, and the requested solution. The Board will then consider the complaint and take whatever action it deems appropriate.

#### **Concerns Involving Board Policy**

If a parent has a concern regarding Board policy, the parent may communicate with any or all members of the Board in person, via telephone, or through e-mail. Parents may also request to be added to the Board meeting agenda by contacting the President of the Board of Directors at least three (3) working days prior to the scheduled meeting date. However, the Board President has discretion over the Board meeting agenda items and may elect not to place the item on the agenda.

Concerns that involve administrative practices or procedures should be addressed with the Director rather than the Board.



## **Individuals with Disabilities Education Act (“IDEA”) Complaint Procedure**

Leadership Learning Academy will follow the dispute resolution procedures adopted by USOE as written in the State’s Special Education Rules (August, 2007). This includes Problem Solving Facilitation, Formal State Complaints, Mediation, and Due Process Hearings. The following is a brief summary of the requirements of these procedures. These procedures are not sequential. However, Problem Solving Facilitation cannot proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint cannot proceed if a Due Process Hearing request is filed.

### **Problem Solving Facilitation**

This method of early dispute resolution is available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed as long as both LLA and the party filling the complaint, typically the parent, agree. The issue(s) of disagreement must be specified and how they violate IDEA described. USOE is responsible for assigning a facilitator in order to keep the communication open to resolve concerns with no time line for resolution stipulated.

### **Formal State Complaint**

The complaint must be filed, in writing, to LLA’s Director and at the same time it must be provided to the State’s Special Education Director. The written complaint must describe the alleged violations of IDEA with respect to the individual student and the proposed solutions to the problems. The School will have 30 days to conduct an investigation and write a decision. If in disagreement with the findings, the parent has ten (10) days to appeal the School’s decision and USOE will conduct an independent investigation before a total of 60 days.

### **Mediation**

Mediation is available at any time during the IDEA process and may be requested by either LLA or the parent. Both parties must agree to mediate or mediation will not occur. The alleged violation should be filed with the School’s Director as well as copied to the State’s Special Education Director. The complaint must describe the problem, the alleged violations of IDEA with respect to the individual student, and the proposed solutions to the problems. USOE is responsible for assigning a mediator and will absorb costs of the mediation sessions. During mediation session, information discussed is confidential and the mediation agreement is binding and enforceable court law. There is no timeline for resolution in the mediation procedure.

### **Due Process Hearing**

The complaint must be filed with the School’s Director and copied to the State’s Special Education Director. The complaint must describe the alleged violations of IDEA with respect to individual student and the proposed solutions to the alleged violations problems. A mandatory resolution session will be initiated within 15 days and if a resolution is possible, a resolution will be completed within 30 days. If a resolution is not possible the hearing will be completed within 45 days after the resolution session time is completed. The Due Process Hearing is like court, making lawyers advisable for both parties, and the Hearing Officer’s decision is binding upon both LLA and the parent.

## **SECTION 18: OPPORTUNITIES FOR PARENTAL INVOLVEMENT**

Parents, teachers, and students must work together as partners to ensure successful learning. Project CHILD provides parents with the satisfaction that their children will be well prepared leaders in the 21<sup>st</sup> Century. At Leadership Learning Academy, we believe parents are the key for success in a child's education. The earlier in a child's educational process parent involvement begins, the more powerful the effects.<sup>6</sup> Parents will be invited to attend a Project CHILD orientation meeting at the beginning of the school year to become informed about the Project CHILD instructional model so they will know what to expect from LLA and their student throughout the year. The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home.<sup>7</sup> Communication between school and home is enhanced through the Project CHILD materials and their focus on home/school collaboration.<sup>8</sup>

**Parent Materials** - materials to introduce and train parents in the Project CHILD system are provided to the parents at the beginning of the school year. These include a 10-minute parent video and informational letters describing the Project CHILD system and the reading, language arts, and mathematics components. These materials not only help parents understand the academic focus of the Project CHILD system, but also suggest ways they can help their children at home.

**Student Materials** - the *Project CHILD Passport* system is designed to enhance home/school communication. Parents may use the Project CHILD Passports to stay informed and provide input. Parents become an integral part of the learning team when they have a visual record of their child's work in the classroom. At the end of each six-week unit, students take home their completed Passports to share with their parents. Parents can see at a glance the academic content of the station activities as well as assess the effort their child has put forth in completing station activities. The Passport helps parents and children understand the academic significance of the station activities. Parents review their child's Passport, sign it and make comments at the end of each unit.

**Parent Volunteers** - parents are encouraged to volunteer and become classroom partners in their child's education such as serving as board members, serving on board appointed committees and other various school committees, becoming members of the parent organization, room parents, additional classroom aides during instructional / class work time, small group tutoring such as reading or flash cards, conducting informal student assessments, computer lab aides, library aides, copy room aides. Others may help at home by making station activities and collecting materials for use at the stations.

### **Research on Parental Involvement**

When schools encourage children to practice reading at home with parents, children make significant gains in reading achievement compared to those who only practice at school.<sup>9</sup>

The more parents participate in schooling, in a sustained way, at every level -- in advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and paraprofessionals, and as home teachers -- the better for student achievement.<sup>10</sup> Leadership Learning Academy will encourage parents to participate in their child's education by volunteering in the classroom, the library and computer lab, becoming paraprofessionals, holding a leadership position on the parent organization, or joining other various school committees.

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<sup>6</sup> Cotton, K., Wikeland, K., Northwest Regional Educational Laboratory, School Improvement Research

<sup>7</sup> Cotton, K., Wikeland, K., Northwest Regional Educational Laboratory, School Improvement Research

<sup>8</sup> [http://www.ifs.org/parentsandstudents/resources/Parent\\_Involvement.pdf](http://www.ifs.org/parentsandstudents/resources/Parent_Involvement.pdf)

<sup>9</sup> Roberts, 1992. In Online Resources for Parent/Family Involvement. ERIC Digest by Ngeow, Karen Yeok-Hwa, 1999.

<sup>10</sup> Williams, D.L. & Chavkin, N.F. (1989). Essential elements of strong parent involvement programs. *Educational Leadership*, 47, 18-20

Families whose children are doing well in school exhibit the following characteristics:<sup>11</sup>

Establish a daily family routine.

Examples: Providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.

Monitor out-of-school activities.

Examples: Setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.

Model the value of learning, self-discipline, and hard work.

Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard.

Express high but realistic expectations for achievement.

Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.

Encourage children's development/ progress in school.

Examples: Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.

Encourage reading, writing, and discussions among family members.

Examples: Reading, listening to children read and talking about what is being read.

### **School Leadership Commitments**

Leadership Learning Academy understands that the strongest and most consistent predictors of parent involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home. We believe parents need specific information on how to help and what to do.

- We are committed to including parents in **DECISION MAKING**. We will encourage parents to form and join the LLA parent-teacher organization and to run for open LLA school board positions and other board committees.
- We are committed to regular **COMMUNICATION** with parents through channels such as: parent teacher conferences at least twice each year (three times in year one), newsletters, school and teacher e-mail updates, phone calls home when appropriate, and regular parent surveys.
- We are committed to recruiting and organizing **PARENT VOLUNTEERS**. The PTO will help organize a school and classroom volunteer program to help teachers, administrators, students, and other parents. We are requesting parents volunteer at least 30 hours per year per family. Participating in activities such as serving on various school committees, becoming members of the parent organization, room parents, additional classroom aides during instructional / class work time, small group tutoring such as reading or flash cards, conducting informal student assessments, computer lab aides, library aides, copy room aides.
- We are committed to **LEARNING AT HOME**. Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

### **Federal and State Requirements**

Parent involvement components are required in the federal Elementary and Secondary Education Act (ESEA) under "Improving Basic Programs Operated by Local Educational Agencies". According to ESEA, a local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

## **SECTION 19: EDUCATOR QUALIFICATIONS**

### **State and Federal qualification Requirements**

Leadership Learning Academy follows all requirements and regulations put forth by the Utah State Office of Education. All of our teachers, paraprofessionals, aides and substitutes will be held to the appropriate standards needed for their positions.

Requirements for highly qualified teachers are further outlined by Utah State law (R277-520(3)) which states:

#### **Early Childhood Teachers K-3**

- A bachelor's degree;
- An educator license with an early childhood area of concentration; and
- A passing score at the level designated by the USOE on an appropriate level test or a Level 2 license

#### **Elementary Teachers 1-8**

- A bachelor's degree;
- An educator license with an elementary area of concentration; and
- A passing score at the level designated by the USOE on an appropriate level test or a Level 2 license

Leadership Learning Academy follows all state and federal guidelines in regards to hiring qualified paraprofessionals for a program supported by Title I funds as outlined in R277-524, which states that:

- The individual shall satisfactorily complete a criminal background check.
- The individual shall have earned a secondary school diploma or a recognized equivalent; and
- The individual has completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- The individual has obtained an associates (or higher) degree from an accredited higher education institution; or
- The individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under Federal Elementary and Secondary Education Act (ESEA).

Both instructional and classroom aides are subject to the above listed qualifications at LLA. In the event a teacher or paraprofessional is hired without being highly qualified, he or she will work closely with the Assistant Director to develop an individual plan and timeline for achieving highly qualified status in a timely manner, but in no more than three years following initial hire. A detailed plan will be completed by the Assistant Director with input from, and in agreement with, the involved teacher which will be submitted to the Utah State Office of Education for approval. Individual plans must include the date for passing the Praxis test and taking any additional college courses required to receive highly qualified status.

All substitute teachers at LLA will have a minimum of a high school diploma or equivalent. However, preference will be given to applicants who have a bachelors or masters degree, with highest preference given to those who hold a current teaching license.

