

Legacy Preparatory Academy

Applicant Name

Heather Traeden

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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.

HeatherTraeden
Authorized Agent (please print)

Signature of Authorized Agent

06/07/05
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

Title Page

Name of Proposed Charter School Legacy Preparatory Academy
 New School Converted School

Name of Applicant Applying for the Charter Legacy Preparatory Academy

(This may be a public body, private person, or private organization.)

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

Authorized Agent Mailing Address 404 South 100 West

City Bountiful State UT Zip 84010

County Davis E-mail jhtraeden@hotmail.com

Daytime Phone (801) 294-2765 Fax (801) 994-6853

Form of Organization

-
- Nonprofit 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, if known at time of application	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Heather Traeden	801- 294-2765	parent	President
Nathan Nelson	801-580-0293	parent	Treasurer
Danelle Sonntag	801-296-6991	parent	Vice President
Gina Pritt	801-397-1339	parent	Vice President
Tina Gehring	801-298-2390	parent	Secretary

Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)

Persons Currently Designated as **FOUNDING MEMBERS of Legacy Preparatory Academy**

Heather Traeden
Nathan Nelson
Danelle Sonntag
Tina and Jake Gehring
Gina Pritt
Maren and Clarke Hilbig
Jolie and Sean Morris
Bret and Karen Romrell
Derek and Stephanie Miner
Sara Spencer
Bobby and Kirk Anderson
Mary Beyer
Jennifer Brooks
Morgan Cotti
Tibi and Chris Hoge
Jessica Siddoway
Heidi and Shandell Smoot
Jamie Smith

Target Population

Mission Statement (use only this space):

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.
 Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
- Integrate fine arts to enhance learning
- Teach the value of public virtue to promote respect
- Engage parents as real partners to share in enriching student education
- Honor each child as an individual and foster their innate curiosity and desire to learn

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Year 1	x	x	x	x	x	x	x	x	x	x				500
Year 2	x	x	x	x	x	x	x	x	x	x				500
Year 3	x	x	x	x	x	x	x	x	x	x				500
Ultimate Enrollment	x	x	x	x	x	x	x	x	x	x				500

(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)

Legacy Preparatory Academy (LPA) intends to communicate with local residents through: newspaper, flyers, radio, LPA website, and community meetings. Flier and radio advertisements will be in both Spanish and English. Regular public information meetings will be scheduled upon approval of the LPA charter application. LPA's intent is to reach all interested parties in the community.

School Calendar

Standard Extended School Year Instructional Days 180
 Alternative (please describe in 5 words or less) Start Date Fall 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 _____ to be determined _____

Site Address _____ to be determined _____

City _____ Zip Code _____ County ____Davis_____

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.)

Our plan is to locate the school in the South Davis area of the Davis School District. A facilities committee is looking for suitable sites. We intend to build a new facility but are open to converting existing commercial space. We desire approximately 45,000 square feet with 30,000 to be used for classrooms and 15,000 to be used for multi-purpose.

Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. You may attach sample lesson plans and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to your proposed school, please so indicate.

1. Continue to improve student learning:

- LPA will assess all students in reading and math. This will be done through a pre-assessment after admission, as well as by regular assessments throughout the year, which include state-wide assessment and curriculum based assessments. According to the results of the assessments and the teachers' input, students will be placed in smaller achievement-level groups for the purpose of mastering the basics in language arts and math.
- Ongoing assessments from the designated curricula as well as continuous formative assessments will be administered to determine literacy and math competencies. Groups will be moved as needed at intervals that are conducive to the learning environment and students' individual learning demands.
- Data from the K-3 DRA, ITBS, CRT and the State Writing Assessment will be used to determine students' proficiency levels and for developing, aligning and enhancing curriculum for the purpose of improving student learning.
- Teachers will be assigned "coaches" for the purpose of refining professional skills and for support in monitoring assessment of student progress.
- Teacher in-service meetings will be held regularly to review student progress and performance.

2. Encourage use of different and innovative teaching methods:

- Teachers will be trained in direct instruction teaching methods for the basic skill development or "grammar stage" of classical education. This stage generally includes grades K-4.
- Teachers of grades 5-8 will be trained in the "logic stage" of classical education using the multi-intelligence model and become proficient in tutoring, coaching, evaluation, etc., while teachers for 9th grade will be trained in the rhetoric stage.
- Teachers will be trained and competent in teaching the Core Knowledge curriculum.
- Teachers will be trained in the CHAMPS method (and/or other method) of classroom management. This will ensure that every student knows how to behave appropriately

according to the situation, thus reducing the probability of discipline related off-task time.

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:
 - LPA's goal is to have a full staff for summer trainings. This will provide an opportunity for a faculty retreat wherein teachers may be trained in school curricula and teaching methods. They will also meet regularly as grade level teams to refine lesson plans, timelines and class schedules.
 - In-service days will be included before the school year begins and planned throughout each school year for additional implementation needs (e.g. Core Knowledge Conference, Charter School Conference, Direct Instruction, etc.).
 - Teachers will participate in data based decision making for ongoing alignment of curriculum and training before the next school year.
4. Increase choice of learning opportunities for students:
 - LPA will ultimately offer a comprehensive fine arts program that will include music, art, dance, drama. These programs will follow the Core Knowledge Sequence to interrelate these subjects as well as core subjects. Students will participate in fine arts that range from the ancient to the modern. K-4 will be general music and art classes that correspond to core subjects, while the upper grades will have an opportunity to take dance, drama, music and art and other extra-curricular classes as desired and needed.
 - Assemblies will give the students opportunities to showcase their learning.
 - LPA will utilize direct instruction, unlike many local schools.
 - LPA will use Core Knowledge Sequence, while local schools use only portions of this program.
5. Establish new school models and forms of accountability that emphasize measurement of learning outcomes and create innovative measurement tools:
 - In addition to the State's measurements and assessments for learning outcomes such as the DRA, the ITBS, the State Writing Assessment and the CRT for grades K-9 and the designated curricula assessments. LPA will develop measurement tools that will be used to monitor skill level mastery in the basic subjects. These monitoring tools will be used on a frequent basis and assessed regularly for achievement group accuracy.
 - Each year a school improvement plan is developed which will include results from parent and faculty surveys, and state and school testing data.
6. Provide greater opportunities for parental involvement in management decisions at the school level: (*See also 53A-1a-508 (3)(h)*)
 - The Founding Council consists of a number of parents whose children will attend LPA. They have been involved in decision making from the onset.
 - Parents can serve on auxiliary committees of the Governing Board.
 - Parents will be strongly encouraged to provide 20 hours of service, per parent, to the school in areas of their choosing. This may include classroom volunteer, activity

and/or club advisor, tutor/mentor, and/or additional school support (see Parent Involvement Document in Public Policy section).

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:
 - A large portion of schools in the Davis School District do not meet AYP in one general area, students with disabilities. LPA's teaching strategy, Direct Instruction, is not only highly effective in teaching non special education students but also those with disabilities. We will use inclusion and achievement-based grouping to address this issue.
 - We will use the medium of spanish radio and spanish print ads to allow equal opportunities for all students. We will promote a multicultural atmosphere.
 - We will use data-driven teaching tools, continually assess learning, enact school and student improvement plans and work closely with parents and teachers to ensure that no child is left behind.

Comprehensive Program of Instruction

Curricular Emphasis

Mission

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
 - Integrate fine arts to enhance learning
 - Teach the value of public virtue to promote respect
 - Engage parents as real partners to share in enriching student education
 - Honor each child as an individual and foster their innate curiosity and desire to learn

Motto

Learning the Past, Creating the Future

Philosophy

Legacy: a gift from the past

Education gives children the opportunity to learn from great minds of the past (e.g. Aristotle, Thomas Jefferson, Galileo, and others). When understood, this gift allows them to create a better future for themselves and the world they live in.

Quality education should embrace and magnify a child's innate curiosity to learn. LPA will strive to provide a strong foundation of knowledge and learning skills to support the educational path a student may choose to pursue. Classical education constructs this foundation by giving priority to mastery of mathematics and language arts. Emphasizing fine arts will strengthen the learning process and develop a creative and reasoning mind.

Parental involvement is crucial to a child's academic success. LPA will do all in its power to encourage meaningful parental participation. Collaboration among the student, parent, and educator is also an essential component for success. School hours, methods of communication, and homework schedules are designed to recognize the importance of family time and support.

Character education is imperative to the creation of a responsible and contributing member of society. LPA's educational environment will support the development of positive character traits such as respect, integrity, and hard work. The fusion of intellect and character will enable the student to become a productive, conscientious citizen.

Methods of Instruction (K-9)

Curricula (K-8)

The following curricula are examples of research-based, data-driven teaching tools that will be implemented by LPA:

- The **Core Knowledge Sequence** is a detailed outline of specific content to be taught in language arts, geography, history, science and the fine arts. It is based on the belief that students should have a collective, shared body of knowledge with which they may form the foundation for solid, higher-order thinking and life success. World History, from ancient to modern, provides the outline for the curriculum sequence.
- **Direct Instruction** will be used to teach math, reading and spelling in grades K-4. This method, pioneered by Siegfried Engelmann, is an explicit teacher-directed approach for information

dissemination. It teaches mastery of individual skills before introducing new building block skills..

- **Saxon Math** provides “systematically distributed instruction, practice and assessment throughout the academic year (Dempster & Farris, 1990).” Incremental instruction and practice are distributed across the level, thereby leading students to a deeper understanding of mathematical concepts. Assessments are frequent and cumulative to maintain skills and increase retention.
- **Reading Mastery Classic** teaches beginning readers to read quickly and efficiently. Research has shown that phonemic awareness and the decoding skills of the program are essential to produce effective readers. Throughout programs I, II, and *Fastcycle*, these skills are employed and students begin to reason, make inferences and draw conclusions as a part of their education. This then allows them to answer interpretive comprehension questions related to their reading material.
- **Shurley English** is a proven method that does not teach concepts in isolation. It reaches ESL and academically challenged students, it utilizes multiple learning styles and engages students and teachers simultaneously. This English program promotes mastery and excellence in writing and grammar while promoting higher-order thinking skills.

