

1. Cover Sheet

Proposed School Name Lakeview Academy

Applicant's Name Lakeview Academy, Incorporated

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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.

Kristy Gordon
Authorized Agent (please print)

Signature of Authorized Agent

May 4, 2005
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.

2. Title Page 2006 – 2007

Name of Proposed Charter School Lakeview Academy
[x] New School [] Converted School

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

Authorized Agent for Applicant Kristy Gordon, Chief Administrative Officer
(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 267 West Vineyard Way

City Saratoga Springs State Utah Zip 84043

District school will be located Alpine E-mail kristymgordon@aol.com

Daytime Phone (801) 766-9888 Fax () None

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.

Name	Phone Number	Type of Member	Position on Board
Kristy Gordon	(801) 766-9888	Parent	CAO/ President
Emily Anderson	(801) 766-3136	Parent	Vice President/ Secretary
Alicia Howard	(801) 768-2445	Parent	Site Advisory Council Liaison
Gary Petersen	(801) 766-5731	Parent	Financial Officer

Founding Members to date are as follows:

Lisa Morris	Karyn Gustafson	Rachel Cochran
April Thompson	Nathan Holmes	Angie Taylor
Matt Maxwell	Marci Williams	Lisa Smith
Karen Eggett	Stacey Myers	Brian Ricks
Becky Thompson	Mike Hilmo	

3. Target Population

Mission Statement (use only this space):

Our mission is to teach students to be successful life-long learners. We will challenge students through rigorous academics, civic involvement, and character development, creating a solid foundation for future success.

	GRADES SERVED													TOTAL NUMBER OF STUDENTS (Enrollment cap)
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	x	x	x	x	x	x	x							525
Year 2	K	1	2	3	4	5	6	7						
	x	x	x	x	x	x	x	x						600
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	x	x	x	x	x	x	x	x	x					675
Year 4	K	1	2	3	4	5	6	7	8	9	10	11	12	
	x	x	x	x	x	x	x	x	x	x				750
Ultimate Enrollment	75	75	75	75	75	75	75	75	75	75				750

(The number of students should be a maximum enrollment that is being requested.)

Outreach Plan (consistent with the school's mission AND the public school law and purposes)

The Lakeview Academy will primarily serve students in Grades K-9 from the community of Saratoga Springs and surrounding area. We will use our website, word of mouth, public postings, ads in local newspapers, press releases, and informational meetings to draw interest and attention to our school.

School Calendar

☒ Standard ☐ Extended School Year Instructional Days 180
☐ Alternative (please describe in 5 words or less) Start Date August 28, 2006

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name _____

Site Address_____

City_____ Zip Code_____ County_____

Site/Location Description. *(If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)*

Lakeview Academy will be located in the city of Saratoga Springs. An ideal location would be near the city center, commonly known as the four-corner area (where Redwood Road intersects SR 68 out of Lehi). This would allow easy access for students from all areas of Saratoga Springs and Lehi.

The founding council has made allowances in the budget for a school facility with approximately 55,000 square feet when completely finished at the end of the third year. This size facility will readily accommodate the needs of our student population and meet all state and local building codes and ADA requirements. The grounds of the facility will be fully developed and fenced for safety and will include adequate parking, a drop-off zone, playing fields, and play ground equipment.

The interior of the school will have a reception center located in the front of the school, with the administrative offices located in or nearby. The building will also contain a library, teacher's lounge, nurse's office, special education classroom, and music room. In addition, we plan to have a gymnasium with pullout cafeteria tables and a full service kitchen. We would also like to see the school have a multi-purpose area attached to the main gymnasium that could be closed off and used simultaneously with the gym for small assemblies or grade level activities. This area could also be used for indoor recess during the winter months.

The teaching areas of the school will be sectioned into "grade-level houses". Each "house" will include three large classrooms, a central "living room" with space for a computer lab, a quiet reading and small group activity area, three small classrooms for ability-level learning, bathrooms and storage areas. This design will allow our teachers to work as a team.

Seven purposes for charter schools –Title 53A-1a-503

1. Continue to improve student learning:

Lakeview Academy will improve students' learning by establishing high standards, challenging all students to reach their potential, and providing the support students need to succeed. Research shows that students are more likely to succeed when they feel connected to school. School connectedness refers to an academic environment in which students believe that adults in the school care about their learning and about them as individuals. When teachers make learning meaningful and relevant to their students' lives, students develop a stake in their own education. Teachers at Lakeview Academy will be guided to: (1) create clear classroom structure with consistent expectations for behavior and performance, and (2) provide a healthy setting in which students can exercise autonomy and practice decision-making skills. We will further improve student education by incorporating the following:

- Form grade-level education teams in which groups of teachers work with students
- Provide a mentor for teachers who have less than three years of teaching experience
- Ensure that course content is relevant to the lives of the students and connect what they learn to the world around them
- Provide service learning and community service projects so that children can see they are important in the world
- Use a wide variety of instructional methods and technologies to reach all types of learners
- Provide opportunities for students who are behind to achieve grade-level performance by creating individual student plans prepared by the grade level team
- Provide character development instruction everyday to improve student behavior and self-esteem
- Encourage parents to be involved in their children's education by modeling responsibility and love of learning. Investing of their time and resources through voluntary involvement at Lakeview Academy will show their children that education is important. Parents are empowered to influence the quality of their child's education by participating in students' studies, classrooms, committees, and in school leadership roles-all in close cooperation with teachers and administrators. This collaboration between students, parents, and teachers contributes to improved learning.
- Organization and study skills will be taught incrementally each year because mastery of these skills enhances students' ability to achieve academic excellence.

We will measure the success of this goal by student assessments and parental feedback.

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

Innovative teaching methods will be an integral part of learning at Lakeview Academy. We will vary our teaching methods to reach all types of learners through creative hands-on projects, small group activities, family events, and special presentations. It is our goal to reach every child through a variety of teaching methods, thereby meeting the individual needs of each student. This will make learning exciting for all students.

Our school will also strive to look beyond our walls for educational resources. We will utilize outside facilities and resources whenever possible. By using community experts, knowledgeable parents, and creative demonstrations, students will experience new ways of learning and see that learning never ends. The possibilities are endless and only limited by our imagination and the resources we can acquire.

We will measure the success of this goal by student test scores, parental satisfaction and committee reviews.

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

All full-time teachers at Lakeview Academy will be required to work on two committees per year. We are able to require this of our teachers because of the unique short-day schedule that allows committee meetings to be held on a Friday afternoons. An example of a committee that creates opportunities for teachers to design and implement the learning program is the Program Steering Committee. The primary purpose of the Steering Committee is to develop and safeguard the integrity of Lakeview Academy's educational program. Parents and teachers will work collaboratively to develop and refine the content of Lakeview Academy's program, course materials, and method of delivery as described in the Lakeview Academy Handbook.

We will measure the success of this goal with direct feedback from teachers.

4. Increase choice of learning opportunities for students:

Lakeview Academy's philosophy is that knowledge is only useful when it is applied. As a result, we feel that it is important to provide real life experiences for our students. This is part of Lakeview Academy's rationale for the proposal of

short-day Fridays. This plan allows students increased opportunities for real life experiences and cooperative learning. On these days they will participate in unique, mini-classes, group or individual projects and field trips that are an extension of what they have been learning in class.

In addition, Friday afternoons will be used to offer six-week elective courses and programs that enrich and encourage personal growth in our students. Lakeview Academy will promote participation of all students in the elective courses when possible. Some examples of elective classes and programs that may be taught are:

- Kids in the Kitchen
- CPR and First Aid
- Arts and Crafts
- Foreign Language
- Orchestra
- Choir
- Drama
- Junior Engineering
- Community Outreach
- Photography
- Sports

Founding Council Committees will develop these programs over the next year.

Lakeview Academy will also publish monthly newsletters to highlight additional learning opportunities for students such as:

- Areas to research (website, library, community resources, etc.) on particular topics relevant to the curriculum for that month
- Hands-on project ideas
- Community Service suggestions

We will measure the success of this goal with direct feedback from students and committees.

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

At Lakeview Academy each grade level will have its own “house”. These “houses” will consist of three classrooms with a common area that includes a small kitchen, a computer lab of 6-8 stations with Internet access and a group meeting

area. This new school model promotes more hands-on learning through groups. It also allows the grade-level teams to maximize teaching techniques and rotate activities throughout the grade level. Grade levels will be broken up into ability groups. A teacher and a teaching assistant will supervise an ability group with help from parent volunteers. Having this many people to help will enable the students to truly achieve their academic potential. Not only will students benefit from having multiple teachers, but they will also learn from each other under this learning model.

Lakeview Academy will be utilizing our volunteer parents in many ways. We have structured a PALS (Parent Assisted Learning System) program to educate our parents on helping in the classroom. Parents will be trained in reading, writing, math, classroom management skills, confidentiality and more. Parents working under the PALS program will be encouraged to contribute approximately 4 hours of classroom time per month. PALS will tutor individual students that have deficiencies in reading and math. PALS will also take care of all copying, cutting, coloring, bulletin boards and other prep work that take away from teacher preparation and planning time.

Parents and teachers will be on committees together instead of having a separate parent organization. Lakeview 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 regular school system. Parents will play a huge roll in the success of Lakeview Academy. 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.

Lakeview Academy will measure the learning of our students on many levels. Teachers will keep a portfolio for each student. The portfolio will contain assignments, projects and tests from the whole year. This will show individualized skills and improvement. Teachers will also require students to demonstrate the skills they have learned by having them do projects on Fridays during school rather than taking them home. This will show the true level of understanding in a subject by ensuring the student is the one doing the project and not the parent. Examples of some student projects are: displays, reports, and presentations. Teachers will use the projects to assess progress in addition to or instead of traditional written testing procedures.

We will measure the success of this goal by student, parent and teacher feedback and test scores.

6. Provide greater opportunities for parental involvement in management decisions at the school level. (*See also 53A-1a-508 (3)(h)*)

There are numerous ways in which parents may be involved in the management decisions at Lakeview Academy. Some of them include the following: working on committees to recommend policy and curriculum changes, serving on the Site Advisory Council or Professional Advisory Council, and using Lakeview Academy's written formula for producing change as described in the Lakeview Academy Handbook.

We will measure the success of this goal with feedback from parents.

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:

Lakeview Academy is not being established in an area identified under the No Child Left Behind Act.

8. Improve opportunities for extracurricular activities that promote the mission statement of Lakeview Academy.

A committee will be formed to plan and promote student involvement in extracurricular activities such as:

- Reader's Theatre
- Drama
- Art
- Photography
- Cooking
- Sports
- Music

We will measure the success of this goal with feedback from parents and students.

4. Comprehensive Program of Instruction

Curricular Emphasis

Philosophy

Our philosophy is education should be individualized so each student can maximize his or her learning potential. We believe in building a strong foundation on the “basics” to establish successful, lifelong learning. We understand that the school environment should be well rounded to include rigorous academics, the arts, civic involvement and character development to nourish personal growth and achievement in each student.

Methods of Instruction

Teachers at Lakeview Academy will employ a variety of instructional strategies to best meet the needs of the student population. We will make extensive use of repetition and scaffolding of new information. As students master old concepts new ones will be introduced and practiced. Students will have the opportunity to work at their ability level and pace, and not be impeded by another student’s rate of progress.

At Lakeview Academy we believe in the principles set forth by Lev Vygotsky, a well-known child development theorist, who believed that children learn as they interact with those who are more knowledgeable than them. This more knowledgeable person can serve as a guide or a model to accompany an apprentice through the process of active discovery. Vygotsky terms this the zone of proximal development, “...the range of tasks or skills that are slightly too difficult for a child to do alone but that she can do successfully with guidance or “scaffolding” by an adult or more experienced child”. That being stated, some teaching will take place in homogenous ability-level groups while other instruction will be given to a whole group. Following whole-group instruction, students will work together in mixed ability-level groups to teach and learn from one another. This process will provide students with the opportunity to learn together, build self-confidence, and master skills.

Teachers at Lakeview Academy will work together on grade-level instructional teams in order to address all learning styles and abilities. Paid and volunteer teaching assistants will also work alongside classroom teachers to ensure that the needs of all students are being met.

To make sure that we can provide for the needs of our students, benchmark assessments will be administered no less than three times per year. Benchmark assessments will be used to help place students in ability-level groups, differentiate instruction and to ensure that students are meeting the state requirements. Formative and Summative assessments will also be used as a guide for teachers.

Teachers will maintain individual student portfolios. Students will help in selecting pieces to be included. This will be a useful tool at parent/teacher conferences. It will allow students the opportunity to show their best work and progress in different subject areas plus promote the students' sense of self-worth.

Teachers will be trained in the curriculum that has been adopted by Lakeview Academy to maximize our student's performance and maintain high academic standards. They will also participate in professional development training (In-service) throughout the year. The Director and the Education will plan and conduct In-service one Friday per month. In-service will include a variety of presentations, speakers, and attendance at conferences and workshops. We believe in the value of lifelong learning and aim to provide continued education for our teachers.