In accordance with Utah Code 53A-1a-512.5 and in order to protect all students at Leadership Learning Academy, all individuals, including volunteers, substitutes, and employees, who spend a significant amount of unsupervised time with students will be required to complete and pass a criminal background check prior to beginning service. The Director will be responsible for making sure all background checks are complete and on file at the School. Files will be updated at least annually and be managed by office staff under the direction of the Director. Any teacher or other staff member wishing to have volunteers work directly with students without direct supervision will be required to have his or her request for a specific named volunteer who has passed the necessary background check approved by the Director.

## **Project CHILD Qualification Requirements**

In addition to all these state and federal requirements, we will additionally require teachers to be certified by the Institute for School Innovation (ISI) as CHILD Subject Specialists. Cluster teachers function as subject specialists for reading, writing, or mathematics. Project CHILD teachers must attend all prescribed training classes, must complete and pass a certification examination, and be observed at least twice by an ISI consultant during the ISI certification process. Project CHILD teachers should continue their professional development through ongoing self-study, workshops, action-research, and by becoming mentor/trainers for new Project CHILD teachers. Cluster teachers will continue their professional development and mentoring requirements of Level 1 teachers by meeting with other teachers within their cluster to plan and coordinate instruction. They will participate in weekly structured cluster meetings, and complete the Project CHILD Cluster Meeting Agenda form.

A worksheet detailing Professional Development and CHILD Accreditation is included in Section 8: Budget.

## **SECTION 20: ADMINISTRATIVE SERVICES**

Leadership Learning Academy recognizes that the day-to-day operation of the School is the responsibility of the Director. The Director will be responsible for implementing the School's mission and vision throughout the School and as part of hiring practices. The Director is the key leader responsible for implementing school policies and procedures. The Director is accountable to the Board of Directors and is crucial in the success of the School. The Director is responsible for implementing the Board's vision and creating a positive atmosphere of learning. The Director is important in setting the tone of the School, fostering healthy relationships with the local community, creating new traditions for the School, maintaining a positive reputation of the School.

The Board will maintain the distinction between its governance responsibilities and the management responsibilities of the Director

### **Director**

The Director reports to the Board and supervises all school staff. The Director will fulfill all responsibilities in accordance with state and federal law and follow best practice.

Most importantly, the Director must have a commitment to Leadership Learning Academy's mission and focus. Additionally, Leadership Learning Academy will look for the following preferred qualifications when hiring a Director:

#### **Education:**

Master's Degree in Education and/or Administration Certification in Utah

#### **Experience:**

5+ Years of Elementary Administrative Experience or equivalent to demonstrate proficiency in knowledge, skills, and abilities listed below.

#### **Knowledge Of:**

- Federal Elementary and Secondary Education Act (ESEA) Requirements
- Utah State Core Curriculum Requirements
- Utah Charter School Laws and other Public Education Laws
- Federal Special Education Laws
- Budget Management
- Implementation of Standards-Based Curriculum
- Project CHILD (or willingness to learn)

#### **Skills and Abilities:**

- Effectively work with all stakeholders including, but not limited to, the Utah State Office of Education, Utah State Charter School Board, Leadership Learning Academy Board of Directors, Parents and the Parent Organization, Student, and the Local Community.

#### **Responsibilities to Stakeholders**

##### **Board of Directors**

- Achieve vision of the Board
- Establishes goals and directives in support of the charter application, the vision of the Board as well as state and federal requirements
- Evaluate school program of instruction, establish & implement board-approved curriculum, and assists the board in identifying and solving problems
- Communicates and carries out established policies, delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the school community
- Identify, carry out (using proper protocol as outlined in staffing policy) and report all hiring/termination activities to Board
- Adhere to and properly oversee approved budget

### **School Wide**

- Oversee the student registration process and ensure compliance with state and federal law
- Proper supply procurement including following federal and state procurement procedures and internal auditing requirements
- Develop and maintain processes and procedures for a safe and orderly school
- Establish operational procedures, such as: check in of students and visitors, pick up/drop off, dress code enforcement, attendance, emergency response
- Maintain positive public relations with parents, community, local school district and Utah State Office of Education

### **Employees**

- Management of the Professional Development of employees assisting them in their professional goals and objectives
- Promotes and maintains open communications, positive student attitudes, respects dignity, worth of employees and complies with established lines of authority
- Maintain personnel files
- Evaluate staff and teacher performance, including informal reviews and an annual formal evaluation of performance
- Develop and maintain an Employee Handbook
- Emphasizes research based best practices and data based decision making

### **Parents and Parent Organization**

- Coordinate with the Parent Organization and the Board
- Develop and maintain a Parent / Student Handbook

### **Students**

- Promotes and maintains open communications, positive student attitudes, respects dignity.
- Develop and maintain a Parent / Student Handbook
- Oversee adequate assessment of students and ensure road map for continual improvement

The Director will be reviewed by the Board approximately mid-year and will receive a formal review at the end of the school year. These reviews will evaluate goals and give objective feedback to the Director in areas relating to vision alignment, staff development, student success, community outreach, leadership, and other areas the Board sees fit.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the School and the Director.

All employees of the School report to the Director, and the Board will not directly supervise, direct, evaluate, discipline, or terminate any employees other than the Director.

As a K-6 school with less than 600 students many of the responsibilities fall to the administrator including but not limited to:

- Instructional Leader
- Curriculum Consultant
- Supervision and Improvement of Instruction
- Interpretation of Student and School Progress and Performance
- Community Relations
- Staff Professional Development
- Employment Issues
- Student Discipline
- Student Placement
- Responsibilities for Operation and Maintenance of School Plant
- Management of School Equipment and Supplies
- Preparation and Completion of Federal and State Reports
- Assistance and Support to Teachers.

In order to accomplish all these responsibilities successfully LLA anticipates hiring a business manager and/or educational management company which will help the Director with a variety of areas including but not limited to:

- Responsibilities for Operation and Maintenance of School Plant
- Management of School Equipment and Supplies
- Employment Issues
- Curriculum Consultant
- Preparation and Completion of Federal and State Reports

A description of the process and role of the business manager/management company is given at the end of this section. Their responsibilities will also include support to the Board, which of course is the final authority.

The Director may need to contract out on an hourly basis other responsibilities such as counseling. IEP's that require services, such as counseling, can be met through contracting or by a teacher that has a counseling endorsement as well. The Director can use a flexible schedule to meet the needs of individual students when needed.

In addition special education and assessment are areas that require additional support to the Director. LLA's Director will use teachers to help support in these areas. The goal will be to provide stipends to the special education teacher and assessment coordinator when funds are available. Examples of responsibilities for these two areas are as follows:

## **Special Education**

The Director in conjunction with the Special Education Teacher will fulfill all responsibilities in accordance with state and federal law, will follow best practice, and must be committed to the mission and focus of LLA.

### **Responsibilities:**

- Developing policies, programs, and other standards within the special education program, as well as representing the program to the community and to LLA's administration
- Oversee hiring, training, discipline and other concerns involving special education personnel.
- Maintain teaching license through professional development opportunities
- Identify, develop, and provide Professional Development in Special Education areas for LLA staff throughout the year
- Coordinate, conduct, and interpret formal and informal assessment measures
- Attend parent teacher conferences
- Create Individualized Educational Plans (IEPs) in accordance with federal and state laws that are specific appropriate to the needs of students. .
- Coordinate, attend, and facilitate IEP meetings
- Develop and implement individualized instruction
- Co-teach academic curriculum in the general education setting
- Collect data on student behaviors
- Develop Behavioral Intervention Plans
- Monitor Student Progress and provide to parents

## **Assessment**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress identified and monitored. Assessment results should be incorporated systematically into teaching strategies in order to facilitate student learning and chart academic progress. This process will help the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments.

The responsibilities listed below will be accomplished with teacher support in conjunction with the Director until such time as an Assessment Coordinator can be assigned.



**Responsibilities:**

- Comply with state and federal requirements
- Schedule state/federal assessments (i.e. Criterion Referenced Tests, Direct Writing Assessments, and Common Core Assessments)
- Requisition assessment materials such as testing preprints and booklets
- In conjunction with the Director, reports assessment results and student progress to the Board
- Helps teachers understand and use assessment results
- Monitor student and teacher progress and support learning
- Recognize the achievements of students
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group

### **Head Secretary**

Although the ultimate decision regarding the staffing of the School's front office will be at the Director's discretion, it is anticipated that the School will have a head secretary. The head secretary reports to the Director and provides both administrative and clerical support to the Director and the staff. The school secretary maintains a professional and organized front office and directs staff, students and parents to the appropriate party, as well as supervising any other secretarial or clerical staff.

**Duties**

- Welcomes and assists visitors, screens unexpected visitors in accordance with predetermined policy. Interacts with all individuals in a positive manner.
- Receives and routes all incoming calls. Provides timely messaging support for all staff.
- Maintains a schedule of appointments and makes arrangements for conferences, interviews, and special event needs.
- Provides teacher support through absentee notification, parent mailings, arranging conferences, and other duties as requested
- Orders and verifies receipt of supplies and other materials within established time and budget constraints. Maintains general supply inventory to ensure necessary materials are available to staff when needed for classroom, administrative, and custodial support.
- Maintains appropriate student and administrative records according to federal, state, and local school policy including student and employee attendance, grades, transcripts, student records, etc.
- Collaborates as a team player with colleagues & administrators.
- Attends and prepares for faculty, department, or educator team meetings as requested by the Director. Provides for timely agenda and handouts.
- Models self-discipline and ethical behavior. Presents self in a professional and positive manner through appropriate dress, communication techniques, and demeanor.
- Consistently supports and upholds school policies and procedures. Supports the mission and vision of the School, its teachers and its leadership.
- Performs other duties as requested by an administrator.

## Management Company

Upon approval of Leadership Learning Academy's petition to charter, the Board will formally advertise a Request for Proposal to procure the services of an established and successful Education Management Company and/or Business Manager. It is our goal to start our first academic year with an experienced management team that understands Utah legislation regarding charter schools, accounting and bookkeeping, compliance, and fiscal management, as well as supports the School's mission and educational philosophy. In order to accomplish this goal, we anticipate engaging the services of a reputable management company. The attributes listed below will not be required but preferred in the selection process of a management company.