Curricula (9)

The following curricula are examples of research-based, data-driven teaching tools that will be implemented by LPA in the rhetoric stage of grade 9:

- The **Core Knowledge Sequence** is a detailed outline of specific content to be taught in language arts, geography, history, science and the fine arts. It is based on the belief that students should have a collective, shared body of knowledge with which they may form the foundation for solid, higher-order thinking and life success. World History, from ancient to modern, provides the outline for the curriculum sequence.
- **Saxon Math** provides “systematically distributed instruction, practice and assessment throughout the academic year (Dempster & Farris, 1990).” Incremental instruction and practice are distributed across the level, thereby leading students to a deeper understanding of mathematical concepts. Assessments are frequent and cumulative to maintain skills and increase retention. .
- **Shurley English** is a proven method that does not teach concepts in isolation. It reaches ESL and academically challenged students, it utilizes multiple learning styles and engages students and teachers simultaneously. This English program promotes mastery and excellence in writing and grammar while promoting higher-order thinking skills.

Portfolios and Projects (K-9)

LPA will use portfolios and projects as needed. Certain subjects, such as science, art, history and geography naturally lend themselves to portfolios and projects. It is our vision to have students compile portfolios over time that can be reviewed and enjoyed as progress and performance increases. As the Core Knowledge Sequence is based on the organizing outline of history and geography, student work samples can serve as a review of previous material and be used as an ongoing project from grades K-4 then 5-9.

Achievement Grouping (K-6)

LPA will implement “fluid” learning groups to enhance mastery of core subjects, specifically mathematics and language arts. Students may progress at rates that are self-dictating according to their mastery and ability.

Grading, Promotion and Remediation (K-9)

Grading will be done quarterly using traditional letter grades as assigned by teachers according to student progress and performance. The school and all pertinent staff will make instructional adjustments according to each student's needs.

CHAMPs (K-9)

In addition to a sound academic program, LPA will offer its students excellent training and instruction in citizenship through its character education and leadership education programs. The CHAMPs program of classroom management, as well as the Character and Competence program of character development will be utilized at LPA. These programs will enable LPA to set high expectations in citizenship. Our programs will allow our students to learn in an environment based on positive reinforcement, respect, and high expectations for behavior as well as academic effort

Ongoing Professional Development

It is our vision that teachers and staff demonstrate a love of learning. As such LPA will provide opportunities for staff to attend professional development conferences and workshops, as well as allow them to interact and make strategic plans for student success. These opportunities will be incorporated into the school calendar.

Special Emphasis (K-9)

LPA is devoted to using the classical model of education, including the Trivium as a means for information dissemination. We will use research-based methods, like Direct Instruction, to enhance a child's natural learning capability. We further recognize that music education and the arts in general, are research-based methods that enhance learning and can improve a student's ability to create, think and reason (1). Studies have also shown that music enhances the "hardware" or neural pathways in the brain that control spatial-temporal reasoning.

Yehudi Mehinin, a famous conductor and musician said, "Music creates order out of chaos; for rhythm imposes unanimity upon the divergent, melody imposes continuity upon the disjointed, and harmony imposes compatibility upon the incongruous."

According to the M.I.N.D. Institute in Southern California at the University of California at Irvine, studies based on a mathematical model of the cortex predicted that early music training would enhance spatial-temporal reasoning. A 1997 study indicated that pre-school children given six months of piano keyboard lessons improved dramatically on such reasoning (2). There are two types of reasoning: spatial-temporal (S.T.) and language-analytic (L.A.). Both types of reasoning are crucial to how we think, create and reason. Our brain often goes back and forth between the two types. L.A. for example, often would be more involved as we solve equations and come to some sort of quantitative answer. S.T. is used, for example, in chess, when we have to think several moves ahead. Some key reasoning features in S.T. are:

1. the transformation and relating of mental images in space and time,
2. symmetries of the inherent cortical firing patterns used to compare physical and mental images, and
3. natural temporal sequences of those cortical patterns (1).

Therefore it is shown that S.T. thinking is crucial in math and other problem solving situations (such as understanding action and consequence) that have been typically difficult to teach using the typical L.A. methods. Music once again, can do much to mature a child's mind to be able to grasp such difficult concepts at a young age. Time and time again studies show that strategic neural pathways are created

that “build-in” the ability of the brain to form these S.T. reasoning centers and therefore enhance a child’s brainpower. Some studies indicate even an increase of 40 points on standardized exams, which is more than the increase seen with computer-enhanced training (3).

Dr. Gordon Shaw, Professor Emeritus of Physics at UCI and co-founder of the M.I.N.D. Institute said, “Music will not only help us understand how we think, reason and create, but will enable us to learn how to bring each child’s potential to its highest level.”

It is therefore our duty to ensure that every child not only learns, but learns at their highest level, feeling successful, accomplished and proud of their mastery. Music, direct instruction, and other research based models for learning are to be employed by LPA to their highest degree. We envision our students taking music and art classes in grades K-4 that may include rhythm training, movement, singing, small instruments, drawing, painting, and sculpting. We want to integrate these lessons with history and geography to paint a beautiful picture of a global world and the enjoyment of cultural differences. We plan for students in grades 5-9 to specialize by taking a semester of dance, drama, music and art. Children will be exposed to folk dances, ancient pottery, Greek plays and the like. Their study will also mimic their history and geography lessons as far as chronology and sequence. During the last two years we hope to provide additional art and music forms such as photography, specific instruments, in depth drawing and painting, and so forth that will allow each child the pleasure of pursuing an art form in more depth and perhaps become a student of it for life.

1. Grandin T, Peterson M, Shaw GL. Spatial-temporal versus language-analytic reasoning: the role of music training. *Arts Education Policy Review*, 1998; 99:11.
2. Graziano, A., Peterson, M., Shaw, G., Enhanced learning of proportional math through music training and spatial-temporal training. *Neurological Research*, 1999; 21:139-152.
3. Green, M., 1999, President National Academy of Recording Arts and Sciences. Grammy Awards Speech.

Effectiveness Goals

Goal	Specific Objectives	Measurement Criteria
1. Improve student learning (K-9)	a. Students will read fluently and proficiently	1.a. 70 percent of students will score at the proficiency level of 3 or 4 on the 2007 state CRT in language arts
		1.a.1. In-program assessments, DIBELS
	b. Students will be efficient with math facts and be able to apply problem-solving strategies	1.b. 70 percent of students will score at the proficiency level of 3 or 4 on the 2007 state CRT in math
		1.b.1. CRT Report
	c. Students will write proficiently	1.c. 65 percent of students in grade 6 will meet proficiency on State Writing Assessment
		1.c.1. State Writing Assessment, In-program summative assessments
	d. Students will understand history and geography and their place in it	1.d. 70 percent of students will score at proficiency on state CRT in history (as it is written)
		1.d.1. CRT Report, In-program summative assessments
	e. Students will develop skills in and a knowledge of the sciences	1.e. 65 percent of students will score at proficiency on State Science Assessment
		1.e.1. CRT Report,
2. Provide a thorough and challenging classical education (K-9)	a. Employ the Trivium and Direct Instruction as methods for information skill-building	2.a. These programs will be implemented 100% by the 3rd year
		2.a.1. director written classroom evaluation

	b. Teach music and art appreciation to all students (K-9). Offer choices of classes including, but not limited to: drama, dance, music and art	2.b. Programs implemented 100% by the 3rd year 2.b.1. Director oversight
3. Teach and model character development with global awareness (K-9)	a. Implement the CHAMPS program of classroom management	3.a.b. 90% of students will have a citizenship rating of "excellent" at the end of the year
	b. Administration, select teachers and members of the Governing Board may attend a UBI conference to design our own school discipline system	3.a.b.c. Behavior observation report, Quantitative monitoring guide
	c. Implement a value-based character development program promoting global awareness	3.c. Discipline referrals will decrease 10% after the first year
4. Promote and exemplify professional development (K-9)	a. Provide up-to-date training on school curricula	4.a. 100% of teachers will have all pertinent training after one year
	b. Integrate teacher development conferences and workshops	4.b. 95% of teachers will participate in conferences and workshops
	c. Provide teacher coaches to assist in and model effective teaching methods	4.c. 90% of teachers will give an acceptable rating to the coach's effectiveness
	d. Implement changes as required for improved student success	4.d. Will hold school-wide annual year end assessment to make recommendations
	e. Teachers will be certified	4.e. 100% of teachers will hold a current Utah credential or USOE equivalent
	f. Allow for collaboration and establish synergy between teachers	4.f. 90% attendance at regular staff meetings
5. Create a culture of expectation (K-9)	a. Create Volunteer Committees	5.a.b.c. Students and parents will agree and sign the LPA Expectations Contract
	b. Delegate parental responsibilities	

	c. Provide parent/school communication acknowledging student success is dependent upon all people	
6. Achieve optimal attendance (K-9)	a. Students will avoid tardiness and absenteeism	6.a. 96% total attendance rate
7. Establish clear communication between parents, teachers and staff (K-9)	a. Employ strategic communication avenues between parents, teachers and staff, such as; website, newsletter, school postings, etc...	7.a.b. 90% of parents will rate communication as "excellent"
	b. Ensure open two-way communication between staff, faculty, administration and parents	
8. Review student progress and implement changes for continued success (K-9)	a. Provide opportunities for teacher assessment of student progress, parent conferences, and implementation planning	8.a.1. Establish twice yearly parent-teacher conferences.
		8.a.2. Establish end-of-the-year School Improvement Plan
9. Ensure a quality, whole-school education program	a. . Achieve provisional accreditation for the K-9 program during the first year of operation	9.a. Northwest Accreditation provisional accreditation award-Utah Code R277-410
	b. Achieve full accreditation in year two of operation.	9.a. Northwest Accreditation award

Lesson Plan and Summative Assessment

Let's Write Around the World

Grade Level or Special Area: Kindergarten

Written by: Shay Troutman, Murfee Elementary, Lubbock, Texas

Length of Unit: 7 Lessons to be incorporated throughout the year

Utah State Core Standards met in this lesson:

4000-01 Students use prior knowledge to comprehend new information and construct meaning.