Lakeview Academy will use a variety of research-based curriculum that aligns with the Utah State Standards to best meet the needs of our student population. In accordance with our mission and philosophy, students will learn core subjects. Specifically, selected lesson material will expose students to "essential knowledge" in a wide variety of subject areas. Students will establish cultural literacy as they acquire a broad foundation for higher-level thinking and education.

Core Knowledge Sequence

Core knowledge is a research-based curriculum that outlines a core curriculum in English/Language Arts, History, Geography, Math, Science, the Fine Arts, and Music in grades K-8. This grade-by-grade content is designed to encourage "steady academic progress as children build their knowledge and skills from one year to the next" as stated by E.D. Hirsch author of Core Knowledge Sequence.

Math-U-See

Math-U-See will be used for all students at Lakeview Academy. The goal of Math-U-See is to teach students to be able to apply math facts, rules and formulas in real life applications and in problem solving. Math concepts will be continuously reviewed and integrated to ensure understanding and mastery. Math-U-See includes placement tests and assessments tools. Math-U-See will be used for grades K-9.

Shurley English

Shurley English will be used for students K-8. The Shurley method uses repetition to attain mastery. Lessons will include daily practice of old skills while new skills are being added. Students will be engaged in "see it, hear it, say it, do it" activities that meet the needs of visual, auditory and kinesthetic learning styles. Shurley English includes skills in phonics, handwriting, sentence structure, grammar and composition.

Guided Reading

Students reading needs will be met through guided reading. Teachers will have access to a leveled reading library where they will be able to check out books according to a students reading ability. Teachers will then plan and implement small group guided reading instruction.

Utah State Core Curriculum

Lakeview Academy will align all curriculum, K-9, with the Utah State Core Standards.

Special Emphasis

At Lakeview Academy special emphasis will be placed on Science, the Arts, and Technology. This will be done by incorporating technology in the everyday classroom, focusing on science and providing an opportunity for all students to participate in and appreciate the arts. Each grade-level house will be equipped with a computer lab. These labs will be used to practice keyboarding skills and to engage the students in interactive, educational lessons and games. The Core Knowledge Sequence, in addition to the Utah State standards, will be used to give students extensive hands-on exposure to and experience with a wide range of science topics. Lakeview Academy will also place a special emphasis on the Arts. Not only will Lakeview Academy employ a music teacher but students will have the opportunity to participate in after school music programs such as choir, orchestra and piano. Lakeview Academy will be including an art studio where students will be able to create and express themselves artistically. A Night of the Arts will be held regularly to showcase students' art. Core Knowledge also provides an in-depth look at classic pieces of Art, Literature and Music. Our Fridays will be viewed as a time to enrich and immerse our students in "real world" experiences. We will use our short-day Fridays for special mini-enrichment courses, student research projects, field trips, school assemblies, community service projects, and academic student contests. In addition, we will offer elective classes on Friday afternoon in such areas as Music, Art, Drama and Sports.

Secondary Education

Lakeview Academy understands the requirements of a secondary education program. As we transition into our second year of operation all State requirements will be fulfilled. Secondary classes will align with the Utah State Core Curriculum. Our budget reflects the addition of a librarian and a guidance counselor the second year to accommodate the requirements for ninth grade students and Northwest Accreditation. We will also ensure that proper steps are taken to secure this accreditation in a timely manner.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
1. Improve student learning	<p>1.a. Students will develop and demonstrate proficient reading skills.</p> <p>1.b. Students will have effective written and verbal communication skills.</p> <p>1.c. Students will demonstrate proficient science skills as defined by Core Knowledge and the Utah Core Curriculum.</p> <p>1.d. Students will develop a strong sense of their individual self worth.</p> <p>1.e. Students will learn how to study and be organized.</p>	<p>1.a. Students will be assessed no less than three times per year to determine reading proficiency. Student progress will be tracked and monitored. This will be measured by 85% of students reading on grade level as measured by grade appropriate end of the year CRT scores.</p> <p>1.b. Using Shurley English, students will have an increased grasp of language, improved grammar and writing skills. This will be measured by 80% of students reaching Level 3: Sufficient or Level 4: Substantial Proficiency on the end of the year CRT.</p> <p>1.c. The Core Knowledge Sequence will provide students with the opportunity to meet and exceed the Utah Core standards. By the end of the year 80% of 5th grade students will demonstrate Mastery or near Mastery on the Science CRT.</p> <p>1.d. This will be accomplished by daily instruction in character education in all grade levels. Students will also be responsible for creating portfolios throughout the year to track their own progress.</p> <p>1.e. Each year teachers will emphasize personal accountability with schoolwork and teach organizational and study skills. Students will also be instructed on doing research projects and complete various projects during half-day Fridays.</p>

<p>2. Highly Qualified Teachers and Staff</p>	<p>1.f. Students will have a basic knowledge of and appreciation for the Arts and Literature.</p> <p>1.g. Students will have an understanding and working knowledge of current technology.</p> <p>1.h. Parents will feel empowered to influence the quality of their child's education.</p> <p>2.a. All teachers will maintain appropriate educator licenses.</p> <p>2.b. The Education Coordinator will mentor and observe all teachers to ensure the highest quality of teaching.</p> <p>2.c. Trained teaching assistants (TA's) will aid classroom teachers in meeting students' needs.</p>	<p>1.f. Using Core Knowledge, students will be exposed to a variety of classic works of art, literature, music and drama. Students will have the opportunity to express themselves artistically in the classroom and in extra-curricular activities. This will be tracked by students' grades and participation in extra curricular activities.</p> <p>1.g. Teachers will integrate current technology, such as computers, into classroom learning. All students will be tested to verify they meet state standards in keyboarding. Students will also demonstrate in individual and group settings, the scope of skills learned.</p> <p>1.h. Parents will have the opportunity to participate in students' studies, volunteer in the classrooms, work on committees, and in school leadership roles. Families will be encouraged to volunteer at least four hours per month to support the mission and philosophy of Lakeview Academy.</p> <p>2.a. Hired teachers will already possess or be working towards an appropriate Utah license.</p> <p>2.b. The Education Coordinator will be responsible for mentoring new teachers. The Education Coordinator will observe teachers, conference with them and set professional development goals at least once per quarter. The Education Coordinator will track progress of these goals in the teachers' portfolios.</p> <p>2.c. Paid and volunteer teaching assistants will be trained according to Lakeview Academy's mission, philosophy and curriculum. The Education Coordinator will evaluate teaching assistants at least once per quarter.</p>
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<p>3. Maintain open and effective communication</p>	<p>2.d. All teachers and TA's will be trained on the implementation of Core Knowledge, Shurley English, Math-U-See, Guided Reading and Utah State Standards.</p> <p>3.a. Open communication will take place between all participants in the school community.</p>	<p>2.d. The entire faculty and all teaching assistants will receive in-service training on planning and implementation strategies for all curricula. Attendance will be taken at training and this will be tracked in staff portfolios.</p> <p>3.a. Lakeview Academy will encourage open communication by issuing an open door policy. Teachers will also be open and flexible. They will schedule parent/teacher conferences as well as SEP meetings. All teachers, parents and students will participate in a SEP meeting no less than twice per school year. In addition, teachers will send home a weekly newsletter. The school will send home a monthly newsletter. We will measure the success of this goal by the feedback received from parents and teachers.</p>
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Lesson Plans

Lakeview Academy has chosen Core Knowledge, in alignment with the State Standards, as our curricular foundation. This unit plan depicts a sample Kindergarten Unit that has been implemented in a classroom. We will encourage our teachers to make decisions throughout their units as to the needs of the class and to reflect on these decisions to properly guide instruction. This unit includes both formative and summative evaluations and provisions for accelerated or struggling students.

Unit Plan

Unit: Africa's Landscapes and Animals

Length of Unit: 12 Lessons (Approximately 20-30 minutes each)

Standards: (From Core Knowledge Kindergarten Curriculum)

1. Overview of Seven Continents
2. Geography: Spatial Sense
3. Science Biography: Jane Goodall
4. Animals and their needs
5. Folk Tales: "How Many Spots Does a Leopard Have"

Utah State Standards:

1. Core Content Standard III Students will develop an understanding of their own environment
Objective 3- Recognize symbols and models used to represent features of the environment.
 - a) Recognize that maps and globes are symbols for actual places
 - b) Identify items on a map
 - c) Explore basic map and globe directions and characteristics (e.g., top, bottom, right, left, land, water, Arctic Ocean, Antarctica).
2. Language Arts Standard VIII Writing – Students write daily to communicate effectively for a variety of purposes and audiences.
Objective 2 compose a written draft.
3. Select appropriate words to convey meaning

Skill Objectives:

1. Students will verbally name the Seven Continents.
2. The students will identify locations on maps and globes.
 - a. Students will locate Africa on a map and globe
 - b. Students will locate Savannah, Rainforest and Desert on a map of Africa
3. Students will be able to name the three landscapes in Africa

4. Students will identify the physical characteristics of the Savannah, Rainforest and Desert.
5. Students will name two animals that live in the Desert, Rain Forest and Savannah.
6. Students will record or dictate their own knowledge of a topic in various ways such as by drawing pictures, making lists, matching, verbal interviews and showing connections among ideas.

Materials Needed:

1. Map and globe of the World
2. Words and music to "The Seven Continents" song
3. CD player
4. What Your Kindergartener Needs to Know section on Africa and "How Many Spots Does a Leopard Have" folktale
5. Chart Paper for K-W-L chart
6. A map of the world for each student to color
7. Overhead of map of the world
8. Large Map of Africa
9. 3 pieces of chart paper with one labeled Savannah, one labeled Desert and one labeled Rain Forest
10. Small pictures of animals to place on the proper regions in Africa (zebra, lion, snake, parrot, ostrich, chimpanzee, giraffe, hippo, camel).
11. Africa coloring book
12. Land and Animals in Africa book for each student (make and take)
13. Animal coloring sheet for each child (animals to go into Land and Animals book)
14. Toilet tube for each child in the class
15. Toilet Paper Animal patterns
16. Literature journals or writing paper for each student
17. Map of Africa with animals that students must match to the proper region
18. Page of animals with lines for students to write animal names
19. Overhead of page with animals
20. Paper plate for each child
21. Pattern for paper plate animals
22. Lion King movie
23. Jane Goodall Fact Sheet
24. Information about Chimpanzees
25. Paper Bag for each child
26. Monkey puppet patterns
27. 5 mural papers or poster boards
28. Pictures of African animals for students to put on murals
29. Books about Africa
30. Pictures of African landscapes
31. Pictures of Animals in Africa
32. Quiz to be given orally on Africa
33. Pencil for each child

- 34. Crayons for each child
- 35. Glue stick for each child

Overview of Lessons:

1. The Seven Continents

- a. Show map of the world and ask the students what is it (assess prior knowledge).
- b. Talk about the Seven Continents and what continent we live on.
- c. Introduce Seven Continents Song.
 - i. Tell the students the words and practice them a few times without music
 - ii. Let the students listen and dance to the music.
 - iii. Ask the students to try and sing the words without dancing
 - iv. Practice this song daily
- d. Give each student a map of the world and ask him or her to take out a red, yellow, blue, green, brown and orange crayon.
- e. Put the overhead of the globe up and ask the students to color North America red. Illustrate with overhead map.
- f. Continue until all of the continents have been identified and colored. Ask for student volunteers to come to the overhead and identify and color the continents.
- g. **Instructional Decision Making:** The students seem to have mastered the song about the seven continents and have a general idea of where they are located. They are ready to move on to a more in depth study of each continent.

2. Introduction to Africa

- a. Show the students the large map of Africa that you have made.
- b. Let them know that we are going to study one of the continents and that is Africa.
- c. Put up K-W-L chart and ask the students what they know about Africa.
- d. Record responses.
- e. Ask the students what they want to learn about Africa.
- f. Record responses
- g. Save this chart for the end of the unit.
- h. Show the students pictures of Africa that you have collected and tell them about Africa.
- i. Read Africa coloring book to the students.
- j. Give each student a coloring book to color and take home.
- k. Practice reading the book with small groups.
- l. **Assessment:** Student participation- Did student contribute to K-W-L chart?
Did student complete coloring book?

3. Africa's 3 types of land

- a. Let the students know that Africa has three main landscapes, Savannah, Rainforest and Desert

- b. Briefly describe each landscape one at a time. As you are describing the landscape show the students what the landscape looks like in the photos that you have collected and color the region on the large map of Africa. Desert- brown, Savannah- green and Rainforest- blue.
- c. Hang up the charts that you have labeled Desert, Rain forest and Savannah.
- d. Ask the students to recall the information you have just told them about each region.
- e. Record their answers on the appropriate chart.
- f. If students are able to record their own responses on the charts let them do so.
- g. **Assessment:** Student participation- Were the students able to recall information given about the landscapes?
- h. **Instructional Decision Making:** Wow! I was really impressed with the amount of information the students recalled about each landscape. They are ready to move on to the animals.