***THE BOARD IS THE ULTIMATE POLICY-MAKING ORGANIZATION AND RETAINS ABSOLUTE CONTROL IN THE SELECTION OR REMOVAL OF ANY SERVICE ORGANIZATION SERVING THE SCHOOL AND THE DIRECTOR.***

The duties of a Management Company may include, but not be limited to:

- Fulfill all duties in accordance with state and federal law
- In conjunction with the Board, establish policies and procedures
- Implementation of accounting policies under Board approval
- Manage Accounts Payable / Receivable,
- Budget preparation and reporting
- Ensure the School maintains appropriate liability insurance
- Coordinate building/grounds construction management, operation and maintenance
- Assist the Director with recruiting and other Human Resources items
- Janitorial service contracting (if needed)
- Assist with the development of reasonably calculated procedures/policies to ensure compliance with appropriate laws and regulations
- State grant writing
- Assist with board training for effective leadership
- Special programs consulting
- Financial reporting to State
- Maintain board minutes/audio recordings, and
- Submit reports to state as needed

The successful response to our RFP for a management company should address each of the following components:

The Management Company will be responsible and accountable to the Board for the administration, operation and performance of the School in accordance with the Charter. In connection with these duties, the Management Company will report to the Board and advise it of the systems established to carry out these administrative duties. The Board will review the recommendations made by the Management Company and act upon them in the manner the Board decides.

The company should have a proven track record for providing management services to other Utah based charter schools. This information should include audit performances, proof of qualified staff support and client references. The candidate should also demonstrate experience in supporting a charter school throughout the planning, implementation and operational stages.

If a Management Company is chosen, it must demonstrate that its menu of services relieves the School from administrative and compliance burdens it would otherwise shoulder internally, thus allowing the School's administration to focus on student and school success. The Management Company will provide an explicit operational budget that includes management fee expenses and how the fees will be associated with the services requested in the RFP.

The Management Company may provide services requested by the board such as:

**Start-up Activities:**

Coordinate start-up activities pursuant to establishing the School as a legal entity. These activities may include, but not be limited to drafting Bylaws, Application for Recognition of Exemption Under Section 501(c)(3), and Utah Registration for Exemption from Corporate Franchise or Income Tax. The Management Company will also assist the Board to establish the timelines of miscellaneous activities pertaining to school implementation and operation.

**Records Management:**

Work in conjunction with the Board Secretary to coordinate and attend the meetings of the Board and maintain the minutes and records of those meetings and comply with the requirements of the Open Meetings laws regarding such meetings and record keeping. Reports may be submitted to the Board or Director for approval, as applicable, and will be in compliance with state and federal regulations and reporting requirements of the School. The School may request that the Management Company keep duplicate records.

**Financial:**

Bookkeeping services and coordinate with proven and reputable accounting firms to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Authorizer and state law. The Management Company will also provide accounting information to the Board and the School's Director on a regular basis as requested by the Board and will coordinate with, and assist, the Director in the identification and recruitment of qualified teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School.

**Human Resources:**

The Management Company will assist in the preparation of employment agreements for new employees to be approved by the Board as school employees. The Board will have complete discretion to decide which human resource management method or service provider to subcontract.

**Assistance to Administration:**

At the request of the Board and/or the Director, the Management Company will assist the Director to identify and or develop curricula in connection with the operations of the School and for the procurement of proven student assessment methodologies and coordinate professionals to administer and evaluate results. Proposals from professionals offering to provide assessment and student evaluation services will be provided to the Board for its approval. The Board and the Management Company will cooperate in good faith to identify measures of, and goals for, school and student performance, including but not limited to parent satisfaction.

At the request of LLA, appropriate representatives from the Management Company may attend required meetings and public hearings and report to the Board or school Director any items of relevance to the School.

**Selection of the Management Company:**

The selection of the Management Company will be determined by the Board's use of a scoring rubric that contains a numerical score for each of the services listed above. Preference will be given to the Management Company that encompasses the attributes listed above, and in addition, a Management Company that provides positive references from other schools utilizing their services.

After consulting with other charter schools in Utah, LLA has budgeted approximately \$400.00/student per year to cover the costs associated with hiring a Management Company.

The Board will follow all applicable federal and state laws and regulations regarding RFP protocol for hiring a professional management company. No person that is an officer, Director or shareholder in any service organization serving the School will serve as a member of the Board of the School or vote on any matter affecting the School's relationship with the service organization(s). Any Board member who is an employee of a contracted Educational Management Company or curriculum provider will resign as a Board Member prior to the Board taking action to contract with that organization.

## **SECTION 21: LIBRARY PLAN**

### **Library Plan Vision**

Leadership Learning Academy will promote the use of many genres of literature as well as media that will enrich and enhance students' educational experience and teaching materials. Students, faculty, and support staff will have regular and frequent access to library / information services, facilities, and programs as an integral part of their educational experience throughout the day. The library / informational services program for LLA will foster independent inquiry. The School will promote an Open Door policy in which students and staff are invited to utilize library resources at any time during the school day as well as before and after school. Students are encouraged to exchange books as needed, or wanted, without waiting for their regularly scheduled library class. The mission of LLA is to provide an innovative teaching method to help achieve a high degree of academic success while developing problem solving skills, independent learners, and future leaders in all of our students. Project CHILD is the innovative teaching method that is part of our mission. Technology integration is in direct correlation with our overall school mission and implementation of Project CHILD. We will be utilizing our library's technology and literary resources to further carry out our mission. We will continue to follow our mission through frequent use of our library's resources while always looking for new and innovative resources and literary technology for our students and faculty.

The **STANDARDS AND GOALS** for students at LLA will be in alignment with the Utah State Common Core Curriculum. The current state core lists the following Intended Learning Outcomes for Elementary Grades K-6. The LLA Library Media Specialist will design library lessons working in conjunction with teachers to meet the required state standards.

### **Staffing the Library**

LLA intends to fully comply with the Library Information Services standards set by the Northwest Association of Accredited Schools (NAAS), 6.15-6.19 as required by Utah State Code R277-410(3)(c). The School will hire and maintain a full-time Library Media Specialist and additional media center personnel who will be available before, during, and after school hours that may include paraprofessionals and/or parent volunteers to assist in resources check in/out, literature circles, small group instruction, as well as assisting students with the Pioneer Online Database and other instructional and reference resources within the Media Center/Library. Our proposed budget reflects this Media Specialist and paraprofessionals. The Library Media Specialist in conjunction with the classroom teacher will use the student learning goals / outcomes identified by UEN and listed within this section. The Media Specialist and paraprofessionals will be supportive and knowledgeable about the standards and expectations of the Project CHILD mission and vision. They will promote independent learning, problem solving skills as well as student directed literacy projects, higher order thinking skills, and opportunities for leadership and peer collaboration within the Library environment.

The Media Specialist will be responsible for advocating the mission and philosophy of the School through library activities. This will involve providing support and cooperative learning experiences for students, teachers, and staff. We will accomplish our goals by scheduling 30 minutes of library time per class each week of the school year and the Media Specialist will provide grade-appropriate instruction teaching the concepts of the core curriculum to the students. The Media Specialist will instruct whole-class groups, small groups, and individual students in using print and online research resources. Integration of these library and research concepts can be extended into the classroom and the home when teachers support this instruction by giving students graded assignments where library time and skills will be required both at home and in the classroom. The Library Media Specialist will also be asked to conduct professional development sessions on library resources, including curriculum-related print materials, electronic resources, computer applications, and equipment use.

### **Library Financial Plan and Budget**

The School's Library / Media Center will have an annual, ongoing budget that ensures the continuing development of a balanced, relevant, and current collection, including supplies and operational materials. As indicated in our budget in Section 8, the School has budgeted \$18,000 for the first year for Library Instructional Aids / Books / Periodicals. We have also budgeted for a classroom set of tablet-type devices (i.e., iPads or other similar device) to be maintained by the library in the first year and checked out to teachers for classroom use, then an additional 300

tablets (e.g., iPads )to be purchased in years 2 and 3. The budget is sufficient to guarantee that the collection (both print and non-print) is renewed annually at a minimum rate of 5%. Equipment and software required to access and use current electronic resources will either be funded as part of the Library Media Budget and/or as part of the School's technology budget. Since one-time federal, state, or other grant funds can supplement the Library's budget, the School intends to apply for the Implementation Grant, if available, or other similar grants that may be available allowing funds to supplement the current library budget. Fundraising activities may also be used to raise additional library funds such as book fairs, book exchanges and donations, business partnerships, read-a-thons, and family or other private financial donations.

### **Library Policy**

The Media Specialist, working in conjunction with the Director, will adopt internal and external policies and procedures that govern the library. Internal Policies include operations such as collection development, the checking in/out of materials, and policies that address cataloging of library materials.

External policies will include policies that govern use of the Library's materials by students; policies that govern use of the Library's materials by school staff; and policies that govern use of the library's equipment, such as computers and projectors. Examples of external library procedures include procedures for the operation of library equipment; procedures for use of library materials in the classroom; and emergency evacuation procedures.

### **Acquisition of Books and Materials**

LLA will accomplish our goals of teaching our students the Core Curriculum and becoming Northwest Compliant by forming a Library Committee from within the Parent Organization that may also include the Media Specialist, a teacher, Director and/or a board member whose duties will include selecting and acquiring materials that will cover a wide range of abilities respect the diversity of many differing points of view, that supports teacher instructional needs as well. This Library Committee will adhere to the Library Policy and standards formed by the Director and Media Specialist and approved by the Board of Directors prior to the school year starting. This policy will be reviewed and revised as necessary.