- Demonstrate understanding of the graphic features of print
- Assimilate new ideas introduced through pictures and print.
- Make connections between personal experience and print
- Record thoughts through writings, drawings, and projects

4000-02 Students make predictions and confirm meaning.

- Anticipate the flow of events or information.
- Verify predictions as the reading continues.
- Draw reasonable conclusions.

4000-03 Students use graphophonic cues (letter/sound correspondence) to decode words.

- Demonstrate phonemic awareness in spoken language.
- Demonstrate graphophonemic understanding with print.

4000-04 Students begin to monitor and guide their comprehension of text through listening.

- Use a variety of strategies to comprehend when listening to stories.
- Recognize and predict language patterns (e.g., repetitive text, pattern books, and rhymes).

4000-05 Students, teachers, and parents read together to create a shared meaning from print.

- Value reading as an important part of their lives.
- Participate in a print-rich environment.
- Know nursery rhymes and fairy tales.

Core Knowledge Sequence Standards

I. Reading and Writing

A. Book and Print Awareness

B. Phonemic Awareness

C. Decoding and Encoding

D. Reading and Language Comprehension

E. Writing and Spelling

I. ABSTRACT

A. This writing unit allows children to show their knowledge of the seven continents while developing the foundations of writing. Shared and interactive writing are used to help children compose text. The lessons are intended to be used throughout the year and

progress from the teacher modeling writing to the children doing most of the writing independently. The product of each lesson is then used to reinforce reading skills. The lessons are written in a sequence of increasing difficulty based on the order I teach the continents. Continents can easily be switched among lessons to meet your needs.

II. OVERVIEW

A. Concept Objectives

1. The student develops the foundations of writing.
2. The student will compose original text.
3. The student will use writing as a tool for learning and research.

B. Content from the *Core Knowledge Sequence*

1. Book and Print Awareness p. 7
 - a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
2. Decoding and Encoding p.7
 - b. Match a letter to a spoken phoneme.
 - c. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 - d. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
3. Writing and Spelling p. 8
 - a. Write all upper and lowercase letters of the alphabet.
 - b. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

C. Skill Objectives

1. Write each letter of the alphabet, both capital and lowercase.
2. Use phonological knowledge to map sounds to letters to write messages.
3. Write messages that move left-to-right and top-to-bottom on the page.
4. Dictate messages such as news and stories for others to write.
5. Write labels, notes and captions for illustrations, possessions, charts, and centers.
6. Write to record ideas and reflections.
7. Generate ideas before writing on assigned tasks.
8. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas.
9. Understand that written words are separated by spaces.
10. Know the difference between individual letters and printed words.
11. Recognize how readers use capitalization and punctuation to comprehend.
12. Understand that spoken words are represented in written language by a specific sequence of letters.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. McCarrier, A., Pinnell, G.S. & Fountas, I.C. *Interactive Writing: How Language and Literacy Come Together*. Portsmouth, NH: Heinemann, 2000. ISBN 0-325-00209-6.
2. Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell

Publishing, 1996. ISBN 0-385-31841-3.

3. Callella, T. & Jordano, K. *Interactive Writing: Students and Teachers "Sharing the Pen" to Create Meaningful Text*. Huntington Beach, CA: Creative Teaching Press, Inc., 2000. ISBN 1-57471-687-5.

B. For Students

1. Geography: Spatial Sense p. 11
2. An Overview of the Seven Continents p. 11

IV. RESOURCES

A. McCarrier, A., Pinnell, G.S. & Fountas, I.C. *Interactive Writing: How Language and Literacy Come Together*. Portsmouth, NH: Heinemann, 2000. ISBN 0-325-00209-6.

B. Internet Website for Enchanted Learning - www.enchantedlearning.com

C. Teacher's own units and collection of books about the seven continents used throughout the year.

V. LESSONS

Lesson One: Let's Label North America Using Initial Sounds

1-2 days

A. Daily Objectives

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student uses writing as a tool for learning and research.
2. Lesson Content
 - a. Match a letter with a spoken phoneme.
 - b. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.
3. Skill Objective(s)
 - a. Use phonological knowledge to map sounds to letters to write messages.
 - b. Write labels, notes and captions for illustrations, possessions, charts, and centers.
 - c. Generate ideas before writing on assigned tasks.

B. Materials

1. Easel
2. Sentence strips
3. Large cut out of North America made from butcher paper (Appendix A)
4. World map and map of North America for reference
5. Markers
6. Alphabet strips for each child, large classroom alphabet banner or class name chart
7. Glue
8. Class writing rubric - Appendix B

C. Key Vocabulary (This may vary according to what ideas your students generate.)

1. Mountains – the highest form of land
2. River – a stream of water that flows from high ground to low ground
3. Atlantic Ocean – the ocean located on the eastern side of North America
4. Pacific Ocean – the ocean located on the western side of North America
5. United States – the country in North America where we live
6. Student's state – the state in the U.S. where we live

D. Procedures/Activities

1. This lesson should begin after children have had an introduction to maps and are somewhat familiar with the seven continents. Students also need to know a little bit about North America. Display a large, butcher paper cut-out of North America on a bulletin board, wall or on the floor where students can see. If you don't have room in your classroom, consider a hallway or the cafeteria. Ask students to identify the continent. Guide them to look at the shape and compare this to classroom maps of the world to be sure they've chosen the right continent.
2. Instruct students that they will be labeling the large map so that others can see how much they know about North America. Use a sentence strip taped to an easel and model writing the words North America on the strip with a marker. Say "North" aloud with special emphasis on the /n/ sound. Ask students which letter makes that sound. If there is a student in your class whose name begins with the same sound, point this out. Use the alphabet strips, a large alphabet banner or a class name chart to help students match letters to the sounds they hear and to help them form letters correctly. Ask children to "write" a capital N in the air as you write it on the strip. Explain that you wrote a capital N because North America is the name of a continent. Model looking at the word North on a classroom map and show students how you can copy words you don't know how to spell. Demonstrate leaving a space after the North, then go through the same process with the word America. Stick the label on the middle of the cut-out.
3. Brainstorm what else could be labeled on the map. Suggestions are cardinal directions, Atlantic and Pacific Oceans, United States, your state's name and other major land or water forms your students are familiar with such as the Mississippi River, Rocky Mountains etc. Selected students could use markers to draw mountain ranges, rivers or animals on the large cut-out of North America to go with the labels when the writing part of the lesson is finished. You could also have these things drawn on the map already to guide children as to what you want them to write.
4. After brainstorming, choose what to label next. Call on a student to come up and write the initial sound of the word. To save time and to provide a good model of writing, you finish the word on the label. This lesson focuses on writing initial sounds, spacing, capitalization etc. As the writer is writing the initial sound on the sentence strip label, keep the other students engaged by having them skywrite the letter, say the name of the letter, produce the letter sound or form the letter on a partner's back.
5. Repeat this procedure with other labels at this sitting or continue the following day. When each label is finished and stuck on the cutout, choose students to use pointers to point to the words as the class reads them aloud.
6. This may be used throughout the next week or two for students to practice reading in a learning center. Students who are interested could copy the labels on a small map of North America, write the words on dry erase boards or on a Magna Doodle.

E. Assessment/Evaluation

1. Use class rubric (appendix B) to indicate mastery of skill objectives during the lesson. During this lesson, look for mapping sounds to letters to write messages and generating ideas before writing on assigned tasks. Depending on the dialogue that goes on during the lesson, there may be other objectives that could be assessed.

Lesson Two: Let's Record What We Know About Africa on a Predictable Chart

3-4 days

A. Daily Objectives

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
 - a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
 - c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
3. Skill Objective(s)
 - a. Dictate messages such as news and stories for others to write.
 - b. Generate ideas before writing on assigned tasks.
 - c. Understand that written words are separated by spaces.
 - d. Know the difference between individual letters and printed words.

B. Materials

1. Easel
2. Chart paper
3. Markers
4. Correction tape
5. Word wall
6. Classroom alphabet banner or alphabet strips
7. Predictable chart directions (Appendix C)
8. "I see ..." writing page (Appendix D)
9. Class writing rubric - Appendix B

C. Key Vocabulary

1. Letter – a written symbol that is part of the alphabet
2. Word – a combination of letters that has a meaning
3. Sentence – a combination of words that makes a statement or asks a questions
4. Africa – one of the seven continents

D. Procedures/Activities

1. Brainstorm information students have learned about Africa. This may include animals, the Nile River, Mt. Kilimanjaro, names of countries etc. You could also choose another continent you study near the beginning of the year.
2. Introduce children to a predictable chart. Tell them many of the words on the chart will be the same. Explain how reading words over and over again will help students to learn those words and add to their sight word vocabulary. Show students the chart that you have made on chart paper that says "I see _____ in Africa." Tape chart to easel or wall where children can reach it.
3. Call on a student to complete the first sentence. Fill in the blank with what the child says. Then write the child's name beside the sentence in parentheses. Read the completed sentence to the class, pointing to each word.
4. Continue with other students in the class. Use correction tape to correct any mistakes. To keep children engaged, stop occasionally to allow children to

- “spell” the word as you write in the air or on the floor in front of them. Be sure to explain that altogether the words make a sentence, words in a sentence are separated by spaces, sentences begin with capitals and end with punctuation marks etc. If children begin to repeat what others have said, ask questions to help “jog” their memories about what you’ve studied. Continue as long as the children’s attention spans allow. You may need to finish the following day.
5. Review the chart the next day, pointing to the words and reading the sentences. Children who would like to point to and read their own sentence to the class should be welcomed. When re-reading and children say “tigers” instead of “lions” for example, ask the students who read the word correctly how they knew the word was “lions”. Through this conversation, explain how looking at the beginning letter of the word can help them. The word couldn’t be “tigers” because it started with an “l”.
 6. After a day or two of reviewing the chart, give each child the “I see…” writing page. (Appendix D) Instruct them to complete their sentence by looking at the predictable chart and filling in the missing blank. After they have written the sentence, have them point to each word to read it aloud to themselves, then to a buddy and finally to you. When they’ve read it, they may illustrate. These papers may then be made into a class book.
 7. Display the chart in your room for several weeks so that children may practice reading it.