4. Animals in Africa

- a. You will need to have animals to place on the map of Africa.
- b. Hold up an animal and ask a student to identify it.
- c. After the animal has been correctly named ask a student where it might live in Africa (Savannah, Rainforest or Desert).
- d. Place all of the animals on the appropriate Regions.
- e. Give each student a sheet of animals and a Land Animals in Africa book.
- f. Complete book as a class. Writing in the animal's name and placing its picture in the book.
- g. **Assessment:** Check to see if student correctly completed the book writing animal names and placing pictures in the correct areas.
- h. **Instructional Decision Making:** Some students had a hard time writing the animal names and matching them to the correct landscape. Since this is the first day we have done both landscapes and animals I am not too concerned. We will continue to do activities and review the information.

5. African animals (toilet paper tube animals)

- a. Review the 3 landscapes in Africa.
- b. Review what animals live in each area.
- c. Give each student a toilet paper tube.
- d. Let each student choose an animal pattern to create on the tube, monkey, hippo, toucan, elephant or lion.

6. African Folktale

- a. Review with table group quiz game. Use this as a group assessment to see what information the students have remembered and what you need to cover again. Ask questions such as, but not limited too:
 - i. How many continents are there?
 - ii. Name three of the 7 continents.
 - iii. Name two landscapes in Africa.
 - iv. Describe the Savannah.
 - v. Describe the Rain Forest.
 - vi. Name two animals that live in the Desert

- b. **Instructional Decision Making:** Again I was totally impressed by the group quiz game. The groups got all of the questions correct! I do have the groups mixed so that there are slower and more advanced students at each table so they can all feel successful. They had a great time playing this game. We will definitely keep reviewing with the quiz game and I'll ask different questions.
- c. After reviewing with the quiz game, read "How Many Spots does a leopard have?"
- d. Discuss the folk tale as a class.
- e. Have students write a sentence about the folktale and illustrate it in their literature journal. Encourage those students who can write more than one sentence to do so. If a student needs help writing a sentence, be sure to provide extra guidance.
- f. **Assessment:** Did the student accurately represent something from the folktale? Did they write a correct sentence, capital and period (Curriculum Integration)?

7. Africa Pre-Assessment

- a. Review Africa (you might want to use quiz game again)
- b. Give each student a sheet with pictures of animals and writing lines.
- c. Put up overhead of same page.
- d. Ask students to name animals one at a time.
- e. Ask the students to correctly name animals and write the name of the animal on the overhead so that they can copy it. For those students who can identify and write the animals let them work independently.
- f. **Assessment:** Are the students following directions and forming the letters correctly (Curriculum Integration). Did the students write the correct animal names?
- g. Give students the map of Africa.
- h. Ask them to color the appropriate regions (Desert, Savannah & Rain Forest).
- i. Ask students to match the animals to their appropriate regions .
- j. **Assessment:** Were students able to color the landscapes appropriately and correctly match the animals to the landscape?
- k. **Instructional Decision Making:** Most of the class was able to accurately color the map indicating the different regions of Africa. I can tell that I need to review this a bit more. Everyone was able to correctly match the animals to the region they lived in. I still have the map of Africa up on the wall with the animals so those who needed a little visual reminder were able to look at this map.

8. Paper Plate Animals

- a. Since this is a fun activity day, use some of this time to review. Use the pre-assessments done in lesson 7 to guide your review. I used the quiz game method again.
- b. After reviewing give each student a paper plate.
- c. Let the students choose from camel, lion, elephant or monkey. (The elephant was very cute and not too hard.)

9. Movie- The Lion King

- a. I took advantage of a Kindergarten Friday to show the Lion King. I had the kids look for the different landscapes and animals. The landscapes are portrayed very well and the opening scenes show a lot of animals.
- b. After viewing the movie have the children write about and illustrate one of the landscapes in their literature journal.
- c. **Assessment:** Did students write a sentence about a landscape or animal?

10. Jane Goodall

- a. Introduce Jane Goodall. Place a picture of Jane on your Africa map in Tanzania.
- b. Tell about Jane Goodall using the Jane Goodall fact sheet. You might want to dress up as Jane Goodall.
- c. Share some information about chimpanzees as well.
- d. Give each student a paper bag.
- e. Give each student a chimpanzee pattern to make a puppet.
- f. If time permits review again using the Quiz game.
- g. **Instructional Decision Making:** The kids once again, did awesome on the review. They really know their stuff. The class is definitely ready for the group mural assessment.

11. Murals

- a. Give each table group a large piece of butcher paper or poster board to create a mural. Label each group's mural so they know what landscape they must create.
- b. Instruct the students that they must include at least two features of the landscape and at least two animals that live in this landscape.
- c. I also had some pictures of animals they could use for their mural if they chose.
- d. Have students use crayons or markers to create their murals.
- e. After time limit (about 15-20 minutes) have each group present their mural and tell what they drew and why.
- f. **Assessment:** Ask the following question to score the mural. Did the group accurately portray the landscape in two ways? Did the group accurately include two animals that live in the area? Use this activity to let you know if the students are ready for their final assessment. If they are still not getting the questions correct on the quiz game or didn't portray the landscapes correctly you might need to re-teach.
- g. **Instructional Decision Making:** This was an awesome activity!! The groups were cooperating and planning their murals. All of the murals turned out great. I was really impressed with the amount of accurate information placed on the murals! The class is ready for their individual assessments!

12. Interview Assessment

- a. Interview each student individually asking them the following questions:
 - i. How many continents are there?
 - ii. Name the continents. (If they need a hint remind them to sing the song)

- iii. Show me on this map where Africa is located.
 - iv. Name the three landscapes in Africa.
 - v. Describe the:
 - 1. Desert
 - 2. Savannah
 - 3. Rain Forest
 - vi. Name two animals that live in the:
 - 1. Desert
 - 2. Savannah
 - 3. Rain Forest
- b. Record Students answers on the quiz sheet.

Analysis

This unit incorporates assessments to check for student comprehension throughout each lesson plan. During the unit I used the Quiz game quite often. The students liked it because they earned table points and I liked it because I could see if the students really understood the information. I also liked using a group assessment game because the students didn't feel pressured or put on the spot. It was also good to teach them to collaborate as a team. This is something five and six year-olds have a tough time mastering. Using the quiz game gave me an opportunity to see exactly what I needed to review. If the group didn't know the answer I then asked the class as a whole. If no one in the class could answer the question then I knew the material needed to be re-taught.

The mural was another group assessment. This was a precursor to the individual assessment. I was very impressed not only with the artistic representations of the landscapes but also with the accuracy that the groups portrayed them. After observing the creation of the murals and listening to the group presentations I felt that the class was ready for the final individual assessment.

I often use interviews for assessments with this age group because many other forms of test taking are confusing for Kindergarteners. I also like to be able to rephrase the question if someone doesn't understand what I'm asking. The one-on-one aspect of the interview allows me to give each student personal attention. It allows me to spend time with each child and make sure they understand the assessment. The interview should only last about one minute for each student.

Program of Instruction Monitoring

Each grade level will be organized into a grade-level team including three teachers and seventy-five students. Each student will have a homeroom teacher but may also be instructed by any teacher on the grade-level team. Benchmark assessments will be used to track student progress. Formative and Summative assessments will also be used in all content areas to track student progress and guide teacher decision making. Grade-level team meetings will

take place each Friday afternoon. During this grade-level meeting, teachers will discuss student performance, placement, and recommendations for individualized instruction. Teachers will hold formal Student Education Plan (SEP) meetings twice per school year. The purpose of the SEP meetings will be to inform parents of student progress and to help set new goals as appropriate for the student. Additional SEP meetings will be held as necessary.

Lakeview Academy will ensure that teachers incorporate State standards into their instructional practices. All teachers will create a yearlong curriculum plan using Core Knowledge aligned with Utah State standards prior to the first day of school. The Director of Education will review the plan and sample lesson plans throughout the year. The Director of Education will also be responsible for conducting observations and evaluations on all teachers regularly.

Special Education

All teachers at Lakeview Academy will be trained and understand the provisions set forth in the Individuals with Disabilities Education Act (IDEA). Lakeview Academy will uphold all laws to ensure that students receive a free and appropriate public education (FAPE).

Lakeview Academy understands the need for specialized training and instruction for those students identified with special needs. In order to meet these needs Lakeview Academy will employ a Special Education teacher. A regular education teacher will refer a student to Special Education when classroom intervention techniques have failed. The Special Education teacher will then be responsible for obtaining parental permission and completing any necessary testing. It will also be the responsibility of the Special Education teacher to arrange an Individualized Education Program (IEP) meeting.

A special team will be called for the (IEP) meeting. The team will consist of the following individuals: the regular and Special Education teachers, the Director of Education, the student's parent(s) and if appropriate the student. This team will be responsible for identifying the student's current level of education, annual goals, short-term objectives and any necessary accommodations.

For specialized services such as a Speech Therapist, Lakeview Academy will contract with individual providers.

Lakeview Academy 2006-2007 School Calendar

August				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 14	Teacher Training Starts
August 16	Get To Know You Family Picnic
August 28	First Day of School
September 4	Labor Day Holiday - No School
September 13	Committee Kick Off
September 15	Elective Session 1 Starts
October 11	Family Fitness Fun Night
October 20	Elective Session 1 Ends
October 26	UEA Break Starts No School
October 31	End of First Quarter
October 31	Halloween Parade
November 3	Elective Session 2 Starts
November 9	Conferences - No School
November 10	Conferences- No School
November 17	Geography Bee
November 22	Thanksgiving Break Starts- No School
December 13	Choir Concert
December 22	Elective Session 2 Ends
December 25	Winter Break Starts - No School
January 3	Welcome Back to School
January 5	Elective Session 3 Starts
January 15	Martin Luther King Jr. Holiday - No School
January 18	End of Second Quarter
January 19	Spelling Bee
January 24	Student Date Night-bring date to read with
February 7	Wax Museum Exhibit
February 9	Elective Session 3 Ends
February 19	Presidents Day Holiday - No School
February 23	Elective Session 4 Starts
February 28	Night of the Arts
March 5	Teacher Appreciation Week Starts
March 21	School Play Performance
March 23	End of Third Quarter
March 30	Elective Session 4 Ends
April 4	Conferences - No School
April 5	Conferences - No School
April 6	Spring Break Starts - No School
April 13	Elective Session 5 Starts
April 18	Spring Choir Concert
May 18	School Fundraising Fair
May 25	Elective Session 5 Ends
May 28	Memorial Day - No School
June 1	Lakeview Academy End of Year Social
June 4	End of Fourth Quarter
June 5	Last Day of School

February				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**Lakeview Academy
School Hours**
 Grades 1-6
 M-Th 8-2:35 & F 8-12
 Kindergarten
 M-Th 8-11:30
 Friday 8-12

Key		School Hours/Days	
	No Students No Teachers - Holiday	Kindergarten: 180 Days = 647 hours	
	Teacher Work Day- No Students	Grades 1-6: 180 days = 999 hours	
	Parent/ Teacher/ Student Conferences	Teachers: 11 prep + 180 Teaching= 191 Contract Days	
	End of Quarter	School Starts August 28, 2006 and ends June 5, 2007	
	Special Activity		
	Elective Session Start and End Dates		

5. Detailed Business Plan

Lakeview Academy will submit the budget proposal for all expenses anticipated through the opening of the school with the Startup Grant application, as directed by the Utah State Office of Education. Lakeview Academy will use the services of Jensen & Keddington, P.C. for the school audit.

Gradual Expansion Plan

Lakeview Academy has developed a gradual expansion plan. We will serve students in K-6 the first year and then add one grade level up each year until we have expanded through the 9th grade. The fourth year budget for the 9th grade year will look very similar to the 2nd and 3rd year. The one exception will be the addition of a part time Guidance Counselor to meet state requirements.

State Charter School Funding Worksheet

Lakeview Academy 2006-2007 School Year

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
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) ¹	7		
Special Ed ADM (1-12) ¹	50		
Special Ed (Self-Contained) ¹	7		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	0		
WPU Value	\$2,280		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU – K-12	See above	446.2500 \$	1,017,450
Professional Staff	0.02901	12.9457	29,516
Administrative Costs	\$5 per student		2,625
Restricted Basic School:			
Special Ed—Add-on ²	1.0000	60.8500	138,738
Spec. Ed. Self-Contained ²	1.0000	7.0000	15,960
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)	\$200 per K-8 ADM		105,000
Total WPU Programs		527.0457 \$	1,309,289
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 416.89 per WPU	\$	219,720
Quality Teaching Block Grant	\$64 per WPU		33,731
Local Discretionary Block Grant	\$41		18,296
Interventions-Student Success	\$22		9,818
Special Populations			
At Risk Regular Program	\$9.00		4,016
Gifted and Talented	\$4		1,785
Other			

Utah State Charter School Board
2006-2007 Charter School Application

School Land Trust Program	\$13.60 per student		7,140
Reading Achievement Program	\$56 per K-3 student		17,400
Local Replacement Dollars	Average \$1,051 per student		559,132
Total Non-WPU		\$	871,038

One Time³

Teacher Materials/Supplies	\$350 or \$275 per teacher (K-6) ⁴	21	5,775
	\$300 or \$225 per teacher (7-12) ⁵	0	1,350
UPASS On-line Testing	\$5 per student	525	2,625
Total One Time		\$	9,750

Estimated Total All State Funding \$ **2,188,727**

Numbers are based on estimated FY2006 enrollment.