Additionally, the School will house a library of traditional printed books and provide access to a rapidly growing selection of digital books from sources such as Project Gutenberg that are made available on portable devices such as Kindle, Droid tablets, and iPad. The collection will be built on a foundation of scholastically recommended books, consisting of classic children/young adult literature and local periodicals reflecting students' individual reading levels and interests. It will also include a variety of age-appropriate fiction, non-fiction and reference materials and various forms of multi-media learning resources. Students, parents and teachers will be able to find up-to-date information on subjects in which they are interested. These tools will allow the Library to maintain the school's vision of ongoing learning, meeting the needs of all students and giving students multiple opportunities and resources for academic growth and success.

The Library will have one computer and printer during the first year for the Media Specialist with circulation software installed. Our technology plan includes two additional desktop computers for the second year. A mobile laptop lab will be available for classroom use in the Library for research purposes, small group instruction, testing, etc. The technology plan also includes a Digital television, DVD or Blue-Ray player that will be available for library use or classroom check-out.

### **Library Facilities**

The School's Library will be inviting and conducive to student learning and accessible to all. The environment will be aesthetically pleasing in its arrangement of furniture, title stacks, study/working and reading areas while maintaining a physical organization that allows students to easily access the resources they need, and permits the Media Specialist to readily see and supervise all library activities such as small group instruction, computer usage, and student interactions. Proper lighting for designated areas and tasks will be installed as well as sufficient electrical and networking outlets to accommodate the Library's technology and allow for rearranging of library resources. The Library will be located in an area of the building that is easily accessible to all students in accordance with federal law (ADA, IDEA).

The Library space will be configured for teaching students, just as academic classrooms are designed to facilitate instruction. Whiteboards, projection screens, and LCD projectors in the Library will serve as important instructional delivery tools. Small group tables in the Library will allow implementation of the Project CHILD instructional method. The Library will also have a multipurpose space for read-alouds, puppet shows, storytelling, group literacy-building instructional activities, school board meetings, and after-school clubs. The Library may also include the Audio/Visual room for storage of the mobile laptop carts, the television, portable projectors, instructional videos/DVD collections, etc.

## **SECTION 22: TECHNOLOGY PLAN**

Charter School	Leadership Learning Academy
Date	04/01/2011
Director	Unknown
Technology Coordinator (during start-up phase)	Chuma Uzoh, Board President

### **OUR VISION FOR TECHNOLOGY:**

Leadership Learning Academy seeks to develop tomorrow's leaders through thoughtful, creative, and insightful uses of technology. Leadership Learning Academy envisions technology as an innovative and effective means of creating engaging classrooms utilizing multiple modalities during instruction; thus supporting the School's mission of *achieving a high degree of academic success while developing problem solving skills, independent learners, and future leaders in all our students.* Technology will support the components and integration of Project CHILD.

One of the most effective tools LLA will have is the ability for each student to use technology daily to assist in individual student instruction customized to each student's learning style. LLA will create highly engaging classrooms utilizing the latest technologies and hands-on activities to augment instruction and strengthen and support the Utah State Core Curriculum and improving student understanding and increasing test scores. The LLA Board in conjunction with the LLA Director will adopt appropriate technology policies including but not limited to: Student and Teacher Acceptable Use, Social Networking, Electronic Device, and the Child Internet Protection Act Policy.

Northwest Commission Accreditation Standards for Elementary Schools will be met, and as LLA develops their Desired Results for Student Learning (DRSL's), the utilization of technology will be considered in order to achieve high academic standards. In alignment with the Project CHILD model, daily instruction will include instructional time at a computer station. Computers for a separate computer lab are not currently budgeted for the first year. One more computer per classroom and mobile labs will be the first purchasing priority if additional funds become available such as through a loan or grant. In addressing staffing needs, a computer lab monitor is not needed; however, the technology committee may identify a need for a part time technology coordinator (instead of a teacher leader serving in this capacity) and/or additional technology support. If funds allow, LLA will consider adding a Technology Coordinator to the staff if necessary. LLA may also consider hiring a librarian with a technology endorsement to perform in this role. As yearly budgets are adopted by the Board, the Director would need to include the requested staffing additions and/or changes as needed.

### **Professional Development Strategy**

Due to the daily use of technology in the classroom, every LLA teacher must be knowledgeable and skilled in the use of technology to engage students in inquiry-based, hands-on learning. The State of Utah, national leaders, the US Dept. of Education and other agencies recognize the essential role of improved student learning through technology.

Through technology, teachers and students will access a wealth of materials, services, and networks throughout the state, nation, and world that will supplement our mission and vision to create strong leaders. Technology does not replace the teacher, but rather supports and enhances the educational process.

Leadership Learning Academy will have **ONGOING PROFESSIONAL DEVELOPMENT** in the area of technology use for administration, faculty, and staff members. Listed below are examples of possible training areas:

- Attendance / Gradebook Software
- Office Suite – Word Processing, Spreadsheets, Presentation, E-Mail
- Utah Write and UTIPS
- LCD Projectors, Mimios, etc.
- Free Educational Applications and Software
- Internet research and various electronic resources
- Training on resources available through Utah Education Network

Leadership Learning Academy has also budgeted for the installation and procurement of **INFRARED CLASSROOM AUDIO SYSTEMS**. These state-of-the-art audio systems have been proven to help:

- Improve academic achievement
- Increase on-task behavior
- Increase attention to verbal instruction
- Improve comprehension for English Language Learners
- Improve ease of listening and teaching, even while the teacher is facing the board
- Reduce vocal strain and fatigue on teachers
- Works with teleconferencing systems so the entire class can participate in distance learning applications

A Case Study in New Jersey noted the following:

Each teacher can connect their laptop, equipped with iPod, DVD/VCR and camera connections, to an installed Classroom Infrared Audio System. With its versatile capabilities, educators are able to incorporate rich audio or video activities into daily lessons, or set up virtual conferences with other classrooms via Skype.

The Infrared Classroom Audio System is helping teachers enhance the classroom environment through multimedia-rich lessons. For example, in science classes, stethoscopes may not be available to every student, and showing the process of blood flow on video doesn't provide the same experience as hearing the "whish" of blood pumping through the stethoscope. With the audio system, students can hear the same sounds through large, exterior speakers, which fill the entire room with sound. *"Hearing the thumping heartbeat and rush of blood really brings the student into the learning experience,"* Sanford explained.

Similarly, the audio system is used during oceanography class while students watch videos about fresh bodies of water. While computer speakers don't produce much sound, the amplification of the Infrared Classroom Audio System makes the videos exciting for students. *"With the sounds of the ocean broadcast through the product's speakers, students are engaged and experience what the ocean really sounds like,"* continued Sanford. *"The 44-minute lessons are much more valuable to them when they're immersed in the activity through audio."*<sup>12</sup>

**OBJECTIVE #1:** The LLA technology plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education (i.e. library services, CBT, assessment, etc.).

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<sup>12</sup> [http://www.califone.com/casestudies/pairsysbcs\\_frenchtown.php](http://www.califone.com/casestudies/pairsysbcs_frenchtown.php)



<b><u>GOAL</u></b>	<b><u>STRATEGY</u></b>	<b><u>MEASUREMENT</u></b>
<p>1. Information Technology will be used in every classroom to enhance the Utah State Core Curriculum and support the School's mission.</p> <p>2. School will maintain E-Rate Compliance.</p>	<p>1. Classroom Plan</p> <p>➤ LLA has implemented into our technology plan and budgeted for 5 student computers in each classroom Grades 3-6 beginning the first year and 5 Tablet-type devices for the first year in each K-2 classroom.</p> <p>As part of the Project CHILD curriculum, grades 1-6 students within each classroom will breakout into 6 different learning stations daily and rotate stations. Each child will be able to spend at least 20 minutes at each learning station daily to develop conceptual understanding and solve problems as they continue to expand their knowledge of the core curriculum.</p> <p>Other classroom tools that may be used include a USB Microscope that connects to the laptop and LCD Projector, an interactive white board for each student that interacts with the teacher's Mimio board, and Kindles.</p> <p>➤ The Director or designated cluster leader will work with each cluster to assist in implementing state core curriculum into technology instruction. Project CHILD has program specific software to assist in the implementation process. We have budgeted for this software in the "Software &amp; Miscellaneous" table. These computer workstations in addition to the software programs will allow students to learn at their own pace and allow for differentiated instruction.</p> <p>➤ Teachers may have utilize UTIPS (Grades K - 6) and Utah Write (Grade 5 minimally).</p>	<p>1. Classroom Plan</p> <p>➤ Each teacher will have all students in his/her class using the computer workstations daily.</p> <p>With this amount of computer use, students will feel confident and prepared for end-of-level Computer Based Testing. Additionally, the daily computer activities will give students the ability to work at their own pace, differentiate instruction allowing for more modalities to be used during instruction, and to be able to review materials for remediation and enrichment. Computer-based student test scores will be tracked.</p> <p>Because of the mobile nature of the laptops and tablet-type devices, classes will be able to combine their technology resources for hands-on learning during class-wide activities.</p> <p>➤ Each classroom teacher will have at least three educational software or website options for each subject area. Examples may include Starfall.com, Leap Frog, Reader Rabbit, and Textbook Publishers' websites such as HoughtonMifflin.com, etc. Many free and inexpensive resources are available through teacher networking sites, (e.g. UEN, textbook publishing websites, etc.)</p> <p>➤ Students may use UTIPS and Utah Write assessments at least once each month during the school year. Teachers may also choose to use the Utah Test Item Pool Service for pre-tests.</p>

	<p>2. E-Rate Compliance</p> <ul style="list-style-type: none"> <li>➤ The school will go through the appropriate bidding process prior to entering into contracts or agreements for technology.</li> <li>➤ The school will annually update its technology plan and have it approved by USOE as required.</li> <li>➤ School will maintain Child Internet Protection Act (CIPA) Compliance.</li> </ul>	<p>2. E-Rate Compliance</p> <ul style="list-style-type: none"> <li>➤ The school will notify local vendors of its need for telecommunications services and its intentions to purchase equipment, services, and possibly enter into contracts or other written agreements with service providers.</li> <li>➤ The Technology Leader will update the School's technology plan yearly working in coordination with his/her technology committee and Director.</li> <li>➤ The school has budgeted for a firewall, computer monitoring software, and will have several other methods in place to ensure students are protected while online.</li> <li>➤ Each year, students will be taught proper Internet etiquette and safety procedures.</li> <li>➤ Each year, students will be asked to review and sign with their parents approved Internet Usage Agreement that will be kept in their student file.</li> </ul>
<p>3. The school will be technologically prepared for offering the end-of-levels to all students required to complete them within the designated testing window.</p>	<p>3. The school will make sure there are sufficient computers to meet the technology specifications for testing including operating system, memory, bandwidth, required software, etc.</p>	<p>3. At the beginning of each school year and throughout the school year as needed, the assessment coordinator will ensure system testing to verify the required specifications for testing has been completed. The assessment coordinator will work with the administration and technology support system in place to make sure all upgrades and updates have been completed prior to January 1<sup>st</sup>.</p>

**OBJECTIVE #2:** Professional Development Strategy to Ensure Staff Knows How to Use These New Technologies to Improve Education.