E. *Assessment/Evaluation*

1. Use class writing rubric to indicate if each student was able to dictate a message and generate ideas before writing. You could also make notes as to which students demonstrated knowledge of word spacing, capitalization, punctuation, and the difference between letters and words. This information could be obtained during the shared writing lesson or as you listen to each child read their own writing page at the conclusion of the lesson. You could ask each child to point to a letter, a word, etc. You could also ask questions about capitalization and punctuation.

Lesson Three: Let’s Write a Letter to a King or Queen

2-3 days

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
 - a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
 - c. Match a letter to a spoken phoneme.
 - d. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
3. Skill Objective(s)
 - a. Use phonological knowledge to map sounds to letters to write messages.
 - b. Write messages that move left-to-right and top-to-bottom on the page.
 - c. Recognize how readers use capitalization and punctuation to

comprehend.

B. Materials

1. Easel
2. Butcher paper
3. Markers
4. Word Wall
5. Dry erase boards with markers and erasers or Magna Doodles for each child
6. Alphabet strips or classroom alphabet banner
7. Class writing rubric - Appendix B

C. Key Vocabulary

1. Comma – a punctuation mark used to pause or separate
2. Indent – to set in from the margin
3. Letter – a way to communicate through writing
4. King – a male ruler
5. Queen – a female ruler
6. Greeting – the welcome portion of a letter
7. Body – the main part of a letter
8. Closing – the end of a letter

D. Procedures/Activities

1. At the conclusion of your study about Europe, remind children that many European countries still have kings or queens. Explain to them that one reason they all need to learn to be successful writers is to communicate with other people. Tell them that today, you will learn about writing a letter by writing a letter to a king or queen. If you've just studied Columbus, you might want to write to King Ferdinand or Queen Isabella. If you have just studied the Pilgrims, you might want to write to the King of England. You could also choose to write to Queen Elizabeth.
2. Pass out dry erase boards or Magna Doodles to each child. Introduce the basic format of a letter as you and the class compose a letter to a king or queen. Begin with the greeting. Guide students to come up to butcher paper on an easel or wall and write "Dear (whoever is chosen),". Be sure to point out that a greeting begins with a capital letter as well as names and titles for people. Explain the use of a comma in this situation. As students assist on the main letter, other classmates should practice writing the greeting on their dry erase boards or Magna Doodles.
3. Move on to the body of the letter. Discuss that this is the part of a letter where you share information and/or ask questions. Ask for suggestions about what to write and help students decide what they want to say to the king or queen. Then call children to come up to the easel and begin writing. Show a child how to indent the body and write the first word. Ask other children to practice this with their own boards. Continue with the first sentence. If children are able to write complete words such as sight words and other easy words, allow them to. On more difficult words, have a child write the beginning sound and you complete the word for them. If the children are motivated and engaged, write one more sentence. If not, wait until the next day to continue.
4. On the next day, review the greeting and beginning of the body as you read the letter together. Complete the body following the same procedures as the day before.
5. Now explain that letters have a closing and signature. Begin the closing yourself

so that children can see where it goes. Also discuss the comma after the closing. Allow children to help with the signature line as other practice on their own boards. Re-read the entire letter.

6. Permit students who did not have a turn writing today to decorate the border of the letter on the butcher paper. Hang the letter for the class to see. Children could practice reading this using a pointer in the days to come.

E. *Assessment/Evaluation*

1. Observe students during interactive writing to determine if they map sounds to letters, write messages that move left to right and recognize how to use capitalization and punctuation to comprehend. Record these observations on the class rubric. After this lesson, study the rubric to determine which students may need to work in a small group or one-on-one to master the skills assessed so far.

Lesson Four: Let's Write to Create an Interactive Bulletin Board about Antarctica

3-4 days

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.

2. Lesson Content

- a. Match a letter to a spoken phoneme.
- b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
- c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
- d. Write all upper and lowercase letters of the alphabet.
- e. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

3. Skill Objective(s)

- a. Write each letter of the alphabet, both capital and lowercase.
- b. Use phonological knowledge to map sounds to letters to write messages.
- c. Write messages that move left-to-right and top-to-bottom on the page.
- d. Write to record ideas and reflections.
- e. Generate ideas before writing on assigned tasks.
- f. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas.
- g. Understand that written words are separated by spaces.
- h. Know the difference between individual letters and printed words.
- i. Understand that spoken words are represented in written language by a specific sequence of letters.

B. *Materials*

1. Easel
2. Sentence strips
3. Markers
4. Correction tape
5. Word wall
6. Construction paper -8"x11"

7. Crayons
8. Bulletin board
9. Push pins
10. Class writing rubric - Appendix B

C. Key Vocabulary

1. Antarctica – the continent located in the South Pole
2. South Pole – the southern end of the Earth’s axis
3. Fact – a statement which is true

D. Procedures/Activities

1. This interactive writing lesson should take place after children have acquired background knowledge about Antarctica. You could choose another continent you study in the middle of the year and make adaptations. Tell the students they will be making a bulletin board that is also like a matching game. Tell them they will be writing facts about Antarctica and also drawing pictures to go with the facts. Children will be able to use push pins to match pictures to written facts.
2. Call on a student to give you a fact about Antarctica. Remind children what a fact is. Choose a child to come begin the sentence at the easel on a sentence strip. Support the writer by asking how sentences begin. Have a different student write each word in the sentence and another student punctuate. Use teacher judgment in deciding which students can write longer, more difficult words, which should be given sight words etc. Direct some students to help by pointing to words on the word wall, calling out words from books, etc. to help the writer spell correctly. If errors are made, use correction tape or a blank address label to cover it up. Use this opportunity to provide mini-lessons on spelling patterns you may not have studied for digraphs, long vowel sounds etc. Your role is to help students to construct text that is accurate in spelling, grammar, etc.
3. If sentences become boring and children use the same words over and over, negotiate more exciting words and synonyms for the children to use to make their writing more exciting. After listening to several ideas from students, ask the class if two or more of the sentences could be combined into one sentence. This will allow the children experience with using commas and to understand there are different ways to write the same thing. If sentences students come up with are too long, guide them to eliminate unnecessary words or rephrase the sentence to shorten it.
4. As in other lessons, keep all children actively learning by counting phonemes in words, clapping syllables, writing words in the air or on a partner’s back. Continue composing sentences the following day until you have a good collection of facts.
5. The day after all the facts have been written, display the sentence strips in a pocket chart or hold them up one at a time for students to read. Allow different students to point to the words as each fact is read by the class. Then assign small groups of children a sentence to illustrate on construction paper. For example if a sentence states “There are many icebergs in Antarctica.” the group could draw and cut out an iceberg from construction paper. Provide crayons for each group. When the illustrations are finished, have them laminated if possible so that they will be more durable.
6. The following day, or when the pictures have been laminated, gather students to watch as you staple the sentence strips to a bulletin board. Re-read the sentences with children. Show children the laminated illustrations and select students to use push pins to hand each illustration beside the corresponding fact. The facts

could be left hanging or stored in a file folder attached to the bulletin board. This could become a center activity in your classroom the following week. Students could each use pointers to read the facts and match the pictures.

E. Assessment/Evaluation

1. Make notes on the checklist as students write capital and lowercase letters, write to record ideas and record knowledge through pictures, lists etc. If you've not yet assessed to see that children understand that spoken words are represented by written words, this could be done as you observe children reading the sentences in a center.

Lesson Five: Let's Compare Asian Cultures Using a Venn Diagram

2 days

A. Daily Objectives (Lesson content, concept objectives, and skill objectives should all be listed in the Overview section as well.)

1. Concept Objective(s)

- a. The student develops the foundations of writing.
- b. The student will compose original text.
- c. The student will use writing as a tool for learning and research.

2. Lesson Content

- a. Match a letter to a spoken phoneme.
- b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
- c. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

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3. Skill Objective(s)

- a. Use phonological knowledge to map sounds to letters to write messages.
- b. Write labels, notes and captions for illustrations, possessions, charts, and centers.
- c. Know the difference between individual letters and printed words.
- d. Understand that written words are separated by spaces.
- e. Generate ideas before writing on assigned tasks.

B. Materials

1. Class writing rubric - Appendix B
2. Butcher paper with a Venn diagram drawn on it
3. Markers
4. Alphabet magnets and magnetic board

C. Key Vocabulary

1. Asia – one of the seven continents
2. Compare – to find similarities and differences

D. Procedures/Activities

1. To complete your study of Asia, introduce this writing comparison lesson. You may choose to compare Asia to North America, or another continent you've studied. You could also compare China to Japan or China to Russia, depending on the content you've covered in your Asian unit.
2. Display the Venn diagram you've prepared. Explain to children that you will be comparing and contrasting two countries, continents, cultures etc. Tell the children that even diagrams have titles or labels. Ask for suggestions about what

to write. When the class has agreed, call on students to come up and write these. Facilitate by asking questions about what needs to be capitalized. Guide students to sound out words, remember to use spaces etc. Be aware of teachable moments that may arise, such as a child asking how to spell the /ch/ sound as in China. Explain that this is a digraph and the letters “c” and “h” work together to make the /ch/ sound.

3. Now that the labels are in place, the students are ready to share knowledge and decide which part of the Venn it belongs in. As a student shares their idea, have other children point left, right or straight ahead to show which part of the Venn it should be written on. This keeps everyone thinking critically. Use the magnetic letters and magnetic board to show students how to spell words they may have difficulty with.

4. As students blossom into better writers they may present their ideas in the form of a complete sentence more often than not. Explain that on a diagram you usually just write the main point. It is sometimes difficult for children to pick out the most important words in a sentence. This lesson will give them lots of practice. If students become restless, employ some of the suggestions mentioned in other lessons such as having them trace a word on a partner’s back, in the air, or on the floor. You could also have students who are good spellers, position the magnetic letters for students who have more difficulty to copy.

5. Take two days if necessary to complete the Venn diagram. When finished, be sure to read it together with the class, pointing to each word as it is read. The diagram should be displayed for children to see daily and practice reading it independently.

6. If you choose, pictures to go with words could be printed from the internet or drawn by students and glued to the Venn diagram.