¹If you are an existing Charter School, Special Ed funding will be the same for FY06 as FY05.

²Per special education determination of the appropriate program.

³These amounts are based on one-time funding for FY05.

Amounts for future years depend on what is appropriated
by the Legislature for the respective year.

⁴Steps one through three get \$350; steps four or higher get \$275

⁵Steps one through three get \$300; steps four or higher get \$225

Questions: Call Cathy Dudley @ 538-7667

State Charter School Funding Worksheet

Lakeview Academy 2007-2008 School Year

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	75	0.99	74.25
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	7		
Special Ed ADM (1-12) ¹	50		
Special Ed (Self-Contained) ¹	7		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	3		
WPU Value	\$2,280		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU – K-12	See above	520.5000 \$	1,186.40
Professional Staff	0.02901	15.0997	34,427
Administrative Costs	\$5 per student		3,000
Restricted Basic School:			
Special Ed—Add-on ²	1.0000	60.8500	138,738
Spec. Ed. Self-Contained ²	1.0000	7.0000	15,960
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)	\$200 per K-8 ADM		120,000
Total WPU Programs		603.4497 \$	1,498,865
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 416.89 per WPU	\$	251,572
Quality Teaching Block Grant	\$64 per WPU		38,621
Local Discretionary Block Grant	\$41		21,341
Interventions-Student Success	\$22		11,451
Special Populations			
At Risk Regular Program	\$9.00		4,685
Gifted and Talented	\$4		2,082
Other			

Utah State Charter School Board
2006-2007 Charter School Application

School Land Trust Program	\$13.60 per student		8,160
Reading Achievement Program	\$56 per K-3 student		17,400
Local Replacement Dollars	Average \$1,051 per student		637,957
Total Non-WPU		\$	993,268
One Time³			
Teacher Materials/Supplies	\$350 or \$275 per teacher (K-6) ⁴	21	5,775
	\$300 or \$225 per teacher (7-12) ⁵	9	675
UPASS On-line Testing	\$5 per student	750	3,000
Total One Time		\$	9,450
Estimated Total All State Funding		\$	2,501,583

Numbers are based on estimated FY2006 enrollment.

¹If you are an existing Charter School, Special Ed funding will be the same for FY06 as FY05.

²Per special education determination of the appropriate program.

³These amounts are based on one-time funding for FY05.

Amounts for future years depend on what is appropriated
by the Legislature for the respective year.

⁴Steps one through three get \$350; steps four or higher get \$275

⁵Steps one through three get \$300; steps four or higher get \$225

Questions: Call Cathy Dudley @ 538-7667

State Charter School Funding Worksheet

Lakeview Academy 2008-2009 School Year

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	75	0.99	148.5
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	7		
Special Ed ADM (1-12) ¹	50		
Special Ed (Self-Contained) ¹	7		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	6		
WPU Value	\$2,280		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU – K-12	See above	594.7500 \$	1,356,030
Professional Staff	0.02901	17.2537	39,338
Administrative Costs	\$5 per student		3,375
Restricted Basic School:			
Special Ed—Add-on ²	1.0000	60.8500	138,738
Spec. Ed. Self-Contained ²	1.0000	7.0000	15,960
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)	\$200 per K-8 ADM		135,000
Total WPU Programs		679.8537 \$	1,688,441
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 416.89 per WPU	\$	283,424
Quality Teaching Block Grant	\$64 per WPU		43,511
Local Discretionary Block Grant	\$41		34,385
Interventions-Student Success	\$22		13,085
Special Populations			
At Risk Regular Program	\$9.00		5,353
Gifted and Talented	\$4		2,379
Other			

School Land Trust Program	\$13.60 per student		9,180
Reading Achievement Program	\$56 per K-3 student		17,400
Local Replacement Dollars	Average \$1,051 per student		716,782
Total Non-WPU		\$	1,115,498
One Time³			
Teacher Materials/Supplies	\$350 or \$275 per teacher (K-6) ⁴	21	5,775
	\$300 or \$225 per teacher (7-12) ⁵	9	1,350
UPASS On-line Testing	\$5 per student	750	3,375
Total One Time		\$	10,500
Estimated Total All State Funding		\$	2,814,439

Numbers are based on estimated FY2006 enrollment.

¹If you are an existing Charter School, Special Ed funding will be the same for FY06 as FY05.

²Per special education determination of the appropriate program.

³These amounts are based on one-time funding for FY05.

Amounts for future years depend on what is appropriated
by the Legislature for the respective year.

⁴Steps one through three get \$350; steps four or higher get \$275

⁵Steps one through three get \$300; steps four or higher get \$225

Questions: Call Cathy Dudley @ 538-7667

Operational Budget

	First Year			Second Year			Third Year		
Number of Students (ADM):			525			600			675
Revenue			Total			Total			Total
State Funding			\$ 2,188,727.00			\$ 2,501,583.00			\$ 2,814,439.00
Federal & State Projects			--			--			--
Private Grants & Donations			--			--			--
School Land Trust money			--			--			--
Federal Startup Grant			\$ 150,000.00			--			--
Total Revenue			\$ 2,338,727.00			\$ 2,501,583.00			\$ 2,814,439.00
Expenses	# Of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Director (Principal)	1.00	\$ 60,000.00	\$ 60,000.00	1.00	\$ 60,000.00	\$ 60,000.00	1.00	\$ 60,000.00	\$ 60,000.00
Education Coordinator (PT)	.50	\$ 35,000.00	\$ 17,500.00	.50	\$ 35,000.00	\$ 17,500.00	1.00	\$ 35,000.00	\$ 35,000.00
Teacher-Regular Ed (FT)	18.00	\$ 35,000.00	\$ 630,000.00	21.00	\$ 35,000.00	\$ 735,000.00	24.00	\$ 35,000.00	\$ 840,000.00
Teacher-Special Ed (FT)	1.00	\$ 35,000.00	\$ 35,000.00	1.00	\$ 35,000.00	\$ 35,000.00	1.00	\$ 35,000.00	\$ 35,000.00
Instructional Assistants (PT)	6.00	\$ 8/hr@999	\$ 47,952.00	7.00	\$ 8/hr@999	\$ 55,944.00	8.00	\$ 8/hr@999	\$ 63,936.00
Business Manager (PT)	.50	\$ 25,000.00	\$ 12,500.00	.50	\$ 25,000.00	\$ 12,500.00	1.00	\$ 25,000.00	\$ 25,000.00
Receptionist (PT)	--	--	--	1.00	\$ 8/hr@999	\$ 7,992.00	1.00	\$ 8/hr@999	\$ 7,992.00
Kindergarten Teachers (PT)	3.00	\$ 17,500.00	\$ 52,500.00	3.00	\$ 17,500.00	\$ 52,500.00	3.00	\$ 17,500.00	\$ 52,500.00
Kindergarten Instructional Asst. (PT)	1.00	\$ 8/hr@500	\$ 4000.00	1.00	\$ 8/hr@500	\$ 4,000.00	1.00	\$ 8/hr@500	\$ 4,000.00
Music Teacher	--	--	--	1.00	\$ 35,000.00	\$ 35,000.00	1.00	\$ 35,000.00	\$ 35,000.00
Librarian	--	--	--	.50	\$ 35,000.00	\$ 17,500.00	1.00	\$ 35,000.00	\$ 35,000.00
Other (State Retirement @ 14.88%)			\$ 133,094.00			\$ 153,701.00			\$ 177,582.00
Other (payroll taxes @ 7.9%)			\$ 70,662.00			\$ 81,602.00			\$ 94,281.00
Employee Benefits @ \$ 6,000			\$ 120,000.00			\$ 144,000.00			\$ 180,000.00
Travel (580)			\$ 7,500.00			\$ 7,500.00			\$ 7,500.00
Purchased Professional Services(300)			\$ 9,000.00			\$ 10,000.00			\$ 11,000.00
Purchased Property Services(400)			\$ 8,000.00			\$ 8,000.00			\$ 8,000.00
Instructional Aids/Books/Library(600)			\$ 90,000.00			\$ 25,000.00			\$ 25,000.00

ATTACHMENT E

Utah State Charter School Board
2006-2007 Charter School Application

Supplies(600)	\$ 55,000.00	\$ 20,000.00	\$ 20,000.00
Legal (300)	\$ 4,000.00	\$ 5,000.00	\$ 5,000.00
Auditor(300)	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Marketing (300)	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other (printing; postage)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Total Instruction, Admin. & Support	\$ 1,411,208.00	\$ 1,507,239.00	\$ 1,741,291.00
Operations & Maintenance	Total	Total	Total
Supplies (janitorial)	\$ 7,000.00	\$ 7,500.00	\$ 7,500.00
Phone/Communications	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Custodial Services	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Special Education set aside (contract)	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Property/Casualty Insurance	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Utilities	\$ 50,000.00	\$ 60,000.00	\$ 65,000.00
Rent	--	--	--
Fees/Permits & dues	\$ 7,000.00	\$ 5,000.00	\$ 5,000.00
Transportation	--	--	--
Food Service	--	--	--
Accounting Services	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Land & Improvements	--	--	--
Building & Improvements	--	--	--
Computer Equipment	\$ 55,000.00	\$ 20,000.00	\$ 20,000.00
Furniture & Other Equipment	\$ 75,000.00	\$ 15,000.00	\$ 15,000.00
Upgrades (Connectivity)	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Leases/Loan Payments	\$ 550,000.00	\$ 687,500.00	\$ 756,250.00
Other (security, copier lease)	\$ 7,500.00	\$ 9,500.00	\$ 9,500.00
Total Operations & Maintenance	\$ 827,500.00	\$ 880,500.00	\$ 954,250.00
Total Expenditures	\$ 2,238,708.00	\$ 2,387,739.00	\$ 2,695,541.00
Total Revenues	\$ 2,338,727.00	\$ 2,501,583.00	\$ 2,814,439.00
Budget Balance	\$ 100,019.00	\$ 113,844.00	\$ 118,898.00

ATTACHMENT E

6. Organizational Structure and Governing Body

Description of the organizational structure and governing body of Lakeview Academy has been divided into two phases: the *Planning Phase* and the *Operational Phase*.

Planning Phase

The planning phase is the time period from pre-application until the first day of school. During the planning phase the organizational structure and governing body will be composed of the Lakeview Academy Founding Council, committees as deemed necessary by the Council, a Chief Administrative Officer (CAO) appointed by the Council and, upon being hired, the Lakeview Academy School Director and Education Coordinator.