Teachers will have the knowledge they need to successfully implement technology into their daily instruction.

Leadership Learning Academy will be connected to the Internet, but many teachers still feel uncomfortable using technology in their teaching. We aim to close the gap between educators and the use of technology in the classroom. Title I, Title IIA and IID funds may be available to the School to provide high quality professional development. Current federal stimulus money as well as ongoing Title IIA, and IID money can be used to support the professional development of the integration of technology to improve instruction and student outcomes. Title I funds can be used to develop core technology infrastructure for use in the improvement of student achievement in Reading and Math including teacher professional development in the use of technology. At least 25% of Title IID funds should be used for ongoing, sustained, and intensive high quality professional development.

<b><u>GOAL</u></b>	<b><u>STRATEGY</u></b>	<b><u>MEASUREMENT</u></b>
1. Teachers will participate in a required day of professional development prior to the start of school to learn the most important software programs.	1. One day will be set aside during the initial professional development period prior to school starting in which teachers will learn the appropriate use of technology the School has adopted such as: <ul style="list-style-type: none"> <li>➤ Student database system including gradebook, attendance, individual student test score retrieval, parent contact information, and reporting options.</li> <li>➤ Each teacher will have access to and use Project CHILD specific software on how Project CHILD should be integrated into the core curriculum.</li> <li>➤ Teachers will be trained and become proficient in an e-mail program, word processing and presentation software.</li> <li>➤ In addition to required Project CHILD training will include the appropriate and creative use of instructional technology.</li> </ul>	1. One day of professional development will be scheduled during the two weeks of professional development time scheduled before school starts. <ul style="list-style-type: none"> <li>➤ Teachers will demonstrate this knowledge by using the chosen student information system to perform common daily tasks without assistance within the first 10 days of school starting.</li> <li>➤ Teachers will also be trained in how to properly integrate Project CHILD into the classroom. Teachers will be evaluated by the Project CHILD Coach on whether or not they are using the computer workstations satisfactorily.</li> <li>➤ Teachers will use technology to send home weekly newsletters, homework assignments to absent students, and may be asked to use software to give a presentation on student performance or demonstrate a sample lesson during a staff meeting or a board meeting.</li> </ul>
2. Teachers will know how to use the LCD projector, the Mimio, the Tablet-type devices, and basic computer skills if necessary.	2. Teachers will go through a two-hour training on the use of the LCD projector, the Mimio, the Tablet-type devices, downloading applications, and how to use the laptop.	2. The technology committee will work with teachers to give small group training and teachers will receive a Certificate of Completion once they are able to demonstrate proficiency in these areas.
3. Teachers will be able to proctor students and troubleshoot computer problems during the Criterion Reference Tests.	3. After February of each school year, teachers will be given professional development on the proper use of the Computer Based Testing equipment and software prior to completing the required end-of-level Criterion Reference Tests.	3. Teachers will be confident and prepared to administer and proctor end-of-level testing prior to the opening of the testing window.

**OBJECTIVE #3:** The plan must include an evaluation process that enables the School to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

Each objective listed above includes goals, each goal includes at least one strategy, and each strategy includes a measurement. These strategies and measurements will allow LLA to monitor progress towards each listed goal and any additional goals the School may add to the technology plan as it is updated.

**OBJECTIVE #4:** The LLA technology plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education and library services.

*Technology need and usage will always be evaluated, in part, by state testing requirements and student achievement data.*

<b><u>GOAL</u></b>	<b><u>STRATEGY</u></b>	<b><u>MEASUREMENT</u></b>
<ol style="list-style-type: none"> <li>1. The school will have a technology team to evaluate the School's technology each year to evaluate if improvements may be necessary.</li> <li>2. The school will maintain an inventory of current technology resources.</li> <li>3. Teachers will be able to acquire the reasonable technology tools they need to enhance their instruction.</li> <li>4. Each classroom will be outfitted with enhanced audio and speakers. (More information will be included below this table.)</li> </ol>	<ol style="list-style-type: none"> <li>1. The Director will select a staff member to serve as a Technology Leader who will organize a stakeholder group to evaluate the current technology and try to make innovative and cost effective improvements each year. Improvements should include classroom, library, and home resources. The Technology Team should include a teacher, the librarian or media center paraprofessional, and parents.  Additionally, the team will meet at least twice each year to evaluate progress towards the goal and reassess current and future needs creating the ability to make changes mid-course if necessary.</li> <li>2. The Technology Leader will maintain the current inventory and ensure each item is recorded for proper inventory tracking procedures.</li> <li>3. Teachers will be able to fill out a Supplies Requisition Form and will be given funds for Supplies and Materials. The teachers will be encouraged to invest in technology that supports the Mission and Vision of the School and supplements their instruction.</li> <li>4. The technology plan included in this charter application will include a budget for placing Infrared Classroom Audio Systems into each classroom within three to five years of opening.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Technology Team will be implemented and have their first meeting within three months of the beginning of each school year and again before the end of the school year.</li> <li>2. The Technology Leader should be able to produce an inventory within three months of each school year the model number and serial number of each piece of telecommunication service, hardware, software, or other technological item.</li> <li>3. By January of each school year, teachers should have received their funds for Supplies and Materials. Teachers will also be able to request technology purchases and software if it fits within the School's budget.</li> <li>4. Each classroom within Leadership Learning Academy will be equipped with Infrared Audio System within 3-5 years of opening.</li> </ol>

**OBJECTIVE #5:** The plan provides a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the technology strategy. The school has budgeted \$121,735 for the first year in technology services, \$102,155 for the second year, and over \$121,580 for the third operational year. The expenses are broken out and listed on the following page; we anticipate this technology plan to be sufficient for our needs. Adjustments may be made as deemed necessary or appropriate and as finances may allow.

## TECH PLAN BUDGET

Page 1 of 3

		Planned Acquisitions			TOTAL	Planned Acquisitions		
	Per Unit Cost	Amount Year 1	Amount Year 2	Amount Year 3		Cost Year 1	Cost Year 2	Cost Year 3
Mobile <i>Notebook</i> Computer Labs	\$ 650.00	0	30	30	60	\$ -	\$ 19,500.00	\$ 19,500.00
Teacher Computer	\$ 650.00	21	0	0	21	\$ 13,650.00	\$ -	\$ -
Tablets for Student Use	\$ 300.00	70	100	200	370	\$ 21,000.00	\$ 30,000.00	\$ 60,000.00
Notebooks for "Cluster" & Testing Use	\$ 650.00	60	0	0	60	\$ 39,000.00	\$ -	\$ -
Desktop for Library	\$ 600.00	1	2	2	5	\$ 600.00	\$ 1,200.00	\$ 1,200.00
Admin. Office	\$ 650.00	3	0	0	3	\$ 1,950.00	\$ -	\$ -
Other Locations	\$ -	0	0	0	0	\$ -	\$ -	\$ -
						\$ 76,200.00	\$ 50,700.00	\$ 80,700.00
						\$ 207,600.00		

# TECH PLAN BUDGET

Page 2 of 3

	Planned Acquisitions					Planned Acquisitions					Planned Acquisitions				
	Amount Year 1					Amount Year 2					Amount Year 3				
	Mobile Lab	Classroom Use	Library	Admin Office	Other	Mobile Lab	Classroom Use	Library	Admin Office	Other	Mobile Lab	Class. Use	Library	Admin Office	Other
Peripheral Devices															
Printers	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0
Assistive / Audio Enhancement	0	2	0	0	0	0	5	1	0	0	0	14	0	0	0
Digital TV's	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0
DVD / Blue Ray Players	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0
LCD Projectors	0	14	0	0	0	0	7	1	0	0	0	0	0	0	0
Mimio (Smarboard)	0	14	0	0	0	0	7	1	0	0	0	0	0	0	0
Copy Machine / Printer / Scanner (Lower Capacity)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Copy Machine / Printer / Scanner (High Capacity) (Leased)	0	0	0	0	0.25	0	0	0	0	0.25	0	0	0	0	0.25