E. *Assessment/Evaluation*

1. As students write, monitor to see if they are mapping sounds to letters. You can observe the writer to determine this or make notes as to what students give out clues to assist the writer. When re-reading the chart with the class, ask students to come up and point to a letter or a word. Document mastery of this objective on the class writing rubric as well.

Lesson Six: Let’s Write About South America with Rainforest Riddles

5 days

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student develops the foundations of writing.
- b. The student will compose original text.
- c. The student will use writing as a tool for learning and research.

2. Lesson Content

- a. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.
- b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
- c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
- d. Write all upper and lowercase letters of the alphabet.

3. Skill Objective(s)

- a. Write each letter of the alphabet, both capital and lowercase.

- b. Recognize how readers use capitalization and punctuation to comprehend.
- c. Understand that spoken words are represented in written language by a specific sequence of letters.
- d. Write labels, notes and captions for illustrations, possessions, charts, and centers.
- e. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas.

B. Materials

- 1. Any riddle book
- 2. Pre-assembled book pages – see Appendix E
- 3. Correction tape
- 4. Markers
- 5. Easel
- 6. Photos of rainforest animals
- 7. Word wall or chart of sight words to be used in book – Appendix F
- 8. Poster/visual of rainforest layers
- 9. Class writing rubric - Appendix B
- 10. Metal rings or yarn

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C. Key Vocabulary

- 1. Riddle – a question requiring thought to understand
- 2. South America – one of the seven continents

D. Procedures/Activities

- 1. Read students several riddles from a riddle book or make up your own riddles to share with them. Discuss the structure of riddles. Ex: Most riddles are made up of several short statements that give clues. They end with a question such as “What I am?” Tell the class they will be making their own class riddle book to share with another class.
- 2. Review the animals you have studied that live in the rainforest in South America. You could also adapt this to animals from another continent you’ve studied in the spring, when students are able to write well.
- 3. Call on a student to pick an animal that the class will construct a riddle about. After the animal has been picked, brainstorm facts about that animal. As a class choose approximately 3 facts to put into sentences. For example, if the animal chosen was a sloth the facts might be that it lives in the canopy, it is slow and it sleeps during the day.
- 4. Through interactive writing, guide students to write the facts on a book page. (Appendix E) Choose students to write words they are capable of. Some children may go to the word wall and call out words for the writer. Others may find an animal name in a book you’ve read in class. Problem solve about ways to find help for the words they want to write. Use the word wall, letter/sound knowledge, usage rules the children have learned etc. to help the students correctly write the riddle. Use correction tape if needed for any “boo-boos”. Be sure to remind students about correct spacing, when to use capital letters and correct punctuation for statements. Read the riddle together, pointing to each word.
- 5. Select students to write “What Am I?” or “Who am I?” on the flap of the book page. Take this opportunity to review questions and the appropriate use of

question marks.

6. Repeat this procedure with other pages for the book throughout the week.

Completing one or two pages per day is recommended. I like to compose at least 5 pages, then have children split up in groups to illustrate and label. Each group should draw a picture of the animal under the flap. Each group of students should also label the picture, being sure to keep the label and drawing under the flap. Provide students with markers and photos to look at as they are illustrating.

7. When the riddle pages are complete, use the same interactive writing strategies to construct a cover. Bind the book using metal rings or yarn.

8. Read the book together as a class then share with another class at your school.

Two or more classes could make the riddle books then share them with each other. The children get really excited about this and feel so proud of themselves when they use their knowledge to answer the riddles others have written.

E. *Assessment/Evaluation*

1. Use the rubric to determine who can successfully write labels for the illustrations and use correct capitalization and punctuation, in particular, question marks.

Lesson Seven: Let's Write an Australian Alphabet Book

2 days

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student develops the foundations of writing.
- b. The student will compose original text.
- c. The student will use writing as a tool for learning and research.

2. Lesson Content

- a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
- b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
- c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
- d. Write all upper and lowercase letters of the alphabet.
- e. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

3. Skill Objective(s)

- a. Write messages that move left-to-right and top-to-bottom on the page.
- b. Write to record ideas and reflections.
- c. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas.
- d. Write each letter of the alphabet, both capital and lowercase.
- e. Use phonological knowledge to map sounds to letters to write messages.
- f. Generate ideas before writing on assigned tasks.
- g. Understand that written words are separated by spaces.
- h. Know the difference between individual letters and printed words.
- i. Recognize how readers use capitalization and punctuation to comprehend.
- j. Understand that spoken words are represented in written language by a specific sequence of letters.

B. *Materials*

1. White paper (12” squares)
2. Crayons
3. Pencils
4. Word wall
5. Books about Australia
6. Alphabet book idea chart
7. Idea sheet for book pages Appendix G

C. *Key Vocabulary*

1. Australia – one of the seven continents

D. *Procedures/Activities*

1. This lesson is designed to begin after your class has studied Australia. Discuss with children that you are going to make an Australian Alphabet book and that everyone will get to write and illustrate one page of the book. Tell them you will work together as a class to think of ideas then you will assign them a page.
2. On chart paper, write each letter of the alphabet vertically from A to Z. Brainstorm words associated with Australia that begin with each letter. Model using capital letters for proper nouns as you list what the children have thought of. Use the idea sheet (Appendix G) for letters you cannot think of anything for. Using books about Australia or www.enchantedlearning.com would also be helpful.
3. The following day, assign each child a letter of the alphabet and provide ideas and books/pictures for the child to use at school to learn more. Hopefully you will have read several books, studied maps etc. about Australia so that this will not be too hard.
4. When children have all chosen a topic for their letter, pass out paper to be used for the alphabet book. Model for students the process of thinking about what to write, writing it down, and then illustrating the page. Remind them about correct spacing, capitalization, using the word wall, sounding words out etc. Be sure to tell children which way to turn the paper, horizontally or vertically. I like to cut white construction paper in 12” squares when we make books so that it doesn’t matter which way students turn the paper.
5. Direct students to think of a sentence about their topic. Go around and have students verbalize this to you, checking to see that it is a complete sentence. If a child’s sentence sounds okay, allow him/her to begin at the top of the page and begin writing the sentence with a pencil.
6. Make your way around the room helping students in any way possible and offering tips for editing. Students who are advanced could write more than one sentence. Students who struggle could be given as much assistance as needed to be successful. When students finish the writing, allow them to illustrate their sentence at the bottom of the page.
7. Construct a book with the pages, assigning extra pages to students who need a challenge or complete them together as a class using the interactive writing approach. Also add a cover. Students can help decide on a title etc. Read the book aloud to students or ask each child to read his/her own page to the class.

E. *Assessment/Evaluation*

1. Use the class checklist to determine if students wrote capital and lowercase letters correctly, moved from left to right, generated an idea before writing, recorded knowledge with pictures, and separated words with spaces.

VI. CULMINATING ACTIVITY

A. After lesson 7, have a “We Wrote Around the World” celebration. Hang up all of the charts and display the class books that you were able to save from the seven lessons. This could be done in the classroom or in the school cafeteria, gym etc. Divide children into four groups. Allow children to rotate through the four activities. You may wish to invite parents or do this activity as part of an open house.

B. Materials

1. Pointers
2. Writing samples from each lesson
3. Around the World writing page – Appendix H
4. Clipboards
5. 12”x18” manila paper
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6. Crayons
7. Pencils
8. 12” to 18” dowel rods
9. Crayola Model Magic modeling compound in green and blue

C. Procedures/Activities

1. Read the Room – Children all use pointers to read the writing samples displayed around the room.
2. Write Around the Room – Use Appendix H for students to record words they can read from the writing hung all around the room. Provide clipboards for students to use as they browse the room and write.
3. World Awareness – Provide 12”x18” manila paper for each child to make a map. Students should use crayons to draw the seven continents on a map. They should then write labels for the continents, oceans etc. Assist students to fold the map similar to a travel map you would have in your car.
4. Art – Make mini-globe pointers to encourage students to continue to write and to read the writing they encounter. Provide 12” to 18” dowel rods and Crayola Model Magic modeling compound for the children. Students can make miniature globes out of the modeling compound and attach them to the end of their pointers. Be sure to label each child’s dowel rod with his/her name.

VII. HANDOUTS/WORKSHEETS

- A. North American Map Cut-out Directions
- B. Class Writing Rubric
- C. Predictable Chart Directions
- D. I See... Writing Page
- E. Riddle Book Page Directions
- F. Suggested Word Wall Words for Riddle Book
- G. Australian Alphabet Book Page Suggestions
- H. Around the World Writing Page

Save for lesson plan-1

Save for lesson plan-2

Save for lesson plan-3

Save for lesson plan-4

Save for lesson plan-5

Save for lesson plan-6

Save for lesson plan-7

Save for lesson plan-8

Monitoring Program of Instruction

Distribution of Information Regarding Student Progress in State Standards

Grading will be according to traditional letter grades as assigned by teachers on a quarterly basis. Parents will receive these grades in the form of report cards. All student-testing results from standardized tests will be placed in each student's file as well as all pertinent grades, classes and credits. A copy of the testing results will also be given to the parents or guardians of each child. All aggregated data will be accessible on both the LPA website and the USOE website.

Monitoring Teacher Integration of State Standards into Instruction

LPA will be using the Core Knowledge Sequence. This Sequence contains detailed information to ensure that teacher's know by grade and content level what must be taught and when. Furthermore, The Core Knowledge Sequence has been mapped and aligned with State Core Standards. All other curricular programs have been reviewed and found to meet or exceed state standards. Additionally, the Director will hold responsibility for the alignment of the school's curriculum and state standards through observation, curriculum assessment and staff development meetings.

Recognizing the importance of students becoming proficient in reading, writing and math skills, assessments will be woven into each subject matter on a regular basis. Pre-assessments are a vital component of measuring individual student growth. In addition to the pre-assessment tool, the Saxon math program has weekly assessments that identify collective and individual skill level mastery as well as end-of-unit and summative assessments at the end of the year.

A benchmark tool will be used as an accurate indicator of skill level proficiency for aiding in placing students in their "fluid" groups and for assisting the teacher in determining areas of emphasis in instruction for the classroom. Progress monitoring tools will be used three times a year as a means of monitoring student achievement in reading. This will be reviewed and recorded in each student's file and database for future progress and student improvement plans.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short fluency measures used to regularly monitor the development of pre-reading and early reading skills. This method has been approved and found effective in monitoring student development and will be used as a monitoring tool at LPA.