Lakeview Academy Founding Council

The Council consists of those individuals originating Lakeview Academy. Four of the Council members have been designated as officers. The officers receive recommendations from other members of the Council with respect to developing the school. Officers of the Council shall have exclusive voting rights regarding the contents of Lakeview Academy's charter application. The completed application must be approved by the officers with a unanimous vote, prior to submitting to the state. Lakeview Academy's Founding Council Officers and Members as currently constituted are:

Officers

- | | |
|---|---------------------------------|
| • Kristy Gordon, Saratoga Springs, Utah | (President/ CAO) |
| • Emily Anderson, Lehi, Utah | (Vice President/ Secretary) |
| • Alicia Howard, Saratoga Springs, Utah | (Site Advisory Council Liaison) |
| • Gary Petersen, Saratoga Springs, Utah | (Financial Officer) |

Members

- | | |
|---|--|
| • Lisa Morris, Saratoga Springs, Utah | Mike Hilmos, Saratoga Springs, Utah |
| • Matt Maxwell, Saratoga Springs, Utah | Rachel Cochran, Saratoga Springs, Utah |
| • April Thompson, Saratoga Springs, Utah | Angie Taylor, Saratoga Springs, Utah |
| • Becky Thompson, Saratoga Springs, Utah | Lisa Smith, Saratoga Springs, Utah |
| • Karyn Gustafson, Saratoga Springs, Utah | Brian Ricks, Saratoga Springs, Utah |
| • Nathan Holmes, Saratoga Springs, Utah | |
| • Karen Eggett, Saratoga Springs, Utah | |
| • Marci Williams, Saratoga Springs, Utah | |
| • Stacey Myers, Saratoga Springs, Utah | |

The Founding Council defines and shapes Lakeview Academy's mission, strategic plan and core policy. The officers will make appointments for openings on the Founding Council. Some of the responsibilities of the Founding Council include:

- Selecting the President/ Chief Administrative Officer (CAO) from the Council
- Preparing and submitting Lakeview Academy's charter application
- Ensuring that all plans for Lakeview Academy are consistent with the mission statement
- Defining initial policies for the Lakeview Academy Site Council
- Authoring and approving Lakeview Academy's internal policies, procedures and bylaws
- Defining and communicating school core values, principles, and policies to the public
- Establishing committees and selecting committee chairs and members
- Signing legal documents and commitments as required by Utah state law and Alpine District code

Committees

The Founding Council will establish committees as needed to facilitate and enhance the planning and operation of the school. To date, the Council has established six committees. The committees, chairperson, and committee members as currently constituted for each are as follows:

- Founding Council Development Committee
Kristy Gordon (Chairman)
- Facilities Committee
Alicia Howard (Chairman)
Karen Eggett
- Curriculum Development Committee
Lisa Smith (Chairman)
Becky Thompson
- Technology Committee
Emily Anderson (Chairman)
Lisa Morris
- Finance Committee
Gary Petersen (Chairman)
- Enrollment Committee
April Thompson (Chairman)

Chief Administrative Officer (CAO)

The President of the Founding Council shall also serve as the CAO during the planning phase. Once the school reaches operational phase, the officers of the Founding Council will transition to a newly established Board of Trustees and the Site Advisory Council will replace the Founding Council. The President/ CAO of the Founding Council will transition to the President/ CAO of the Board of Trustees. Kristy Gordon is currently serving as the CAO of Lakeview Academy. Some of the Duties of the CAO include the following:

- Acting as liaison between the Founding Council and the Lakeview School Director
- Acting as point of contact with the state charter school board
- Presiding over meetings of the Founding Council
- Serving as chairman of the Founding Council Development Committee and the Facilities Committee
- Signing legal documents and commitments as required by Utah state law and Alpine District code
- Making appointments to key administrative positions and faculty

Lakeview Academy School Director

The Director is in charge of day-to-day operation of the school. He or she is responsible for implementing the policies and procedures established by the Founding Council during the planning phase and by the Board of Trustees once the school becomes operational. Other responsibilities of the Director are:

- Serve as an ex officio member of the Lakeview Academy Site Advisory Council
- Implement policies and procedures as approved by the Board of Trustees
- Recommend policy and procedural changes to the Board of Trustees
- Recommend changes to school faculty and support staff
- Represent the school in public relations events
- Support and guide the school in achieving the mission statement
- Oversee the Education Coordinator
- Act as arbitrator between parents and teachers when conflict resolution fails at the Education Coordinator's level

Education Coordinator (EC)

The primary responsibility of the Education Coordinator is to ensure effective curriculum implementation by working with the Curriculum Steering Committee and grade level teams to evaluate and recommend curriculum adjustments. The EC is also responsible for training teachers in a manner consistent with Lakeview Academy's mission statement, philosophy and structure. The EC is responsible for monitoring and evaluating teacher instruction and, when appropriate or requested, reporting to the School Director or Board of Trustees. He or she also oversees the training and use of the Parent Assisted Learning System (PALS) as outlined in the Lakeview Academy handbook. The EC may also act as a mediator to handle disputes between teachers and parents. The EC will encourage parents and teachers to strive for an amicable solution before seeking mediation. The EC reports directly to the School Director. The EC will fill the School Director's position when he or she is unavailable. He or she will follow all policies and procedures established by the Founding Council during the planning phase and by the Board of Trustees once the school becomes operational.

Operational Phase

The operational phase will begin on the first day of the 2006-2007 school year. The organizational structure and governing body will be composed of a Board of Trustees, a Professional Advisory Council, a Site Advisory Council, a CAO, a School Director, a Education Coordinator, and various committees.

Board of Trustees

As the school transitions from the Planning Phase to the Operational Phase, the Founding Council officers become the Board of Trustees. The Board of Trustees set the school's goals, improvement strategies, and makes all major site policies. Any authority not mandated by statute or State or District policy either resides with the Board of Trustees or is delegated by the board. In cases of controversy, the Board of Trustees may choose to withdraw decision-making authority from a group to whom authority has been delegated. Some of the responsibilities of the Board of Trustees are:

- Guide and ensure the success and mission of Lakeview Academy
- Conduct, manage and control the affairs and activities of Lakeview Academy
- Establish rules, regulations, and policies
- Elect Trustees, appoint committees, and delegate authority
- Enter into contracts, leases, and other agreements which are, in the Trustees judgment, necessary or desirable in advancing the interests of Lakeview Academy
- Amend the corporation's bylaws as deemed necessary
- Hire employees and renew employee contracts
- Report to the State as required
- Oversee the Director and the Lakeview Academy Site Advisory Council
- Manage any elections
- Manage conflict resolution of issues in the school community

Appointment and Term for Board of Trustees:

Election for board opening(s)

Any opening(s) on the Board of Trustees will be filled by 2/3rds majority vote by all board members.

Term of Office and removal of Trustees

Members of the Board of Trustees shall serve in office indefinitely as long as they are willing, capable, and fulfilling their responsibilities or until such time as may become necessary for them to resign due to a potential conflict of interest. It is the policy of the Founding Council that members of the Board of Trustees shall be drawn from the ranks of parents and the community at large and that anyone on Lakeview Academy's payroll, notwithstanding they also may be parents, are ineligible to serve as a Trustee. A Trustee may be removed from office for :

- The trustee has failed to attend two or more of the board's regular meetings in any calendar year
- Has been declared of unsound mind by a final order of court
- Has been convicted of a felony
- The trustee resigns
- Death
- For just cause

Resignation of an officer of the board will result in a replacement being elected by a majority vote of the remaining Trustees then in office, or by the sole remaining Trustee should that situation occur. If for some reason all positions on the Board of Trustees become vacant at once, then the power and authority to elect or appoint a new Board conveys to the Site Advisory Council. The following individuals will be on the Board of Trustees:

Kristy Gordon – President/CAO
Emily Anderson – Vice President/ Secretary
Alicia Howard – Site Advisory Council Liaison
Gary Petersen – Financial Officer
(Vacant)- Board Member

The one vacancy on the board will be filled sometime before the start of the 2006-2007 school year by methods discussed above.

Lakeview Academy Professional Advisory Council

This council is a group of volunteers with specialized skills that are appointed by the Board of Trustees. They assist Lakeview Academy's Board of Trustees and Site Advisory Council to achieve specific objectives of the school and its charter. The main responsibility of the Professional Advisory Council will be to provide professional services or council based on each member's area of expertise.

Lakeview Academy Site Advisory Council

The Site Advisory Council (SAC) will consist of a seven members comprised of four elected parents of currently active students, two elected faculty members and the School Director who will serve as an ex officio member. Only elected parents may serve in the following council positions: Chairman, Vice Chair, Secretary and Treasurer. The Board of Trustees will appoint the SAC for the 2006-2007 school year. Some of the responsibilities of the SAC are:

- Act as liaison between the general school community and Board of Trustees
- Guide the school in achieving the mission statement
- Oversee and delegate authority to committees

- Recommend procedure and policy changes
- Oversee and report the SAC budget to the Board of Trustees
- Assist in District and State reporting

Election and Term for the Site Advisory Council:

To establish the Site Advisory Council service rotation, the initial term of service for the *appointed* Council will be as follows:

Chairman – Two-year term

Vice Chairman – One-year term

Secretary – One-year term

Treasurer – Two-year term

Two Faculty positions – one-year/ two-year terms

Elections for SAC openings will be held each May at an annual all-school meeting of parents and faculty. Board members elected at the annual meeting will serve for a two-year term.

Each parent and faculty member will have one board vote for each vacancy by silent ballot.

Those receiving the most votes will be invited to serve as members of the Site Advisory Council. A SAC member may maintain his or her office for up to one year after their last child is no longer enrolled in the school if the Board of Trustees approves the extension. A member whose term has expired may also receive an extension of their term if the member is currently working on an assignment. The term may be extended for up to one year.

Chief Administrative Officer (CAO)/ President

The President of the Board of Trustees is also ex officio the CAO. Some of the duties of the CAO include the following:

- Act as liaison between the Board of Trustees and the Lakeview Academy School Director
- Act as point of contact with the state charter school board
- Preside over meetings of the Board of Trustees
- Sign legal documents and commitments as required by Utah state law and Alpine District code
- Conduct Board of Trustees training and development
- Hire employees and renew employee contracts

Lakeview Academy School Director

In the operational phase, the Director maintains all responsibilities as outlined in the planning phase.

Education Coordinator (EC)

The EC will maintain all responsibilities as outlined in the planning phase.

Committees

The committees established under the Founding Council during the Planning Phase may continue under the Board of Trustees at the board's discretion. Other committees may be established as needed. The various committees in the school are responsible for making the final recommendation on their relevant policies or personnel items. Examples of possible committees in the operational phase are:

Assessment Committee

- Ensure the coordination of school-wide testing
- Oversee the analysis of test results with the administration
- Recommend possible adjustments to the Program Coordination Team

Curriculum Steering Committee (Elementary and Secondary)

- Review and recommend curriculum (This includes videos, texts, and other curriculum materials)
- Review and approve curriculum development proposals to be sent to the Board of Trustees
- Oversee the development and maintenance of the school-wide scope and sequence

Program Coordination Team

- Coordinate Elementary and Secondary programs
- Promote consistency and communication between programs

Extracurricular Committee

- Oversee all extra-curricular activities
- Coordinate schedules and events (related to extracurricular activities)
- Assist in finding volunteers or recommend the hiring of coaches/leaders for activities (as budget allows)

Student Challenge Committee (Elementary)

- Oversee and implement special programs offered during school hours (beyond the standard learning plan) that serve to challenge students (e.g., Spelling Bee and Geography Bee)
- Coordinate these programs with the Elementary Steering Committee

Student Enrichment Committee

- Oversee the coordination of field trips (one per month, Friday)

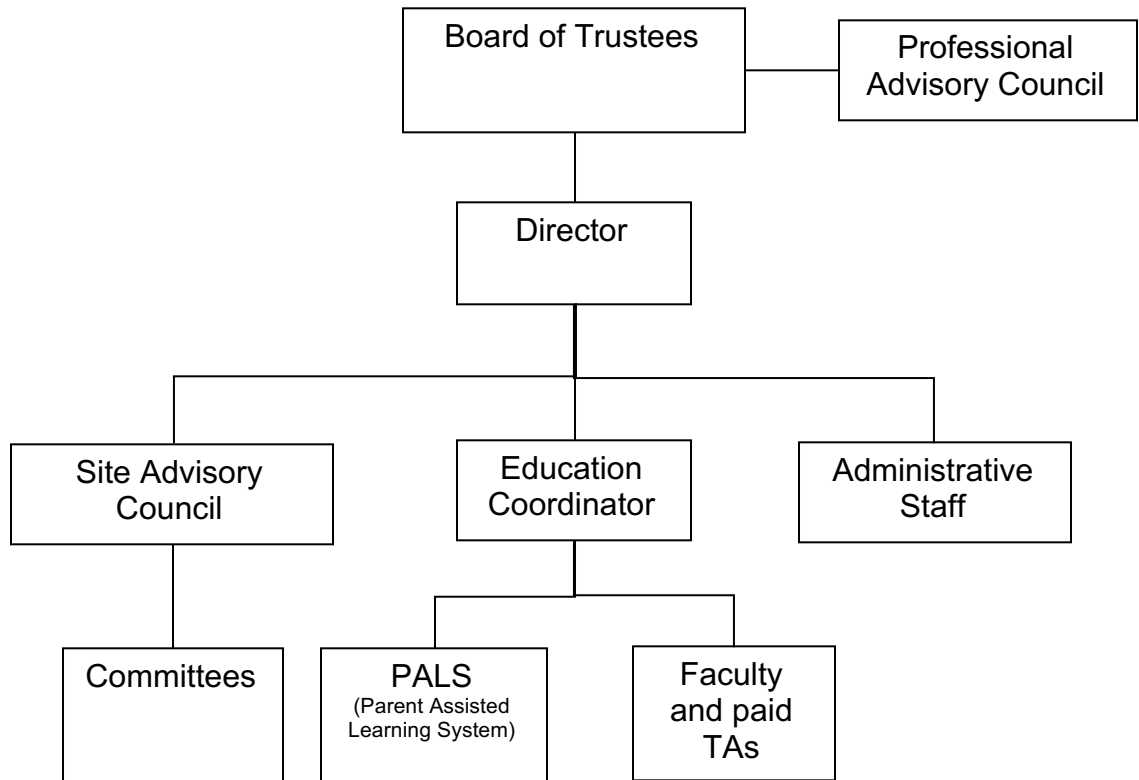
Fundraising Committee

- Coordinate fund-raising programs and activities

Grant Writing Committee

- Write proposals for grants

Organizational Flow Chart



8. Articles of Incorporation and Bylaws

Lakeview Academy has submitted the Articles of Incorporation to the State of Utah and anticipates a certificate of Incorporation in the near future. The attached bylaws will be formally adopted at our first public meeting according to the law.