	Per Unit Cost	Planned Acquisitions					Planned Acquisitions					Planned Acquisitions				
		Amount Year 1					Amount Year 2					Amount Year 3				
		Mobile Lab	Classroom Use	Library	Admin Office	Other	Mobile Lab	Classroom Use	Library	Admin Office	Other	Mobile Lab	Class. Use	Library	Admin Office	Other
Peripheral Devices																
Printers	\$ 150.00	\$ -	\$ -	\$ 150.00	\$ -	\$ -	\$ 150.00	\$ -	\$ -	\$ -	\$ -	\$ 150.00	\$ -	\$ -	\$ -	\$ -
Assistive / Audio Enhancement	\$ 1,500.00	\$ -	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 7,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	\$ 21,000.00	\$ -	\$ -	\$ -
Digital TV's	\$ 300.00	\$ -	\$ -	\$ 300.00	\$ -	\$ -	\$ 300.00	\$ -	\$ -	\$ -	\$ -	\$ 300.00	\$ -	\$ -	\$ -	\$ -
DVD / Blue Ray Players	\$ 130.00	\$ -	\$ -	\$ 130.00	\$ -	\$ -	\$ 130.00	\$ -	\$ -	\$ -	\$ -	\$ 130.00	\$ -	\$ -	\$ -	\$ -
LCD Projectors	\$ 650.00	\$ -	\$ 9,100.00	\$ -	\$ -	\$ -	\$ -	\$ 4,550.00	\$ 650.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mimio (Smarboard)	\$ 400.00	\$ -	\$ 5,600.00	\$ -	\$ -	\$ -	\$ -	\$ 2,800.00	\$ 400.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Copy Machine / Printer / Scanner (Lower Capacity)**	\$ 1,000.00	\$ -	\$ -	\$ -	\$ 1,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Copier / Printer / Scanner (High Capacity) (Leased)**	\$ 8,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00
		\$ -	\$ 17,700.00	\$ 580.00	\$ 1,000.00	\$ 2,000.00	\$ 580.00	\$ 14,850.00	\$ 2,550.00	\$ -	\$ 2,000.00	\$ 580.00	\$ 21,000.00	\$ -	\$ -	\$ 2,000.00
						\$ 18,280.00	\$				\$ 17,980.00	\$				\$ 21,580.00
						\$										\$ 57,840.00

\*\*Not included in this budget total since it is a line item in the budget

## TECH PLAN BUDGET

Page 3 of 3

		Planned Acquisitions			TOTAL	Planned Acquisitions		
		Amount Year 1	Amount Year 2	Amount Year 3		Cost Year 1	Cost Year 2	Cost Year 3
<b>Network Equipment</b>	<b>Per Unit Cost</b>							
Servers	\$ 7,000.00	1	1	0	2	\$ 7,000.00	\$ 7,000.00	\$ -
48 - Port Switch	\$ 650.00	2	0	0	2	\$ 1,300.00	\$ -	\$ -
Wireless Access Point (WAP)	\$ 100.00	6	2	0	8	\$ 600.00	\$ 200.00	\$ -
Battery Backup (UPS)	\$ 300.00	4	0	0	4	\$ 1,200.00	\$ -	\$ -
Firewall	\$ 130.00	1	0	0	1	\$ 130.00	\$ -	\$ -
						\$ 10,230.00	\$ 7,200.00	\$ -
						\$	17,430.00	

		Planned Acquisitions			TOTAL	Planned Acquisitions		
		Year 1	Year 2	Year 3		Cost Year 1	Cost Year 2	Cost Year 3
<b>Software &amp; Miscellaneous</b>	<b>Cost Per Unit</b>							
MS Office	\$ 60.00	85	32	32	149	\$ 5,100.00	\$ 1,920.00	\$ 1,920.00
Server Software	\$ 2,000.00	1	1		2	\$ 2,000.00	\$ 2,000.00	\$ -
Other Educational Software Supplementing our Mission Statement and Educational Goals	\$ 100.00	135	135	75	345	\$ 13,500.00	\$ 13,500.00	\$ 7,500.00
Installation & Maintenance & Setup	\$ 10,000.00	1	1	1	3	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Total School Buildings	N/A	1	0	0	1			
						\$ 17,025.00	\$ 26,275.00	\$ 19,300.00
						\$	62,600.00	



## **SECTION 23: EXTRA-CURRICULAR ACTIVITIES**

It is the purpose of the after-school programs offered by LLA to provide activities that will enhance the students' educational experience as well as to teach social and leadership skills such as goal-setting, time management, self-discipline and teamwork, but most importantly, we want students to have fun. We believe there is a need for students to have options for extra –curricular activities that provide them with opportunities to grow and develop interests outside of a normal classroom setting. Students may participate in a variety of extra-curricular activities that extend beyond their well-rounded classroom programs.

Extra-curricular activities may include athletic or academic teams and competitions that may also augment students' classroom activities. Activities will be selected based on interest and the availability of volunteers and coordinators. Activities may include:

- Summer Leadership Training Camp
- Science Fair
- 10-week Art Experience Class (Fall and Spring Sessions)
- K-6 After-School Choir
- 6<sup>th</sup> Grade After-School Orchestra Class
- Various junior-high prep sports clinics for 6<sup>th</sup> graders
- Foreign Language Club
- Extra Tutoring

All students attending LLA will have the option to participate, and be encouraged to participate, in any or all extra-curricular activities the School may offer.

The Board and School Director will take into consideration the mission and vision of LLA when selecting extra-curricular activities. Availability of such activities will be dependent upon interest, funding and supervision. Reasonable fees needed to cover the cost of extra-curricular activities may be obtained for items such as instruction and building use. Extra-Curricular Activity Fees will be comparable to the local school district.

State law and State Board of Education rules do not permit schools to charge fees for anything that takes place during the regular school day. This means that if a child is in grades K-6, that child cannot be charged for textbooks, classroom equipment or supplies, musical instruments, field trips, assemblies, snacks (other than food provided through the School Lunch Program), or for anything else that takes place or is used during the regular school day. Fees may only be charged for programs offered before or after school, or during school vacations<sup>13</sup>. Fee waivers will be offered to students who qualify in accordance with Utah law.

Additionally, students will not be excluded from participation in, or denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal Financial Assistance in accordance with Title IX.

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<sup>13</sup> School Fees Notice (K-6) <http://www.schools.utah.gov/law/DOCS/FORMSENGLISH/Fees-Notice-K-6--04-25-11.aspx>

## **SECTION 24: TERMS AND CONDITIONS OF EMPLOYMENT**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), LLA will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against an applicant or employee based on race, color, national origin, religion, and gender in all terms and conditions of employment, whether disabled or not, or because of the individual's family, business, social or other relationship or association with an individual with a disability. Employment decisions will be based upon relevant job criteria; and in compliance with ADAAA, the School will not retaliate against an applicant or employee for asserting his or her rights under the ADAAA. The School is an Equal Opportunity Employer and will follow all other state and federal employment laws.

The Director and the Board will seek counsel and assistance from qualified legal and human resources professionals when employment issues arise in order to ensure that the School conducts itself in accordance with the law. The school will create an employee handbook containing the School's employment policies and procedures. The handbook will be updated as necessary and will be distributed to all employees annually. Employees will sign to verify that they have received a copy of the handbook. The school will provide employees with required trainings for issues including, but not limited to: sexual harassment awareness, prevention and reporting, discrimination, blood borne pathogens, Worker's Compensation, Legal Liability, or policies as requested by director.

All employees at LLA are considered at-will, and may be terminated at any time with or without cause. All teachers offered a position will receive a written confirmation of the offer made. Additionally, all teachers may be asked to sign a letter accepting the at-will offer of employment. Teachers may also be asked to sign an acknowledgement that they received a copy of their Terms of Employment, including the job description, pay, benefits, hours of work and any disciplinary or grievance procedures LLA may have.

All employees will be held to the same professional standards while in the presence of children and parents and will be expected to follow them. The Director will evaluate employees' performance and professionalism and determine if it is in the best interest of the School, the students, and the overall mission and vision of the School to discipline or terminate an employee at any given time. When performance or conduct does not meet acceptable standards, the School may terminate an employee, or it may—but is not required to—if it deems appropriate, provide the employee a reasonable opportunity to correct the problem.

The school will also comply with state and federal laws including certification and/or alternative certification as required by Utah law, including but not limited to Utah Code 53A-1a-512(4). To the extent any provision of the charter conflicts with state or federal law, the law will control.

All teachers will be required to maintain their license and other credentials appropriate to their position. LLA will support and nurture good teaching practices in all teachers. Our goal is to retain quality and effective teachers. The teacher will be employed for an indefinite period and in an at-will capacity. This means that both the School and the Teacher retain the right to end the relationship at any time, with or without notice, and for any reason or no reason at all.

The Board may choose to adopt a formal Employee Grievance Policy similar to the sample policy that follows:

## **STAFF GRIEVANCE POLICY (SAMPLE)**

## PURPOSE

The Board of Directors (“Board”) of Leadership Learning Academy (the “School”) values open communication between faculty, staff, administration, and the Board. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arises that cannot be resolved between the parties involved, then this policy will be used. The purpose of this policy is to ensure that staff members understand how to pursue the resolution of grievances, concerns and disputes involving other School employees.

The Board wishes to emphasize that the School is an at-will employer, and this policy is not intended to modify the at-will employment relationship between the School and its employees.

## PROCEDURE

A staff member who has a complaint regarding another staff member must first address the issue with the other employee involved and work reasonably and in good faith to resolve the concern.

A staff member that is not able to resolve the dispute himself or herself may then raise the issue with the School's Director.

If a staff member's complaint involves the Director, the staff member must first address the issue with the Director and work reasonably and in good faith to resolve the problem.

A staff member should not direct complaints to the Board unless and until he or she has worked in good faith to resolve the issues with the other individual and with the School's Director.

In the event the staff member and the Director are unable to resolve a complaint and the staff member wishes to bring the issue to the Board's attention, the complaint may be directed to the Board in writing. Complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of attempts to resolve the problem, and the requested solution. The Board will then consider the complaint and take whatever action it deems appropriate.

This policy does not confer upon any employee of the School any additional rights. Accordingly, the existence of this policy does not preclude the School from terminating any employee for any lawful reason even if the employee is pursuing the resolution of a grievance.

Additionally, this policy is not intended to discourage an employee from reporting to the appropriate individual(s) a legal violation committed by another employee and does not limit a School employee's right to appropriately report a legal violation committed by another employee.

Signature:

Sample Policy xx/xx/xxxx

[[Board President]] Date

## **SECTION 25: EMPLOYEE EVALUATION**

LLA will seek to hire and retain the most qualified employees who support the mission and vision of the School. In order for LLA to accomplish its mission, employees must be highly motivated, innovative, and talented in their respective duties.