Third and fifth grade students at LPA will participate in the ITBS testing in the fall, the sixth and ninth grade students will participate in the State Writing Assessment in the early spring, and all grades will participate in the State CRT in language arts, math, science, and history (as it is developed). Baseline data will be compiled and disaggregated and compared with LPA goals as well as State baseline goals for the 2007 school year. Strands of strengths and weakness in addressing the State Standards will be determined and results will be used on an ongoing basis to align and strengthen curriculum and focus on explicit skill level concerns.

Teachers will be provided with a packet containing curricular emphasis and effectiveness goals. Training will be given to ensure understanding.

Administrator Oversight of State Standard Integration

Administrator will observe classroom time, utilize staff meetings, and review testing through program monitoring tools to ensure state standard alignment. Furthermore test results from standardized testing may be used as an appropriate indicator of alignment and knowledge obtained.

School Calendar

We plan to open in the Fall of 2006 and follow a standard school year using quarters, which will include 180 days and a minimum of 990 instructional hours as outlined in R277-419. We plan to provide a complete calendar before July 11, 2006.

Special Education

Legacy Preparatory Academy is committed to empower students with disabilities to learn and achieve at their highest capabilities in the least restrictive environment.

LPA has budgeted for a certified special education teacher responsible for:

- training teachers to identify and refer students
- providing assessments
- writing and managing IEPs in coordination with parents, teachers, and other service providers as needed by the child
- advising regular education teachers how to adapt lesson plans and help all students be successful in the least restrictive environment possible.

Additionally, LPA will seek required services (e.g. Speech, Occupational Therapy) through job share and other contractual arrangements. LPA will provide all services required by a student's IEP.

Legacy Preparatory Academy will comply with all federal special education laws as referenced in IDEA 97. LPA will also follow all state requirements as found in the USOE Special Education Rules, The Golden Rules.

Detailed Business Plan

Following this page, please find

- Years 1-3 Operational Plan and Operational Budget
- Years 1-3 Charter School State Revenue Template

Facility Costs Addressed

LPA will seek to have a location in the South Davis area of Davis School District. A facilities committee is looking for suitable sites (see attachment 4). We intend to build a new facility but could convert existing commercial space. We desire approximately 45,000 square feet with 30,000 to be used for classrooms and 15,000 to be used for multi-purpose.

Financing options vary from leasing, leasing to own, or buying. Various forms of financing are being explored including traditional debt financing, traditional lease, issuing of debt in the form of 501(c)(3) bonds and a landlord leveraged lease or a combination of any thereof. In the case that we choose to issue 501(c)(3) bonds, we are exploring issuance through traditional underwriters and directly to accredited investors or a combination thereof. Reasonable lease and debt service assumptions have been built into the operating budgets and models. Based on these assumptions and current market rates for debt financing and commercial leasing in South Davis County, we anticipate being able to support approximately 40,000 sq. ft. in mixed use space.

Budget Information

Revenue			Total			Total			Total
State Funding			\$ 2,005,106			\$ 2,005,106			\$ 2,005,106
Federal & State Projects			\$ 150,000			\$ 150,000			\$ 150,000
Private Grants & Donations			\$ 30,000			\$ 30,000			\$ 30,000
Loans									
Other (Specify) <u>Start Up Grant</u>			\$ 150,000						
Total Revenue			\$ 2,335,106			\$ 2,185,106			\$ 2,185,106
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			\$			\$			\$
Director (Principal)	1.00	\$60,000	\$60,000	1.00	\$61,800	\$61,800	1.00	\$63,654	\$63,654
Teacher-Regular Ed	19.00	\$28,000	\$532,000	19.00	\$28,840	\$547,960	19.00	\$29,705	\$564,395
Teacher-Fine Arts	4.00	\$28,000	\$112,000	6.00	\$28,840	\$173,040	6.00	\$29,705	\$178,230
Teacher-PE	2.00	\$28,000	\$56,000	2.00	\$28,840	\$57,680	2.00	\$29,705	\$59,410
Teacher-Special Ed	2.00	\$30,000	\$60,000	2.00	\$30,900	\$61,800	2.00	\$31,827	\$63,654
Instructional Assts	8.00	\$8,000	\$64,000	8.00	\$8,240	\$65,920	8.00	\$8,487	\$67,896
Business Manager	1.00	\$50,000	\$50,000	1.00	\$51,500	\$51,500	1.00	\$53,045	\$53,045
Office Assistant	1.00	\$19,000	\$19,000	1.00	\$19,570	\$19,570	1.00	\$20,157	\$20,157
Bookkeeper		\$ 30,000	\$		\$ 30,900	\$		\$ 31,827	\$
Specialists_____		\$28,000	\$		\$28,840	\$		\$29,705	\$
Academic Specialists____	1.00	\$ 27,000.00	\$27,000		\$ 27,810.00	\$		\$28,644	\$
Substitute Teachers	1.00	\$ 10,800.00	\$10,800	1.00	\$ 11,124.00	\$11,124	1.00	\$11,458	\$11,458
Employee Benefits (200)			\$421,400			\$446,886			\$460,290
Travel (580)			\$2,500			\$2,500			\$2,500
Purchased Professional Services(300)			\$40,000			\$40,000			\$40,000
Purchased Property Services(400)			\$15,000			\$15,000			\$15,000
Instructional Aids/Books/Library(600)			\$200,000			\$50,000			\$30,000
Testing			\$10,000			\$10,000			\$10,000
Supplies(600)			\$60,000			\$40,000			\$40,000
Legal (300)			\$2,000			\$2,000			\$2,000
Auditor(300)			\$4,000			\$6,000			\$6,000
Marketing (300)			\$ 3,000.00						
Other (printing; postage)			\$1,500			\$1,500			\$1,500
Total Instruction, Administration & Support			\$1,750,200			\$1,664,280			\$1,689,189

Budget Information (continued)

			Total			Total			Total
Operations & Maintenance									
Supplies(600)			5,500			5,500			5,500
Phone/Communications(4530)			5,000			5,000			5,000
Custodial Services(433)			35,000			37,000			37,000
Advertising (540)			1,500			1,500			1,500
Property/Casualty Insurance(521/22)			14,000			14,000			14,000
Utilities(420)			30,000			30,900			31,827
Rent(451)									
Fees/Permits & dues(810)			4,000			4,000			4,000
Transportation(510)									
Food Service(630)									
Accounting Services(300)									
Land & Improvements (710)									
Building & Improvements (710)			10,000			10,000			10,000
Computer Equipment (740)			50,000			10,000			10,000
Furniture & Other Equipment (733)			40,000			20,000			20,000
Upgrades (Connectivity)			2,000			2,000			2,000
Leases/Loan Payments			340,000			340,000			340,000
Other (security, copier lease)			7,200			7,200			7,200
Total Operations & Maintenance			\$544,200			\$487,100			\$488,027
Total Expenditures			\$2,292,400			\$2,151,380			\$2,177,216
Total Revenues			\$2,335,106			\$2,185,106			\$2,185,106
Budget Balance (Revenues-Expenditures)			\$42,706			\$33,726			\$7,890

Organizational Structure and Governing Body

All business and affairs of the organization will be managed under the direction of the Governing Board. The Governing Board of LPA currently consists of five members though it may have up to seven at any time. This Governing Board is responsible for running the school with the following five major responsibilities:

- Fulfilling all school legal responsibilities,
- Promoting the school's mission,
- Hiring and supervising the school's Director,
- Establishing important school policies, and
- Assisting in the oversight of school funds.

To carry out the above objectives, the Governing Board has appointed Officers as follows: a Chief Administrative Officer, a Chief Financial Officer, and a Chief Operational Officer.

A Director shall be hired that will report directly to the Governing Board and work alongside the Officers in running the day to day operations of the school.

Roles and Responsibilities

The President shall schedule and preside at meetings of the Governing Board and any business meetings, shall see that all orders and resolutions of the Governing Board are carried into effect and shall perform such other duties as the Governing Board may from time to time prescribe. The President shall assure that the Governing Board fulfills its responsibilities for the governance of LPA, shall be a partner to the Director, helping him/her to achieve LPA's mission, and shall optimize the relationship between the Governing Board and management. The President shall sign and deliver in the name of the corporation deeds, mortgages, bonds, contracts or other instruments pertaining to the business of the corporation, except in cases in which the authority to sign and deliver is required by law to be exercised by another person or is expressly delegated by the articles or bylaws or by the board to another officer or agent of the corporation.

The Vice President 1 and 2 shall attend meetings of the Governing Board, shall assist the President and shall perform such other duties as the Governing Board may from time to time prescribe.

The Secretary shall attend meetings of the Governing Board and shall prepare and record all votes and all minutes of all such meetings in a book to be kept for that purpose; the Secretary shall perform like duties for any committee when required. The Secretary shall give, or cause to be given, notice of all meetings of the Governing Board when required. The Secretary shall have the responsibility of authenticating the records of LPA. The Secretary shall perform such other duties incident to the office of Secretary or as prescribed from time to time by the Governing Board. The Secretary also prepares correspondence as requested by the President and Board members.

The Treasurer shall attend meetings of the Governing Board and is the custodian of funds received by LPA, maintains accurate records of all financial transactions and may perform such other duties as the Governing Board may from time to time prescribe.

Director. The Director shall see that all orders and resolutions of the Governing Board are carried into effect within the powers granted by the Governing Board and shall perform such other duties as the Governing Board may from time to time prescribe. The Director of LPA shall be the individual hired by the Governing Board to run the school on a day-to-day basis. The Director shall report directly to the Governing Board. The Director shall monitor, create, propose and enforce all human resource policies and procedures adopted by the Governing Board. He/She shall have special oversight and responsibility over the education being provided at LPA. The Director may review and recommend new or changed curriculum and pedagogical methods, working in coordination with the Governing Board.

Business Manager. The Business Manager shall have the eneral powers and duties of supervision and management of the business and affairs of LPA. The Business Manager shall have special oversight and responsibility over the physical operations and elements of LPA, including physical facilities and procurement.