ARTICLES OF INCORPORATION
OF
LAKEVIEW ACADEMY

A UTAH NONPROFIT CORPORATION

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators under the Utah Nonprofit Corporation and Cooperative Association Act, Utah Code Ann. 16-6-18 et seq., adopt the following Articles of Incorporation:

ARTICLE ONE
Name

The name of the Corporation is Lakeview Academy.

ARTICLE TWO
Duration

The period of duration of this Corporation shall be perpetual.

ARTICLE THREE
Purpose

This Corporation is organized as a nonprofit corporation. This Corporation is organized exclusively for charitable and educational purposes. The Corporation may receive and administer funds for educational and charitable purposes, within the meaning of Section 501(c)3 of the Internal Revenue Code and to that end, the Corporation is empowered to hold any property, or any undivided interest therein, without limitation as to amount or value; to dispose of any such property and to invest, reinvest, or deal with the principal or the income in such manner as, in the judgment of the directors, will best promote the purposes of the Corporation, without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these Articles of Incorporation, the By-laws of the Corporation, or any applicable laws, to do any other act or thing thereof, but not for pecuniary profit. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes of the Corporation.

No part of the net earnings of the Corporation shall inure to the benefit of the Trustees, office of the Corporation, or any private persons, except that the corporation shall be authorized to make reasonable compensation for the services rendered to or for the Corporation affecting one or more of its purposes. No member, Trustee, 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 the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in, include the publication or distribution of statements, any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried out by a corporation exempt from the Federal Income Tax under Section 501 c(3) of the Internal Revenue Code.

The Corporation shall not lend any of its assets to any officer or director of this corporation, unless such loan program is regularly conducted as part of the activities of the organization and the qualification of the individual to participate in same is determined by a panel comprised solely of non-Board members.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)3 of the Internal Revenue Code, as now enacted or hereafter amended.

ARTICLE FOUR **Capital Stock**

The Corporation shall not issue stock.

ARTICLE FIVE **Distribution upon Dissolution**

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed exclusively to one or more charitable and educational organizations which shall qualify under the provisions of Section 501(c)3 of the Internal Revenue Code and its Regulations, or to the Federal Government, or to the state or local government including the Utah State Board of Education, for a public purpose.

ARTICLE SIX

Trustees

The number of Trustees constituting the Board of Trustees of the Corporation shall be as from time to time provided in the bylaws. Unless otherwise provided in the bylaws. The Board shall consist of five Trustees. The names and residential addresses of the initial members of the Board of Trustees are as follows:

Kristy Gordon
267 West Vineyard Way
Saratoga Springs, Utah 84043

Emily Anderson
1617 West 900 South
Lehi, Utah 84043

Alicia Howard
1974 North Tuscany Drive
Saratoga Springs, Utah 84043

ARTICLE SEVEN

Incorporators

The names and addresses of each Incorporator is as follows:

Kristy Gordon
267 West Vineyard Way
Saratoga Springs, Utah 84043

Emily Anderson
1617 West 900 South
Lehi, Utah 84043

Alicia Howard
1974 North Tuscany Drive
Saratoga Springs, Utah 84043

ARTICLE EIGHT

Registered Office and Agent

The address of the initial registered office of the Corporation is:
267 West Vineyard Way
Saratoga Springs, Utah 84043

The Board of Trustees without amendment of these Articles of Incorporation may change such office at any time.

The name of initial registered agent at the listed address is:

Kristy Gordon

I, Kristy Gordon, hereby agree to act as Registered Agent for Lakeview Academy, Incorporated.

Kristy Gordon

ARTICLE NINE

By-laws

The Trustee shall adopt bylaws that are not inconsistent with law or these Articles of Incorporation for the regulation and management of the affairs of the Corporation. These by-laws may be amended from time to time, or repealed, pursuant to law.

ARTICLE TEN

Officers

The Trustees may designate and appoint a Chairman of the Board and may designate and appoint officers to officiate and conduct the business of the Corporation.

DATED this ____ day of July 11, 2005.

Kristy Gordon

Emily Anderson

Alicia Howard

STATE OF UTAH)

: ss

COUNTY OF UTAH)

On the 11 day of July 2005, personally appeared before me Kristy Gordon, Emily Anderson, and Alicia Howard the Incorporators of the Lakeview Academy, a Utah Nonprofit Corporation, who duly swore to me that they are the signers of the foregoing Articles of Incorporation.

Notary Public
Residing in Utah County,
State of Utah

My commission expires:

BYLAWS

OF

LAKEVIEW ACADEMY

A Utah Nonprofit Corporation
(Effective _____, 2005)

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BYLAWS
OF
LAKEVIEW ACADEMY

ARTICLE I
OFFICES

Section 1.1 Business Offices

The principal office of the corporation shall be located at 267 West Vineyard Way, Saratoga Springs, Utah 84043. The corporation may have such other offices as the governing Board of Trustees may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office

The registered office of the corporation required by **the Utah Nonprofit Corporation Act** (the AAct@) shall be as set forth in the Articles of Incorporation, and may be changed from time to time by the governing Board of Trustees.

ARTICLE II
MEMBERS

Section 2.1 No Members The corporation shall have no members.

ARTICLE III
GOVERNING BOARD OF TRUSTEES

Section 3.1 General Powers

The business and affairs of the corporation shall be managed by its governing Board of Trustees, except as otherwise provided in the Act, the articles of incorporation or these bylaws.

Section 3.2 Number, Tenure, and Qualifications

The number of Trustees of the corporation shall be no fewer than three and no greater than nine, as determined by the most recent action of the governing Board of Trustees to increase or decrease the number of Trustees, whether expressly by resolution or by implication through the election of additional Trustees. No decrease in the number of Trustees shall have the effect

of shortening the term of any incumbent Director. Trustees must be at least eighteen years old but need not be residents of Utah.

Section 3.3 Vacancies

Each Director shall hold office until his or her death, resignation, or removal. A vacancy caused by a death, resignation, or removal of a Director or by a resolution of the governing Board of Trustees increasing the number of Trustees shall be filled by the majority vote of the remaining Trustees.

Section 3.4 Resignation and Removal

Any Director may resign at any time by giving written notice to the president or to the secretary of the corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any Director may be removed from office by the vote of two-thirds (2/3) of the remaining Trustees.

Section 3.5 Regular Meetings

A regular meeting of the governing Board of Trustees shall be held annually at such time and place, either within or outside Utah, as may be determined by the governing board, for the purpose of electing officers and for the transaction of such other business as may come before the meeting. The governing Board of Trustees may provide by resolution the time and place, either within or outside Utah, for the holding of such annual meeting or for the holding of any additional regular meetings.

Section 3.6 Special Meetings

Special meetings of the governing Board of Trustees may be called by or at the request of the president or any two Trustees. The person or persons authorized to call special meetings of the governing Board of Trustees may fix any place as the place, either within or outside Utah, for holding any special meeting of the governing board called by them.

Section 3.7 Notice

Notice of each meeting of the governing Board of Trustees stating the place, day and hour of the meeting shall be given to each Director at the Director's business address at least five days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least two days prior thereto by personal delivery of written notice or by telephonic, telegraphic, telex or facsimile notice (and the method of notice need not be the same as to each Director). If mailed, such notice shall be deemed to be given when deposited in the United States mail, with postage thereon prepaid. If telegraphed, such notice shall be deemed to be given when the telegram is delivered to the telegraph company. If transmitted by telex or facsimile, such notice shall be deemed to be given when the

transmission is completed. Any Director may waive notice of any meeting before, at or after such meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any meeting of the governing Board of Trustees need be specified in the notice or waiver of notice of such meeting unless otherwise required by statute.

Section 3.8 Presumption of Assent.

A Director of the corporation who is present at a meeting of the governing Board of Trustees when corporate action is taken shall be considered to have assented to the action taken at the meeting unless: (a) such Director objects at the beginning of the meeting, or promptly upon arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting; (b) such Director contemporaneously requests that such Director's dissent or abstention as to any specific action be entered into the minutes of the meeting; or (c) such Director causes written notice of a dissent or abstention as to any specific action to be received by the presiding officer of the meeting before adjournment of the meeting, or by the corporation promptly after adjournment of the meeting. The right of dissent or abstention as to a specific action shall not apply to a Director who votes in favor of such action.

Section 3.9 Quorum and Voting

A majority of the Trustees shall constitute a quorum for the transaction of business at any meeting of the governing Board of Trustees, and the vote of a majority of the Trustees present in person at a meeting at which a quorum is present shall be the act of the governing Board of Trustees. If less than a quorum is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present. A Director may vote in person, by proxy executed in writing by the Director or by the Directors duly and authorized attorney-in-fact.

Section 3.10 Compensation

Trustees may receive such reasonable compensation for their services as may be fixed from time to time by the governing Board of Trustees. In addition, the reasonable expenses of Trustees of attendance at governing board meetings may be paid or reimbursed by the corporation. Trustees also shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the corporation in any other capacity.

Section 3.11 Executive and Other Committees

By one or more resolutions adopted by a majority of the Trustees then in office, the governing Board of Trustees may designate from among its members an executive

committee and one or more other committees, each of which, to the extent provided in the resolution establishing such committee, shall have and may exercise all of the authority of the governing Board of Trustees, except as prohibited by statute. The delegation of authority to any committee shall not operate to relieve the governing Board of Trustees or any member of the governing board from any responsibility imposed by law. Rules governing procedures for meetings of any committee of the governing board shall be as established by the governing Board of Trustees, or in the absence thereof, by the committee itself.

Section 3.12 Advisory Boards

The governing Board of Trustees may from time to time form one or more advisory boards or committees composed of such members and having such chairperson, as the governing Board of Trustees shall designate. The objectives and responsibilities of each such advisory committee and the rules and procedures for the conduct of its activities shall be determined by the governing Board of Trustees. No such committee shall have authority to incur any expense or make any representation or commitment on behalf of the corporation without the express approval of the governing Board of Trustees or the president of the corporation.

Section 3.13 Meetings by Telephone.

Members of the governing Board of Trustees or any committee thereof may participate in a meeting of the governing board or committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other. Such participation shall constitute presence in person at the meeting.

Section 3.14 Action Without a Meeting

Any action required or permitted to be taken at a meeting of the Trustees or any committee thereof may be taken without a meeting if consent in writing, setting forth the action so taken, shall be signed by all of the Trustees or committee members entitled to vote with respect to the subject matter thereof. Such consent (which may be signed in counterparts) shall have the same force and effect as a unanimous vote of the Trustees or committee members.

ARTICLE IV **OFFICERS AND AGENTS**

Section 4.1 Number and Qualification

The officers of the corporation shall be a president, one or more vice-presidents, a secretary and a treasurer. The governing Board of Trustees may also elect or appoint such other officers, assistant officers and agents, including a chairperson of the governing board, an executive director, a controller, assistant secretaries and assistant treasurers, as it may consider necessary. One person may hold more than one office at a time. Officers need not be Trustees of the corporation.

Section 4.2 Election and Term of Office

The officers of the corporation shall be elected by the governing Board of Trustees at each regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Each officer shall hold office until the officer's successor shall have been duly elected and shall have qualified, or until the officer's earlier death, resignation or removal.

Section 4.3 Compensation

The compensation of the officers, if any, shall be as fixed from time to time by the governing Board of Trustees. Initially, no officers shall receive any compensation for their services to the corporation until otherwise determined by the governing board.

Section 4.4 Removal

Any officer or agent may be removed by the governing Board of Trustees whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 4.5 Vacancies

Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the corporation, by giving written notice to the president or to the governing Board of Trustees. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the governing Board of Trustees for the non-expired portion of the term.

Section 4.6 Authority and Duties of Officer

The officers of the corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the president, the governing Board of Trustees or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) President. The president shall, subject to the direction and supervision of the governing Board of Trustees: (i) be the chief administrative officer of the corporation and have general and active control of its affairs and business and general supervision of its officers, agents and employees; (ii) preside at all meetings of the governing Board of Trustees; (iii) see that all orders and resolutions of the governing Board of Trustees are carried into effect; and (iv) perform all other duties incident to the office of president and as from time to time may be assigned to the president by the governing Board of Trustees.

(b) Vice-President. The vice-president or vice-presidents shall assist the president and shall perform such duties as may be assigned to them by the president or by the governing Board of Trustees. The vice-president (or if there is more than one, then the vice-president designated by the governing Board of Trustees, or if there be no such designation, then the vice-presidents in order of their election) shall, at the request of the president, or in the president's absence or inability or refusal to act, perform the duties of the president and when so acting shall have all the powers of and be subject to all the restrictions upon the president.