Leadership Learning Academy's Director will develop an evaluation for teachers. The evaluation tool will incorporate the mission and philosophy of the School in addition to assessing the teachers' implementation of Utah Core Curriculum. The Director will continue to revise and refine the evaluation tool in order to ensure that it adequately measures teachers' effectiveness. If the school chooses to hire an Assistant Director in the future, the Assistant Director may conduct an evaluation with, or instead of, the Director for any employee.

### **Pre-Evaluation**

At the beginning of the year, employees will be introduced to a pre-determined evaluation inclusive of the methodology used in the evaluation process. The Director will also review job descriptions with staff members at the beginning of each school year.

Each teacher will work with the School's Director to develop an appropriate professional development plan. At least one formal teacher observation each year for Level 2 teachers and at least one of the formal teacher observation each year will be scheduled in advance by the Director for each Level 1 teacher. All EYE Requirements will be followed for Level 1 teachers.

### **During Evaluation**

During the Evaluation Period, the Director will observe and assess the following criteria: classroom management skills, knowledge and implementation of the curriculum and mission of Leadership Learning Academy, instructional effectiveness, grading practices and organization, and professional practices in accordance with the Teacher Evaluation Components listed on the next page.

Any mid-year evaluations or reviews will focus on making progress in performance and the end of the year evaluation will reflect on and evaluate performance during that school year.

### **Post-Evaluation**

Results of formal reviews will be put in writing, signed by the employee and the Director, and placed in the employee's personnel file.

If, as a result of an observation or review, the Director determines that a teacher is performing unsuccessfully, the Director may require the teacher to undergo remediation and may set specific goals for the remainder of the school year. Any such remediation does not alter the at-will nature of the employment relationship.

The teacher may receive more frequent observations and/or evaluations as needed.

### **Teacher Evaluation Components**

Improvement plans based on both formative and summative assessments will be evaluated as needed to help teachers acquire mastery level skills in their instruction, discipline and curriculum development.

#### ***Formative Components***

This is the ongoing assessment carried out by the Director and Mentor Teacher both formally and informally throughout the year. The Director may regularly observe classrooms to observe teacher performance and student responses. Items observed may include review of lesson plans, teacher preparedness and ability to answer student questions, student engagement, and classroom management. Teachers may be given opportunities to observe the mentor teacher or other teachers in practice on a yearly basis as part of the evaluative process.

At any time during the year, the Director and a mentor teacher, if applicable, may meet with a teacher to review teacher and/or student performance, discuss instructional practices and, if necessary, recommend remediation to help the teacher make any required changes or improvements.

Each teacher may have a pre-conference with the Director and mentor teacher, if applicable, prior to any mid-year evaluation to review lesson plans and become aware of special considerations.

### ***Summative Components***

These occur at defined periods of the academic year such as scheduled evaluations.

- Will be based on Utah Professional Teacher Standards Continuum of Development as listed on USOE's website. The standards, as listed below, evaluate a teacher's performance level using a continuum that includes Basic, Emerging, Proficient, and Master:
  - Standard 1: Creating and maintaining a positive classroom environment that promotes student learning
  - Standard 2: Planning curriculum and designing instruction to enhance student learning
  - Standard 3: Engaging and supporting all students in learning
  - Standard 4: Assessing and evaluating student learning
  - Standard 5: Demonstrating professionalism to support student learning
- Teachers on the Entry Years Enhancement (EYE) Program will create and maintain a Personal Development Portfolio containing their goals and their plan for meeting those goals. The portfolio may include samples from the classroom or schoolwork, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The portfolio will be used in the formal review process. Other teachers may be asked to complete this portfolio as well.
- To encourage parental involvement, parents may also play a role regarding employee evaluation by being invited to complete two teacher evaluation surveys each year. Using appropriate survey methods, including anonymous electronic surveys, parents will be able to provide anonymous input concerning their students' teachers. Survey results will be reviewed by the Director and Board, and appropriate data may be used to support summative evaluations. This avenue for input is aligned with "T" in the Charter School Assurances.
- Goals set by teachers will reflect student outcomes. Summative evaluations will include student academic data appropriate to the goals set by teachers and Director.

### **Classified Staff Evaluation Components**

- Classified staff will be evaluated yearly.
- The Director will review job descriptions with classified staff members at the beginning of each school year.
- Each year classified staff will be given the opportunity to set goals and submit them to the Director before the end of September.
- The Director may review goals set by classified staff individually and make adjustments.
- The Director will conduct an end of the year evaluation of classified staff performance in relation to their described job and goals.
- If the school chooses to hire an Assistant Director in the future, the Assistant Director may conduct evaluations with, or instead of, the Director.

### **Evaluation Frequency**

LLA strives to create a learning environment for all staff by working with employees to correct any issues as they arise and to maintain standards of acceptable conduct. Leadership Learning Academy will be an at-will employer and will follow all applicable state and federal employment laws.

Formal performance reviews for teachers will be conducted by Leadership Learning Academy's Director and/or Assistant Director (Year 2). The Director will conduct a minimum of one evaluation meeting each year.

In an effort to foster the teaching/learning environment for teachers, the Director may spend time in all classrooms performing informal formative evaluations on teachers and paraprofessionals. All employees will be observed on an ongoing basis by the Director, who will use both formal and informal observations.

### **Personnel File**

Leadership Learning Academy shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence.

### **Entry Years Enhancement (EYE)**

As outlined in the administrative rules governing Entry Years Enhancement, *Utah Administrative Code R277-522-3*, during the first three years of teaching, teachers will receive mentoring, be frequently assessed/evaluated and develop a professional portfolio. The purpose of the Entry Year Enhancement requirements is to develop, in Level One teachers, successful teaching skills and strategies with assistance from experienced colleagues.

Each Level One teacher will work with the School's Director to develop a professional development plan that demonstrates the teacher's progress towards obtaining "Highly Qualified" status as defined under ESEA. Level One teachers shall be assigned a trained and qualified Level 2 or 3 mentor teacher by the Director. The assigned mentor will supervise and act as a resource for the entry level teacher. The Level One teacher will also be required to pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio in accordance with the EYE Requirements (see *Utah Administrative Code R277-522-3*).

Leadership Learning Academy's teacher training for Level One teachers will include the five components of EYE Standards:

- Program Standard 1: Administration and Leadership
- Leadership Learning Academy's Director will demonstrate a commitment to mentoring new teachers and teacher induction by receiving appropriate training.
- Program Standard 2: Mentor Selection, Role and Training
- Leadership Learning Academy mentors will be selected, trained, and assigned to new teachers.
- Program Standard 3: Induction Program Design (3 years)
- Leadership Learning Academy's induction program will incorporate a purposeful and sequenced structure of preparation for Level 1 teachers by following EYE standards and receiving the appropriate training.
- Program Standard 4: Assessment/Evaluation Systems for Level Teachers
- Leadership Learning Academy's assessment/evaluation process guides and informs Level 1 teachers about their own professional growth and provides documentation for USOE on individual teacher completion of the EYE Program.
- Program Standard 5: Ongoing Program Evaluation and Reflection

Leadership Learning Academy will conduct an annual assessment for the EYE program and provide documentation to USOE.

### **Remediation**

Maintaining quality staff is important to LLA because quality staff is essential for the School to accomplish its mission. Mentoring, professional development, and teacher collaboration will be integral to supporting and developing staff.

When the Director determines that an employee's performance does not meet the School's standards, the Director may utilize the sample *Record of Corrective Action and/or Communication Expectation* Form from the Utah Division of Risk Management contained in Section 24. The school believes that working with employees to identify the need for improvement through warnings or reprimands, establish a plan for improvement, and then holding the employee accountable to the plan demonstrates respect for the individual and can be a highly effective means of improving performance in many situations.

The school is committed to working with and mentoring staff members to achieve professional development goals. In order to avoid compromising the School's at-will employment status, LLA will not implement a formal progressive discipline or corrective action system. As such, employees should not have an expectation that these steps will be applied in any given situation. The school's Director will have the discretion to apply the steps of warnings, reprimands, and accountability plans as appropriate in a given situation.

#### **Dismissal**

In part, it is the Director's responsibility to maintain staff morale and develop effective educators; however, the Director will have the authority to terminate staff in compliance with the Utah Professional Practices Advisory Commission or as the Director sees fit in order to maintain the standards of quality set for the School and to maintain the School's atmosphere of professionalism and learning.

#### **Director**

Before the beginning of the school year, the Board will meet with Leadership Learning Academy's Director to set personal and professional goals in alignment with the School's vision. The Director will be informally reviewed by the Board mid-year and will be formally reviewed at the end of the school year. These reviews will evaluate goals and give objective feedback to the Director in areas relating to vision alignment, staff development, student success, community outreach, leadership, and other areas the Board sees fit. Director evaluations will be developed by the board. In the development of the evaluation, the board will use established standards such as the Interstate School Leaders Licensure Consortium (ISLLC) Standards and any Director Standards developed by USOE. Using various survey methods, teachers and staff may periodically be solicited to provide anonymous, personal written reviews of the Director. These survey results will be reviewed at the formal review between the Director and the Board or a committee of the Board. Results of the formal annual review will be put into writing, signed by the Board President, and placed in the Director's Personal Development Portfolio and the School's personnel file.

#### **Salary Increases and Bonus**

From year to year, salary increases may be based on factors such as the outcome of each staff member's employee evaluations, the experience and education level of licensed staff, extra duties performed, and budget projections.

Bonuses may be awarded for continued education, professional development, and other criteria set by the Director.

The Board may establish a compensation philosophy as a policy to guide the Director in setting salaries and awarding bonuses.

## **SECTION 26: EMPLOYMENT OF RELATIVES**

LLA will follow all federal and state laws regarding the employment of relatives. Additionally, LLA will develop policies that focus on the School's mission and help to develop a school culture that is conducive to an excellent education with an emphasis on student learning.