The Business Manager shall have the general powers and duties of supervision and management of the business and affairs of LPA, with a special oversight and responsibility over accounting, budgeting and bookkeeping, and shall report to the Governing Board and confer with the Director regarding day-to-day operations. The Business Manager shall keep accurate financial records for the corporation; deposit money, drafts, and checks in the name of and to the credit of the corporation in the banks and depositories designated by the Governing Board; endorse for deposit notes, checks, and drafts received by the corporation as ordered by the Governing Board , making proper vouchers for the deposit; disburse corporate funds and issue checks and drafts in the name of the corporation as ordered by the Governing Board; upon request, provide the Director and the Governing Board an account of transactions by the Business Manager and of the financial condition of the corporation; and, perform other duties prescribed by the Governing Board or by the Director.

Officers may be designated by the Governing Board, serve at the discretion of the Governing Board, and exercise such powers and perform such duties as may be delegated to them by the Governing Board.

The following page provides an overview of the LPA organizational structure.

Place holder for Organizational Structure

Resume and Background Information Sheet

Maren Hilbig

Position: Education Chair

Experience

Teacher, Long Beach Unified School District, Long Beach, California — 1998-2002

- High School Science Teacher
- Taught coordinated science and honors biology and chemistry

BTSA (Beginning Teacher Skills Assessment) Advisor, Long Beach Unified School District, Long Beach, California- 1999-2001

- Asked to coach a first year teacher as a second year teacher
- Attended monthly support meetings
- Met with teacher weekly to plan curriculum, classroom management, instructional strategies, and lesson planning

Microbiologist, Edwards Lifesciences, Irvine, California-Summer 2001

- Oversaw and performed microbial testing and Quality Control of heart replacement valves
- Acted as coordinator for trouble shooting Quality Control concerns for the Switzerland division of Edwards Lifesciences
- Performed Quality Control testing in clean room environments

Microbiologist, Baskin Robbins, Vernon, California- Summer 1999

- Performed Quality Control testing on all products and equipment
- Participated in colleague skills training

Microbiologist, Brigham Young University, Provo, Utah- 1997-1998

- Performed in vivo tests on rabbit models
- Wrote, collected and compiled data for research paper
- Secondary author on published article

Volunteer Position, Long Beach Unified School District-Summer 2003

- Taught science in summer school for six weeks

Volunteer Position, Long Beach Unified School District Student Board Member-1991-1992

- Served as student representative for the school board and attended all meetings, conferences and acted as advisor for the Student Advisory Board.
- Assisted in decision making and received a clear understanding of the working of a district and a school board

Education

Brigham Young University, Provo, Utah

- Major: Microbiology
- Minor: Chemistry
- **Degree Received:** B.S.

California State University Long Beach, Long Beach, California

- California Single Subject Teaching Credential in Chemistry-2002

Granted Utah Teaching Credential- October 2004

Statement of Intent

As you can see from my employment and experience history, education is very important to me. I have been involved in teaching and have taken advantage of many volunteer opportunities such as; teacher coach, curriculum adoption committee member, student club sponsor, teacher recruiter and participated in teacher development conferences. I have also moved out of my previous state in large part, due to the desire not to have my children attend public school there. As you can see I have taken measures to ensure that my children are afforded every opportunity that will only broaden their future experiences. I am therefore so excited to be involved in creating a school that follows a philosophy and motto that I firmly believe in. I have researched numerous curriculum programs and have found that the research driven models we have chosen effectively teach and promote mastery. I have seen these models in action and am astounded at the results. I have seen the love of learning and the feeling of accomplishment in the eyes of these students. I yearn to see this occur at LPA and am therefore pledging my time and resources to this endeavor. This is the Legacy I intend to leave.

Resume and Background Information Sheet

Heather M. Traeden

Position: President of the Board/CAO

Experience

Child Life Specialist, Primary Children's Hospital, SLC, UT

- Effectively taught children how to cope with stressful hospital experiences
- Skillfully used play therapy to minimize hospital trauma experienced by children
- Actively advocated for children and their families
- Successfully managed over 200 volunteers for a worldwide Child Life Conference

Child Life Intern, Primary Children's Medical Center, SLC, UT

- Taught children about hospital procedures
- Provided support for children

Certified Nurses Assistant, Cottonwood Hospital, Murray, UT

- Proficiently helped train new employees to provide quality service
- Counseled with families and patients to resolve concerns

Psychology Technician, Anasazi Foundation, Mesa, AZ

- Helped individuals reshape their identity through nature
- Organized group talks between teens and group leaders

Freelance Service Work, Private

- Provide activities for two mentally-disabled adults
- Volunteer transportation for appointments and other personal needs

Volunteer Representative, The Church of Jesus Christ of Latter-day Saints

- Taught English as a second language
- Served in Bangkok, Thailand; fluent in Thai

Education

University of Utah, SLC, UT

- Major: Human Development and Family Studies
- Degree Received: **B. A.**

University of Utah, SLC, UT

- One year of graduate work in Child Life
- specialization in child development

Statement of Intent

I have struggled with the schools available to my son since before he even entered school. When I found out there was a way to create what I was looking for I was thrilled. Two years ago, I started to create a school for my child. Today, my vision has changed. My intentions are to create a school that my family, my community, my friends and others will benefit from. I feel LPA is this kind of a

school. Everything we have done to create the structure of this school has been researched, studied and carefully planned. I am passionate about families and children and feel we are all responsible to find ways to strengthen families. My life has focused on families and children and advocating for their needs and I see this charter school as a way to further advocate for children and families. When parents are expected to give something personal, like their time, to their children's education, I believe amazing things can happen. Parents are more invested in their child, not only in their child's education, but every aspect of their child's life. The process of giving or investing creates strength in families and a solid foundation for children to grow from. The world is waiting for children who know how to use the knowledge they have been given. These children will know. Their understanding of what has been passed down and learned for generations will make sense to them and thrust them into a world where they can and will make a difference.

Resume and Background Information Sheet

Gina Pritt

Position: Board VP

Experience

Fred Meyer (Smiths Marketplace), Bountiful, UT

- Cashier, Customer Service Desk, Human Recourses, Payroll and Budgeting, and Management

T.J. Maxx, Bountiful, UT

- cashier, payroll, management

Volunteer Position, Benchmark community hospital and rehabilitation center

- Worked with addicted teenagers and their families
- Working closely with counselors and law enforcement

Volunteer Position, Lakeview Hospital

- Worked on the drug and alcohol floor

Volunteer Position, Salt Lake Chapter of Alcohol and Narcotics Anonymous

- Coordinated meetings and group therapies, talked with and counseled members

Education

Salt Lake Community College and U of U

- Criminal Justice major Abnormal Pshy. Minor
- Overall and Major GPA: 3.0
- **Degree Received: Associate of Science**

Skills and Training

- I have training in secondary education and child development.
- Also have training in extensive First Aid and medical procedures.

Statement of Intent

From personal experience I have learned that all children do not learn at the same rate or in the same way. Each one is unique in their learning method. One child learns through mathematics another through mechanics while others through color and song. I have never been well educated. I was always told I had great potential and could do better if I just applied myself. After battling my hardships and addictions, the value of an education has finally shown through. And while the chance for me may have been lost my daughter, as well as many others, who are not succeeding in the traditional school systems have an opportunity to advance and find their potential. Therefore my intent in LPA is to create a school that offers a chance for kids who are going unnoticed or labeled and help them to succeed and get the attention and self esteem they need to excel, so to leave their legacy behind.

Resume and Background Information Sheet

ATTACHMENT F

Nathan Nelson

Position: Board Treasurer

Experience

ATTORNEY AND OWNER – Nathan D. Nelson, Esq., PLLC, Salt Lake City, UT, *Oct '04 – present*

My solo practice focuses on:

- The formation and financing of startup and transforming businesses;
- The ongoing representation of business entities;
- Complex transactions, including, business planning and strategic relationships.
- Counseling companies on financing, mergers and acquisitions, equity compensation, public company disclosure, structuring of transactions and basic corporate and securities matters.

I manage multiple complex business issues including legal, finance, business development, marketing, strategy and operations

ATTORNEY – Groupe Lappeire & Verrault, Salt Lake City, UT , *Aug '04 – present*

- International and domestic commercial law and transactional work.
- Drafting and negotiation of complex multimillion dollar contracts.
- Responsible for sales contracts, non-disclosure agreements, sales representative agreements

CUBIC CORPORATION – ASSOCIATE, San Diego, CA, *Summer 2003*

- Federal Trade Commission Pre-Merger/Hart-Scott-Rodino project.
- Complex contract drafting and auditing.
- FARS and DFARS experience.
- Intellectual Property preservation. Created an Intellectual Property database to monitor the company's intellectual property.
- Uniform Commercial Code work.
- Revision of corporate electronic communications policy.
- Prepared memorandum on subjects ranging from Internet law to wrongful termination.

BOARD MEMBER AND FOUNDER – Humanity Corps, Mesa, AZ, *July 2003 – present*

- Incorporated the nonprofit and currently act as Secretary of the Board.
- Successfully obtained 501(c)(3) status
- Oversee fundraising and financing efforts
- Participate in implementing multiple third world projects
- As a board member, handle or am involved with multiple complex issues including but not limited to accounting, legal, funding, policies and procedures, and marketing.

SHARP REES-STEALY CORPORATION – Financial Analyst, San Diego, CA, *Aug '02 – July '04*

- Financial manager.
- Planning, creating, managing, and monitoring multimillion dollar budgets
- Orchestrated simultaneous divestiture and acquisition of five strategic business units.
- Competent in M&A, due diligence, SEC regulations, business planning, and the creation and interpretation of financial statements.

- Drafted multiple contracts; purchase and sale, supply contracts, requirements etc.

MULLERAT ECHARRI & BRINDEL – SUMMER ASSOCIATE, Barcelona, Spain, *Summer 2002*

- Multiple finance related projects.
- U.S. Clients – Foreign direct investment.
- Project-What Enron means to Publicly Traded Companies on the Spanish Exchanges?
- Discovery, trial level litigation, legal research and writing, translation work.
- Received the highest marks on evaluation.