(c) Secretary. The secretary shall: (i) keep the minutes of the proceedings of the governing Board of Trustees and any committees of the governing board; (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the corporate records and of the seal of the corporation; and (iv) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the president or by the governing Board of Trustees. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.

(d) Financial Officer (CFO). The Financial Officer shall: (i) be the principal financial officer of the corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the governing Board of Trustees; (ii) receive and give receipts and a quittances for moneys paid in on account of the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of the corporation of whatever nature upon maturity; (iii) unless there is a controller, be the principal accounting officer of the corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the president and the governing Board of Trustees statements of account showing the financial position of the corporation and the results of its operations; (iv) upon request of the governing board, make such reports to it as may be required at any time; and (v) perform all other duties incident to the office of Financial Officer and such other duties as from time to time may be assigned to the Financial Officer by the president or the governing Board of Trustees. Assistant treasurers, if any, shall have the same powers and duties, subject to supervision by the treasurer.

Section 4.7 Surety Bonds

The governing Board of Trustees may require any officer or agent of the corporation to execute to the corporation a bond in such sums and with such sureties as shall be satisfactory to the governing board, conditioned upon the faithful performance of such person's duties and for the restoration to the corporation of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the corporation.

ARTICLE V

DISTRIBUTIONS AND EXPENDITURES

Section 5.1 General

The Trustees shall, from time to time, distribute and expend such amount or amounts of the income of the corporation in accordance with the corporation=s charitable purposes.

ARTICLE VI

STANDARDS OF CONDUCT FOR OFFICERS AND TRUSTEES

Section 6.1 Standards of Conduct

Each Director is required to discharge his or her duties as a Director, including duties as a member of a committee, and each officer with discretionary authority is required to discharge his or her duties under that authority, in a manner consistent with the following standards of conduct:

- (a) in good faith;
- (b) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (c) in a manner the Director or officer reasonably believes is in the best interests of the corporation.

Section 6.2 Reliance on Information and Reports

As provided by Section 82.221 of the Act, in discharging his or her duties, a Director or officer is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- (a) one or more officers or employees of the corporation whom the Director or officer reasonably believes to be reliable and competent in the matters presented;

(b) legal counsel, public accountants, or other persons as to matters the Director or officer reasonably believes are within the person's professional or expert competence; or

(c) in the case of a Director, a committee of the board of Trustees of which such Director is not a member, if the Director reasonably believes the committee merits confidence.

A Director or officer is not acting in good faith in relying on any such information, opinions, reports or statements if such Director or officer has knowledge concerning the matter in question that makes reliance otherwise permitted as set forth above unwarranted.

Notwithstanding any contrary provision contained herein, and except as provided by Sections 82.136 and 82.536 of the Act, no action may be brought against an officer or Director based on any act or omission arising from failure in his or her official capacity to exercise due care regarding the management or operation of the corporation unless the act or omission involves intentional misconduct, fraud or knowing violation of the law.

ARTICLE VII

INDEMNIFICATION

Section 7.1 Indemnification of Trustees, Officers and Others.

The corporation hereby declares that any person who serves at its request as a Director, officer, employee, chairman or member of any committee, or on behalf of the corporation as a Director, director or officer of another corporation, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article VII, and, subject to the provisions of Section 7.2, shall be indemnified by the corporation against expenses (including attorneys' fees), judgments, fines, excise taxes and amounts paid in settlement actually and necessarily incurred by such person in connection with the defense of any action, suit or proceeding in which he or she is made a party by reason of being or having been such Director, director, officer, employee, chairman or member of any committee.

Section 7.2 Limitation on Indemnification

No indemnification shall be made in respect of any claim, issue or matter as to which a person covered by Section 6.1 shall have been adjudged to be liable for negligence or misconduct in the performance of his duty, unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 7.3 Indemnification in Criminal Actions

No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 6.1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 7.4 Advancement of Expenses

The corporation shall pay for or reimburse the reasonable expenses, or a portion thereof, incurred by a person covered by Section 6.1 in advance of the final disposition of the proceeding if: (a) such person furnishes the corporation a written affirmation of such person(s) good-faith belief that he or she has met any applicable standard of conduct described herein; and (b) the person furnishes to the corporation a written undertaking, executed personally or on behalf of such person, to repay the advance if it is ultimately determined that the person did not meet such standard of conduct. The undertaking required by clause (b) must be an unlimited general obligation of the person, but need not be secured and may be accepted without reference to financial ability to make repayment.

Section 7.5 Payment Procedures

The corporation shall promptly act upon any request for indemnification, which request must be in writing and accompanied by the written affirmation and undertaking to repay as required by Section 6.4 in the case of indemnification under such Section. The right to indemnification and advances granted by this Article shall be enforceable in any court of competent jurisdiction if the corporation denies the claim, in whole or in part, or if no disposition of such claim is made within ninety days after written request for indemnification is made. A person's expenses incurred in connection with successfully establishing such person's right to indemnification, in whole or in part, in any such proceeding shall also be paid by the corporation.

Section 7.6 Insurance

By action of the governing Board of Trustees, notwithstanding any interest of the Trustees in such action, the corporation may purchase and maintain insurance in such amounts as the governing Board of Trustees deems appropriate to protect itself and any person who is or was a Director, officer, employee, fiduciary or agent of the corporation, or who, while a Director, officer, employee, fiduciary or agent of the corporation, is or was serving at the request of the corporation as a director, officer, partner, Director, employee, fiduciary or agent of any other foreign or domestic corporation or of any partnership, joint venture, Director, other enterprise or employee benefit plan against any liability asserted against or incurred by such person in any such capacity or arising out of such person's status as such, whether or not the corporation would have the power to indemnify such person against such liability under

applicable provisions of law or this Article. Any such insurance may be procured from any insurance company designated by the governing Board of Trustees, whether such insurance company is formed under the laws of Utah or any other jurisdiction, including any insurance company in which the corporation has an equity or any other interest, through stock ownership or otherwise. The corporation may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such sums as may become necessary to effect indemnification as provided herein.

Section 7.7 Right to Impose Conditions to Indemnification

The corporation shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as may appear appropriate to the governing Board of Trustees in each specific case and circumstances, including but not limited to any one or more of the following: (a) that any counsel representing the person to be indemnified in connection with the defense or settlement of any proceeding shall be counsel mutually agreeable to the person and to the corporation; (b) that the corporation shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the person to be indemnified; and (c) that the corporation shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified person's right of recovery, and that the person to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to the corporation.

Section 7.8 Other Rights and Remedies

Except as limited by law, the indemnification provided by this Article shall be in addition to any other rights which a person may have or hereafter acquire under any law, provision of the articles of incorporation, any other or further provision of these bylaws, vote of the governing Board of Trustees, agreement, or otherwise.

Section 7.9 Applicability; Effect

The indemnification provided in this Article shall be applicable to acts or omissions that occurred prior to the adoption of this Article, shall continue as to any person entitled to indemnification under this Article who has ceased to be a Director, officer or employee of the corporation or, at the request of the corporation, was serving as and has since ceased to be a director, officer, partner, Director, employee, fiduciary or agent of any other domestic or foreign corporation, or of any partnership, joint venture, Director, other enterprise or employee benefit plan, and shall inure to the benefit of the estate and personal representatives of each such person. The repeal or amendment of this Article or of any Section or provision hereof that would have the effect of limiting, qualifying or restricting any of the power or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person,

with respect to any acts or omissions that occurred prior to such repeal or amendment. All rights to indemnification under this Article shall be deemed to be provided by a contract between the corporation and each person covered hereby.

Section 7.10 Indemnification of Other Parties

The corporation shall have the right, but shall not be obligated, to indemnify any person not otherwise covered by this Article to the fullest extent permissible by the laws of Utah. Unless otherwise provided in any separate indemnification arrangement, any such indemnification shall be made only as authorized in the specific case.

Section 7.11 Savings Clause; Limitation

If this Article or any section or provision hereof shall be invalidated by any court on any ground, then the corporation shall nevertheless indemnify each person otherwise entitled to indemnification hereunder to the fullest extent permitted by law or any applicable provision of this Article that shall not have been invalidated. Notwithstanding any other provision of these bylaws, the corporation shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with the qualification of the corporation as an organization described in section 501(c)(3) of the Internal Revenue Code, or that would result in the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 7.12 Limitation on Liability

No Director or officer of this corporation shall be personally liable to the corporation or its members, if any, for civil claims arising from acts or omissions made in the performance of such person's duties as a Director or officer, unless the acts or omission are the result of such person's intentional misconduct.

ARTICLE VIII DISSOLUTION

Section 8.1 Voluntary Dissolution

The corporation may adopt a resolution to dissolve and wind up its affairs as follows:

- (a) The corporation's governing Board of Trustees shall adopt a resolution recommending that the corporation be dissolved, and directing that the question of dissolving the corporation be submitted to a vote at a meeting of Trustees, which may be a special meeting or an annual meeting. Written or printed notice stating that the purpose, or one of the purposes, of the meeting is to consider the advisability of dissolving the corporation, shall be given to each Director. A resolution to dissolve the corporation may only be adopted by the unanimous vote of all the Trustees whether or not they are present at the meeting.

(b) Upon the adoption of the resolution by the Trustees, the corporation shall cease to conduct its affairs except insofar as may be necessary for the winding up thereof, shall immediately cause a notice of dissolution to be mailed to each known creditor of the corporation and to the State of Utah, Office of the Secretary of State, and shall proceed to collect its assets and apply and distribute them pursuant to the terms of these bylaws.

Section 8.2 Distribution of Assets

The assets of the corporation in the process of dissolution shall be applied and distributed in the following order:

- (a) All liabilities and obligations of the corporation shall be paid, satisfied and discharged, or adequately provided for.
- (b) Assets the corporation holds upon a condition requiring return, transfer, or conveyance shall be returned, transferred, or conveyed in accordance with the requirement if the dissolution causes the condition to occur.
- (c) Assets the corporation receives and holds subject to limitations permitting their use only for charitable, religious, eleemosynary, benevolent, educational, or other purposes for which a nonprofit corporation may be formed, but not held upon a condition requiring return, transfer, or conveyance because of the dissolution, shall be transferred or conveyed to one or more domestic or foreign corporations, societies, or organizations engaged in activities substantially similar to those of the dissolving corporation, pursuant to a plan of distribution adopted by the corporation.
- (d) Assets of the corporation that were loaned or provided to the corporation by its Trustees or officers for the corporations use shall be returned to such officer or director at the time of dissolution.
- (e) Any remaining assets shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable, educational, religious, or scientific purposes and that has established its tax-exempt status with the IRS.

ARTICLE IX MISCELLANEOUS

Section 9.1 Account Books, Minutes, Etc

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its governing Board of Trustees and committees. All books and records of the corporation may be inspected by any Director or that Director's authorized agent or attorney, for any proper purpose at any reasonable time.

Section 9.2 Fiscal Year

The fiscal year of the corporation shall be as established by the governing Board of Trustees.

Section 9.3 Conveyances and Encumbrances

Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the governing Board of Trustees, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation shall be authorized only in the manner prescribed by applicable statute.

Section 9.4 Designated Contributions

The corporation may accept any designated contribution, grant, and bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the articles of incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the corporation's tax-exempt purposes.

Section 9.5 Conflicts of Interest

If any person who is a Director or officer of the corporation is aware that the corporation is about to enter into any business transaction directly or indirectly with such person, any member of that person's family, or any entity in which that person has any legal, equitable or fiduciary interest or position, including without limitation as a Director, officer, shareholder, partner, beneficiary or Director, such person shall (a) immediately inform those charged with approving the transaction on behalf of the corporation of such person's interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within such person's knowledge that bear on the advisability of such transaction from the standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Section 9.6 Loans to Trustees, Officers and Members Prohibited

No loans shall be made by the corporation to any of its Trustees or officers.

Section 9.7 References to Internal Revenue Code

All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

Section 9.8 Amendments

The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the governing Board of Trustees.

Section 9.9 Severability

The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

(END)

9. Admission, Dismissal and Suspension Procedures

Admission

Lakeview Academy will comply with all federal and state laws relative to admission policies, which include an open admission. Enrollment will be guaranteed to the children of the Founding Council Members. A complete list of Founding Council members will be submitted to the State Charter School Board. The number of student preferential enrollment slots shall be approximately 10% of the total student population.

After preferential enrollment, Lakeview Academy will accept applications for non-preferential or open enrollment. Applications will be accepted during an open enrollment period. If the number of applications exceeds the available slots, the Chief Administrative Officer shall hold a lottery to include all qualifying applications (completed applications received during open enrollment). Acceptance or rejection of applicants will be sent via requested method (mail, e-mail, telephone, etc.) on the application within 30 days from the last day of open enrollment.