The proposed LLA [EMPLOYMENT OF RELATIVES POLICY FOR THE SCHOOL](#) in accordance with *Utah Code 53A-1a-518*, is as follows:

### **Policy:**

Leadership Learning Academy is an equal opportunity employer and committed to employ with the best qualified candidates available that can best fulfill the mission of the School. LLA will not discriminate in its employment and personnel actions with respect to its employees and applicants on the basis of marital or familial status.

For purposes of this policy, "Family Members" means immediate family and close relatives including father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent, step-family members, adoptive relatives, or anyone residing on a permanent basis in the employee's home.

- Employment will be based solely on merit and job availability.
- Family members of applicants will be excluded from any hiring committees and decision making pertaining to the hiring, salary, bonuses or termination of family members.
- No employee with supervisory responsibility shall hire or recommend for hire a family member.
- No employee will directly supervise or evaluate a family member.
- Family members may not be employed under the same immediate supervisor.
- When other qualified candidates have not applied, task assignments of short duration (generally less than sixty (60) working days) may be exempt from these guidelines.
- Employees must notify the appropriate school personnel when a situation arises in which this policy is implicated.
- A member of the Board or spouse of a member may not be an employee of the School. If any other relative of a Board member is considered for employment in the School, the Board member must (a) disclose the relationship in writing to the other Board members and the Director, (b) submit the employment decision for the approval, by majority vote, of the Board, (c) abstain from voting on the issue, and (d) be absent from any meeting when the employment of the relative is being considered or determined. Volunteer activities of a member of the Board or member's spouse are not prohibited.
- Board members who are family members of an employee will abstain from any votes related to the salary, job performance evaluation, bonuses or firing of their family member.

The proposed LLA [CONFLICT OF INTEREST POLICY FOR BOARD MEMBERS](#) is as follows:

### **Purpose**

The purpose of this policy is to ensure that members of the Board of Directors (the "Board") of LLA (the "School") conduct themselves in a manner that avoids actual or apparent conflicts of interest. All business decisions must be made in the School's best interest. A conflict of interest arises when the judgment of a Board member is or may be influenced by considerations of improper personal gain or benefit to the individual or to another person.

### **Policy**

A Board member shall not have any direct or indirect pecuniary interest in a contract with the School, nor shall he/she furnish directly and for compensation any labor, equipment, or supplies to the School.

In the event that a Board member is employed by a business entity that furnishes goods or services to the School, the Board member shall declare such facts and refrain from discussing or voting upon the question of contracting with the entity.



It is not the intent of this policy to prevent the School from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent the placing of Board members in a position where their interest in the School and their interest in their places of employment might conflict and to avoid appearances of conflict of interest even if such conflict may not exist.

A member of the Board or spouse of a member may not be an employee of the School. If any other relative of a Board member is considered for employment in the School, the Board member must:

- i. disclose the financial interest, in writing, to the other charter school officers;
- ii. submit the contract or transaction decision to the charter school's Board for the approval, by majority vote, of the charter school's board; (c) abstain from voting on the issue, and
- iii. abstain from voting on the issue; and
- iv. be absent from any meeting when the employment of the relative is being considered or determined.

Volunteer activities of a member of the Board or member's spouse are not prohibited by this section but may be prescribed by policies developed and approved by the Board.

## **SECTION 27: INSURANCE**

**Leadership Learning Academy (“the School”) assures it will acquire prior to opening, and maintain at all times, a Certificate of Insurance in an amount not less than the minimum requirements established by Utah Division of Risk Management and Utah State Office of Education.**

The school intends to contract with Utah State Risk Management for items required by law such as:

- General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount;
- Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law - \$2 million per occurrence;<sup>14</sup>
- Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the School - \$2 million per occurrence;
- Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds;
- Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage;
- Workers' Compensation Coverage at such amounts and limits as required by Utah law; and
- Treasurer's Bond.

The yearly budget demonstrates that the School intends to and is able to pay the premiums for adequate Property/Casualty Insurance/Bond. Operational Year One shows a budgeted amount of \$16,000. Additionally, the School's Board will ensure that any Management Company with which the School contracts will also carry appropriate levels of coverage in the form of a Treasurer's Bond or crime coverage. As of the date of this application, Risk Management has provided the following information regarding available insurance coverage for charter schools:

### **LIABILITY INSURANCE**

Coverage: Charter Schools are included under the Utah State Governmental Immunity Act. Coverage amounts for liability vary depending on the situation, but Risk Management indicates that they are generally sufficient to meet the governmental immunity damage caps.

Deductible: None

Premium: \$18 per student with a \$1,000 minimum per school

### **PROPERTY (BUILDING AND/OR CONTENTS) INSURANCE**

Coverage: Up to the replacement value of the property as estimated by the School at the beginning of the fiscal year.

Deductible: \$1,000 per occurrence

Premium: \$100 minimum premium for up to \$100,000 in value. Over \$100,000 in value, the rate is \$1 per thousand dollars in value (for example - \$1,000,000 in property/contents coverage costs \$1,000).

### **VEHICLE COMPREHENSIVE/COLLISION INSURANCE**

Coverage: Up to the greater of the cost of repairs to the School's vehicle or the current value of the vehicle.

Deductible: \$500 per occurrence

Premium: \$50 per year per vehicle

### **EMPLOYEE DISHONESTY COVERAGE**

Coverage: The amount of a proven loss.

Deductible: \$1,000

Premium: \$250 per year per school

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<sup>14</sup> The school does not intend to initially carry vehicle comprehensive/collision insurance because the school will neither own nor maintain fleet vehicles.

## **SECTION 28: FOR CONVERSION CHARTER SCHOOLS**

Not Applicable to Leadership Learning Academy

## **SECTION 29: ASSURANCES (ATTACHMENT G)**

### UTAH CHARTER SCHOOLS Assurances

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The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually maintain written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the School or of, classes, or grade levels within the School, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
- M. The charter school assures that it will not conduct a program of instruction until such time as:
  - (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
  - (2) Adequate equipment, and materials are available; and
  - (3) Conditions are adequate to provide for the economical operation of the School with an adequate learning environment.
- N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.
- O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.
- P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the School.
- Q. At the beginning of every school year and prior administering any state assessment, the charter school will

review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for Utah Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the School.

The charter school will administer the Iowa Test of Basic Skills (IOWA), the Utah State Core Course End-of-Level Tests (Criterion Referenced Test - CRT), the Direct Writing Assessment (DWA), the Utah Basic Skills Competency Test (UBSCT), and the Utah Alternate Language Proficiency Assessment (UALPA), in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the School. Administration of each state assessment will follow all ethical testing procedures including a secure testing site as defined in the *Standard Test Administration and Testing Ethics Policy for Utah Educators*.

The school will administer all required assessments in a secure and standardized manner, and have a process in place to administer criterion-referenced tests (CRTs) via the computer. All test administrations will follow the protocol for submission of school files, ordering and administration of the test in the testing windows for each assessment.

Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the School.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.


Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

CC. All governing board members will attend a mandatory human resources training annually.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Signature:   
Name: Chuma Uzoh, Board President

Date: April 1, 2011

### **Admission Procedures**

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Leadership Learning Academy except those allowed by law.

Leadership Learning Academy will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the School occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

### **Proof of Insurance**

Leadership Learning Academy will acquire and retain a certificate of insurance before the first day of school in its initial year and annually thereafter.

### **Electronic Data Submission**

The Charter School must have an electronic student information system, SIS that can fulfill the following requirements.

Produce a complete USOE Clearinghouse file multiple times a year. For details see:

<http://www.schools.utah.gov/computerservices/Clearinghouse/Clearinghouse.htm>

Submit electronic standardized testing “pre-load” and “all-student” files, for details see:

<http://www.schools.utah.gov/computerservices/Testing/Testing.htm>

Integrate with the USOE statewide student identification, SSID system. For details see:

[http://www.schools.utah.gov/computerservices/SSID/USOE\\_SSID\\_User\\_Manual.pdf](http://www.schools.utah.gov/computerservices/SSID/USOE_SSID_User_Manual.pdf)

Integrate with the USOE UTREx system. This system is expected to become operational during the 2010-11 school year and will replace the USOE Clearinghouse. For details see:

<http://www.digitalbridgeeducation.com/usoeproject.aspx>

An electronic fiscal system that can fulfill the following requirements.

Provide basic school accounting functions such as budgeting, payroll, accounts payable, account receivable, and personnel management.

Produce a USOE specified electronic file for the production of the Annual Financial Report and the Annual Program Report (AFR/APR).

Produce a school financial report for publication on the Web for public review. This only applies to schools with budgets that exceed one-million dollars per year.

Leadership Learning Academy will have the technology and ability to meet all of the electronic data submission requirements for charter schools

**Nonsectarian Statement**

Leadership Learning Academy is nonsectarian in its programs, admission policies, and employment practices and all other operations.

**Special Education/Exceptional Student Services Training**

The Director for Leadership Learning Academy (or applicant/authorized signer if no Director has been hired) will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

**Assessment**

Leadership Learning Academy will name an individual to act as the Assessment Director prior to the first day of instruction, who shall be responsible for ensuring that all U-PASS assessments are administered in a secure and standardized manner, in accordance with information provided during regular Assessment Director Meetings and specific assessment trainings.

Chuma Uzoh  
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CAO (please print)

  
\_\_\_\_\_  
CAO's Signature

1 April 2011  
\_\_\_\_\_  
Date

## **SECTION 30: UTAH STATE RETIREMENT**

Leadership Learning Academy will not seek to participate in Utah State Retirement.



## **SECTION 31: ADDITIONAL INFORMATION / LETTERS OF SUPPORT**

Within this charter application, the School frequently refers to state and federal law within this document. To the extent any provision of the charter conflicts with state or federal law due to law updates, etc., the law will control.