Dismissal and Suspension

Lakeview Academy understands that there will be occasions when a student must be either suspended or dismissed from the school. All applicable state laws will be upheld in this process to include those as required under IDEA.

Lakeview Academy will establish a Discipline Review Council (DRC) to assist the Director when a student is having ongoing behavioral problems in school. This council will consist of some or all of these individuals: Lakeview Director, the Education Coordinator, one faculty member, the Steering Committee Chair and the Guidance Counselor (Secondary only).

In an effort to achieve success for the student, they will make recommendations for a behavior modification plan to be put into place. Efforts will be made to meet with the student and parents in a timely manner to resolve the situation. If a solution cannot be reached, the DRC may make recommendations to the Board of Trustees for further action to be taken.

The DRC may also be called upon to intervene in the event that an Administrative disciplinary decision is being appealed. In such a case, the DRC's process would be:

1. Determine the reason for the appeal (which will need to be clarified in writing).
2. Determine what the offense was, the student's reaction, any history related to it and any extenuating circumstances.

3. Determine the administrative action taken and the severity of the consequence.
4. Determine school policies in this matter and which, if any, of them apply.
5. Determine whether the consequence was consistent with the handbook and appropriate for the offense.
6. Make a recommendation to the parent(s) and/or administration (whichever is appropriate) in regard to their conclusions (in written form).

Parent(s) will be allowed (but not required) to be a part of the initial meeting with the DRC in order to make their reasoning known. Once they have clarified their points, the DRC will caucus to discuss the information presented. Even if choosing to make an oral presentation, the Application for Disciplinary Appeal Form will still need to be completed and submitted to the Director. (Assistance will be available through the office if requested).

Due to the nature of the positions held within the DRC, it may be necessary for the DRC to choose to have one of their members share their thoughts initially and then exit the remainder of the meeting due to conflict of interest. (This person may be substituted with another person by choice of the committee.)

Once the appeal has been filed with the school, the DRC has up to three school-days to convene and make a decision (with the intent to come together as quickly as possible.)

The discipline will continue to be carried out until the DRC is able to meet. The Director has the discretion to postpone action pending the decision of the DRC if extenuating circumstances are determined.

Once the DRB has come to a final conclusion, the parent(s) will be notified. The President of the Board of Trustess and secretary should receive a copy of any appeal to the DRC since there is a potential for it to be appealed beyond the DRC.

10. Procedures to Review Complaints of Parents

Lakeview Academy considers open communication to be essential in handling complaints regarding the operation of the school. In cases where concerns cannot be resolved directly with the parties involved or remedied through committee action, there will be a formal procedure available. The “Lakeview Open Door Policy for Constructive Communication and Problem Resolution” (as described in detail in the student handbook) allows a person with a concern to choose an appropriate contact person to document the issue in detail and facilitate resolution of the issue. Examples of appropriate contacts are:

1. The Director
2. Education Coordinator
3. Committee Chairs
4. Member of Board of Trustees or Site Advisory Council

These people will document the issue using the Open Door Issue Form and route it through the appropriate channels for resolution. Parties involved should typically receive written notice of their resolution.

If an Open Door issue is not resolved in a reasonable period of time or if either party is not satisfied with the resolution, the issue may be brought to the Board of Trustees for a final resolution.

Parents of students served under Section 504 or IDEA

To ensure that all aspects of the Individuals with Disabilities Educational Act are complied with in full, the following guidelines have been established:

1. The Board of Trustees will review IDEA in its entirety with the Director. Special emphasis of Section 504, relative to this requirement, will be addressed, though all issues related to IDEA will be focused on.
2. The Lakeview Academy School Director and the Education Coordinator will provide in-service training to all members of the faculty regarding the provisions of this law.
3. Specific policies will be drafted and included in our Policy Handbook to ensure compliance and implementation of necessary provisions of these laws.
4. The Director and Board of Trustees will establish a strong working relationship with the Utah State Office of Education’s coordinator in Special Education. This will ensure complete familiarity with these requirements and a clear path of communication to solve any possible problems.

11. Opportunities for Parental Involvement

The active participation of parents is vital to the success of Lakeview Academy. We believe that most parents seeking a charter school understand and have a strong desire for more involvement in their child's education. In general it is expected, that our parents volunteer of their time to be actively involved in the school. We will suggest parents perform approximately four hours of school volunteer service per month. Lakeview Academy's structure is organized so that parents may have more involvement in the school. Some of the ways parents may be involved include:

- Serving on the Lakeview Academy Site Advisory Council
- Participating on committees
- Working with the Parented Assisted Learning System (PALS)
- Helping with class activities or working as a room parent
- Assisting with Friday Activity Day to include field trips, classes, contests, and assemblies
- Participate in the Open Door Policy when they feel change is warranted
- Share knowledge or skills with student groups as an extracurricular teacher
- Serve on the Professional Advisory Council

Parent Assisted Learning System (PALS)

This unique program trains interested Lakeview Academy parents to work in the classroom as a Teaching Assistant. All parents who work under this program will receive special training on working with students, applicable Utah state laws and confidentiality requirements. This program is under the direction of the Education Coordinator in cooperation with individual teachers and grade-level teams.

Lakeview Academy will require all parents who have close and consistent contact with students to submit to a background check.

12. Description of Plan to Secure School Insurance

The Lakeview Academy will participate in the State's Risk Management program. This is reflected in our Operational Budget.

13. Agreements or Plans for Providing Extracurricular Activities

Lakeview Academy does not plan to at this time participate in extracurricular activities with the Alpine School District. We intend to provide our own activities that are consistent with the mission and philosophy of our school. Some of the intended activity categories will be:

- Sports
- Music
- Theatre
- Holiday activities
- Special interest classes

Lakeview Academy will require any parent volunteer who will have consistent contact with students to be subject to a background check.

14. Qualifications of Teachers

Lakeview Academy will meet or exceed all state requirement standards for the employment of faculty. Our potential staff will be scrutinized for past performances, if applicable, and their desire to commit to Lakeview Academy's innovative school model. We will hold our faculty responsible to support the Lakeview Academy's philosophy, methods, policies and curriculum. The unique interaction of parents and teachers working together on committees is vital to the future of Lakeview. Prospective faculty will be fully informed of the program of Lakeview before being offered employment.

All staff members will possess and maintain appropriate types of Utah state licenses or be enrolled and progressing in an Alternative Route to licensing.

15. School Library Description

Lakeview Academy's library will be located in the common area of the school. The library will have approximately 1,900 square feet. Parent Volunteers and a Librarian will manage our library. It is also expected that when a class is using the library, the teacher will maintain appropriate library behavior.

Our library will be wired for the Internet with at least two computer terminals dedicated to the students of Lakeview Academy for online research. For our upper grades we will also have a comprehensive reference section that will supplement our curriculum.

Lakeview Academy will build an extensive collection of age-appropriate books with an emphasis on leveled reading. We will include a solid collection of materials that support our curriculum and may be used to explore subjects on a higher level. The library will also provide publications in current affairs.

Lakeview Academy will build its collection through start-up grants. We will also rely heavily on donations, private book grants, and fundraisers.

16. Administrative and Supervisory Services

Administrative and supervisory services will be the primary function of the Director and the Education Coordinator. The Director and the Education Coordinator may also choose faculty with particular skills or experiences to assist them in improving the function of the school.

The Director and the Education Coordinator will ensure that the following are appropriately addressed: curriculum, professional development, employment issues, student discipline, management of school equipment and facilities, supervision of instruction, compliance with federal and state reporting requirements, public relations, school progress, liaison with Board of Trustees, the Site Advisory Council and the Founding Council, coordination with the Professional Advisory Council, oversee the Parent Assisted Learning System (PALS), coordination of all parent/teacher committees, school supplies, safety, coordination of curriculum with concurrent enrollment, advance placement and vocational instruction, grant writing and reporting.

These services will be addressed in detail within the Lakeview Academy Employee/Family Handbook and will be updated as needed. The list in the above paragraph does not cover all of the services provided. Other issues may arise that require services by our Administration. In all cases the Director will work with the Board of Trustees to ensure all possible issues are addressed properly and all policies are fully implemented.

17. Fiscal Procedures

Lakeview Academy will use the State Office of Education guidelines for Budgeting, Accounting and Auditing for Utah School Districts. These guidelines will be applied in administering and reporting school revenue and expenditures. The school's financial reporting will also be in accordance with Generally Accepted Accounting Principles (GAAP), which includes Generally Accepted Governmental Auditing Standards.

The Board of Trustees will develop and adopt a budget each April for the next school year. The board will receive input and assistance as needed from school administration and various committee chairs.

Lakeview Academy will retain a payroll management firm to provide payroll functions for the school similar to those provided for other state and district employees, including the preparation of the W-2 forms, filing of taxes and any other reports that are required by state and federal law.

Purchasing will require the preparation of a purchase order, signed and approved by the Director and Board of Trustees if required. The Director will be responsible for filling out and submitting reports to the state board as set forth in the Utah Charter School Act.

Disbursements from the school's operating account will require the signature of the Director and Financial Officer. All disbursement from the operating account will require two signatures. No other agency or individual may request disbursement to be paid out of the school's operating account.

In addition, Lakeview Academy will secure the services of Jensen & Keddington, P.C., a highly respected accounting firm, to perform the yearly audit.

18. Policy and Procedures Regarding Employee Termination

Lakeview Academy will require all employees to sign a contract for employment. All contracts may be renewed on a yearly basis, contingent upon performance reviews and recommendations.

It is the policy of Lakeview Academy that efforts should be concentrated on assisting employees in adjusting to their positions and performance of duties rather than on disciplining employees for unsatisfactory performance or misconduct. However, when certain performance standards are not maintained formal disciplinary measures may be taken.

Lakeview Academy reserves the right to terminate an employee prior to the contract renewal if an employee's performance is unsatisfactory or poses a threat to students or faculty. All terminations will comply with federal and state law, which will include an appeal process to the School Board and Board of Trustees, whose action shall be final.

The policy of Lakeview Academy is that employees may be terminated at will for just cause.

Employee termination will be further addressed in the employee handbook.

19. Policy and Procedures Regarding Employee Evaluation

Lakeview Academy believes that only through a combination of frequent and organized evaluations, plus spontaneous evaluations, as needed, will employees continue to grow and excel. Evaluation of all employees for Lakeview Academy will be conducted on a quarterly basis. These evaluations encourage individual employee growth, provide information to the Education Coordinator to use in determining curriculum needs and promote the excellent standard that Lakeview Academy will demand.

Lakeview Academy requires evaluations of all employees by the Education Coordinator at least quarterly. The purpose of the evaluation will be:

- To involve the employee in the evaluation process and facilitate communication and understanding of expectations of the employee.
- To increase the effectiveness of each employee and, thereby, increase the effectiveness of the school as a whole.
- To provide each employee with information about the level of his/her job performance and to identify opportunities for personal and professional growth.
- To make certain that each employee is utilizing grade-specific teams to teach curriculum and maximize student learning.
- To determine if employees are meeting the high standards of teaching that Lakeview Academy will demand. To provide additional teaching techniques, out of the box thinking and new philosophies or ideals.
- To determine if employees are meeting the needs of individual students.
- To serve as a partial basis for promotions, salary adjustments, demotions, and termination.

After the Education Coordinator completes the evaluation, a thorough discussion of the evaluation will take place between the Education Coordinator and the employee being evaluated. The completed evaluation will be signed by the Education Coordinator and the employee and placed in the employee's personnel file. In addition, the Director will review and sign the faculty evaluation.

The school Director and the Board of Trustees also reserve the rights to evaluate employees at any time.

20. Policy and Procedures Regarding Employment of Relatives

Lakeview Academy will allow employment of relatives under the following provisions:

- Potential employees must disclose familial relationships prior to employment
- Relatives may not serve in a direct supervisory role over one another
- Decisions regarding hiring, termination, promotion, salary, performance evaluations or disciplinary actions may not be made by a relative

This will be further defined in our Policy Handbook.

21. Conversion Charter Schools

Lakeview Academy is not applying for conversion.

22. Assurances

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 provide written evidence of liability and other appropriate insurance coverage, including a description of the levels of coverage and the relationship of these coverage 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 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. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

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.

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.

Name (type): Kristy Gordon

Title (type): Chief Administrative Officer

Signature: _____

Date: _____

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 Lakeview Academy Charter School except those allowed by law.

Lakeview Academy Charter School 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

Lakeview Academy Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

Lakeview Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Lakeview Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Lakeview Academy Charter School 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.

Kristy Gordon

CAO (please print)

CAO's Signature

Date

23. Waivers from State Board Rules

Lakeview Academy is not applying for a waiver from State Board rules.

24. Additional Information

Lakeview Academy has contacted the city of Saratoga Springs to notify them of our intent to apply for a charter school to be located within the city. The attached letter from the mayor shows the city's support for the school.

25. Utah State Retirement System

Lakeview Academy will participate in the Utah State Retirement System. This is reflected on our three-year budget proposal.