FRANKLIN COVEY – FINANCIAL ACCOUNTANT, Salt Lake City, UT, *Nov '00 – Aug '01*

- Supported senior management in the International department.
- Collected, translated (currencies), and processed financial statements from international affiliates.
- Managed inter-company accounts.
- Daily currency work.
- Budget creation, review, and approval (budget to actual variance analysis).
- General ledger work.
- Manager of Global Sales Database

OTHER FINANCIAL AND BUSINESS EXPERIENCE

Various Positions

- Employed full time in financial positions during full time undergraduate studies.
- Managed company financials.
- Evaluated forecast budgets against actual results.
- Developed and managed multiple databases and provided financial/operational information to management.
- Worked extensively on third party insurance issues.

Education History

University of San Diego School of Law

Juris Doctor, May 2004

Sorbonne University, Paris

International Corporations and International Business Transactions, 2002

University of Utah, David Eccles School of Business

Bachelor of Science, Finance, August 2001

LDS Business College, Associates of Science

Business Finance, August 99

Jerusalem Center for Near Eastern Studies, Israel
Completed in 1998

Statement of Intent

My life changed the moment I received my rejection letter from the University of Utah's undergraduate program. I realized that the easy days of high school were through and real life was beginning. Was I prepared? Was my public school educational experience one that would enable me to become a contributor to society? Or was I doomed to a life of rejection—beginning with the University of Utah's undergraduate rejection and ending with, who knows what? I determined that from that moment on, I would dedicate myself to obtaining the type of education that would pull me away from a life of rejection and disappointment and lead me to a life of success and fulfillment. I developed a love for learning and I now seek out quality education wherever I can find it. Even now, with a Juris Doctorate degree, I take continuing education courses whenever I can.

Why did this love of learning develop so late in my life, after the years of elementary and secondary education were behind me? What did my K-12 education experience lack? Where would I be now had I been able to avail myself of the learning that could have been available to me during those formative years? These are the questions that I hope no student of LPA will ever have to ask.

My intent is to instill in LPA's students a love of learning and of life at an early age, to ignite the student's curiosity, creativity, and expression, and to augment their talents and abilities.

I do not doubt that students may reach these heights in traditional public schools with the right teachers and appropriate encouragement, but I assume that if a child attains those things it is more of the exception than the rule. I want such successful educational experiences to become the rule. Could I influence existing school districts to move in that direction? Possibly. But I anticipate there will be more responsiveness at the charter school level. I believe charter schools can serve more individual needs through smaller class sizes, better discipline, better teacher training, parental involvement and less bureaucracy. I anticipate there will be a greater return on the investment of my time and effort with Charter schools than with the existing traditional schools. However, regardless of the time it takes and regardless of the investment of money and effort, my fulfillment will come when I see at least one child develop a love for learning.

I intend to work diligently as a board member to make certain that LPA's mission is applied in a successful manner. I believe that my experience and success in business and law and my failures early in my own education make me uniquely qualified to make LPA a success.

Resume and Background Information Sheet

Danelle Sonntag

Position: Board VP

Experience

Property Management, Salt Lake City, Utah

- Managed 160 unit apartment complex; including leasing, scheduling maintenance, customer service and creating financial plan for complex

Tutor, Odyssey House School, Salt Lake City, Utah

- Managed literacy and recreation programs for troubled youth

Lead Counselor, Uintah Elementary, Salt Lake City, Utah

- Oversaw after-school program for elementary school; including discipline, planning recreational activities and help with homework

Substitute Teacher, Granite School District

Volunteer Parent, Woods Cross Elementary

- Help kindergarten age children with basic academic skills, aid in fieldtrips and class Parties

Education

School, University of Utah

- Major: English Teaching, Minor: History
- Degree Received: BA

Statement of Intent

I am especially excited to be involved in the creation of this charter school because I am a huge advocate of life-long learning. Much of my own education has taken place, as an adult, outside of the classroom. It is my hope that this charter school will give my children (as well as other children in my community) the foundation and desire to learn beyond their formal education. I am committed to the potential of this school, and as a board member will do all that I can to make it a legacy of learning and opportunity.

Resume and Background Information Sheet

Tina Gehring

Position: Board Secretary

Experience

Customer Relations, Morris Air Service, Salt Lake City, Utah — 1/93 - 7/94

- Team managed the frequent flyer program
- Assisted customers with concerns and rendered proficient service

Customer Service Representative, Eastern Airlines, Salt Lake City, Utah — 9/89 - 1/91

- Recognized for consistently producing above team goals
- Participated in customer service training

Assistant Manager, South County Pool, Riverton, Utah 5/90 - 9/90

- Selected as group team leader
- Oversaw personnel and facilities

Executive Assistant, Utah Pageant of the Arts, American Fork, Utah — 5/89 - 7/89

- Assisted in pre-production work, casting, film developing, and set adjustments
- Professionally provided customer service

Volunteer Position, LDS Church, Prague, Czech Republic — 3/91 - 9/92

- Served as a missionary for the Church of Jesus Christ of Latter Day Saints
- Donated significant time to the care of the elderly and disabled
- Taught English Language classes

Volunteer Position, Provost Elementary and Woods Cross Elementary — 9/00 - current

- Helped student improve their reading skills

Education

Brigham Young University - Hawaii, Laie, Hawaii — 8/88 - 4/89

- Major: Travel Management

Statement of Intent

As a parent and concerned citizen I value choice in public education. By providing stronger academic programs and a curriculum that emphasizes fine arts, parents and students have an opportunity to choose an exceptional learning experience.

Creating a quality charter school requires hard work and accountability — from the initial founding board to the students who are the ultimate stakeholders. Already, a lot of thought and research have gone into creating this school. Continual care and loyalty will help establish an educational institution that consistently performs above standard.

Resume and Background Information Sheet

Derek Minor

Position: COO

Experience

VP of Sales, MediConnect, Sandy, UT

- Responsible for business development and sales
- Doubled revenue of company in last eight months

President and CEO, eBusiness Advisory & Consulting, SLC, UT

- Founder and Managing Partner of Value Added Reseller customer relationship management software
- Provided ancillary consulting services to insurance and financial services sector

Director of Sales, MediConnect, Sandy, UT

- Management responsibilities included compensation plans, projections, sales pipeline and quarterly results for the board and executive team
- Evaluated and proposed initiative to enter new market with enhanced functionality of existing technology

Account Executive, Siebel Systems, Sandy, UT

- Analyzed and developed new channel management strategy for base and premier Siebel partners
- Five consecutive months of achieving 110% of quota performance

Education

Brigham Young University, Provo, UT

- Major: International Law
- Degree Received: **B. A.**

Brigham Young University, Provo, UT

- Minor: Latin American Studies
- Emphasis in Portuguese

Statement of Intent

In my experience, education has been the key that has unlocked the world. I firmly believe it is my responsibility as a parent to ensure that my children, as well as the children of the community, of which I am apart, have the best opportunity to learn and grow. My desire in being a part of LPA is to take the education and experience I have acquired and been given to ensure the success and viability of this school. I look forward to building a center of learning that will be used by the community for generations to come.

Resume and Background Information Sheet

Bret Romrell

Position: CFO

Experience

FMC Technologies Inc., (Formerly FMC Corporation) 4/96 - present

Accounting Manager, Jetway Systems Division, Ogden, Utah 9/01 – present

- Prepare annual and three-year budgets of \$105 million annually
- Developed R&D and operational budgets for new military product offering
- Designed/implemented forecasting tools used by functional managers to improve forecast accuracy
- Automated revenue and cost recognition processes which reduced 25 hrs out of the 100 hr close process
- Review and authorize sales quotes

Accounting Supervisor, Jetway Systems Division, Ogden, Utah 4/98 – 9/01

- Prepared annual budgets of \$105 million annually
- Directed setup of accounting function and process for new Maintenance business
- Managed monthly consolidation and reporting for seven foreign businesses and two domestic businesses
- Prepared three-month rolling forecast
- Report monthly and quarterly operating results to site and division management
- Developed project cost reporting system that tracks actual performance versus bid and PM expectations
- Member of team responsible for systems review to ensure that Y2K had no impact on business systems
- Supervised foreign entities accounting, cost accounting, and accounts payable functions
- Automated accounts payable and journal entry input processes which eliminated over 50 hrs of data input each month

Senior Accountant, Jetway Systems Division, Ogden, Utah, 4/96 – 3/98

- Responsible for GL accounting and reporting for five foreign entities
- Prepared and reported monthly operating results to site management
- Assisted in preparation of annual and three-year budgets of \$105 million annually
- Supervised accounts payable clerks
- Established purchasing card program

Newmont Gold Company 10/95 - 4/96

Senior Accountant, Underground Operations and Joint Venture Operations, Carlin, Nevada

- Prepared annual operating budgets in excess of \$150 million
- Analyzed joint venture contracts to determine proper accounting procedures
- Provided monthly financial reports for joint venture partners

FMC Gold Company 5/91 - 10/95

Accounting Supervisor, Beartrack Mine, Salmon, Idaho, 5/94 - 10/95

- Directed set up of accounting department and controls for new mining operation
- Prepared forecasts, annual and three-year budgets of \$39 million annually
- Supervised accounts payable/payroll and receiving clerks
- Represented finance function on team that evaluated business system software for corporate-wide use
- Implemented SQL Financials and Maximo software

Accounting Supervisor,

ParadisePeak Mine, Gabbs, NV & RoyalMountain King Mine, Copperopolis, CA, 8/93 - 5/94

- Prepared operating and reclamation budgets for both locations totaling \$45 million in annual expenditures
- Reviewed work of senior accountant and accounting staff at both locations
- Prepared monthly operation analysis and presented monthly results to site and corporate management
- Supervised two purchasing agents and eight warehouse clerks

Senior Accountant, Paradise Peak Mine, Gabbs, Nevada, 1/93 - 8/93

- Closed month end books within three business days of month end
- Assisted in preparation of forecasts, annual and five-year budgets of \$50 million annually
- Analyzed operating costs, capital expenditures and variances
- Prepared monthly reports detailing operating costs and spending variances by department
- Presented month end operating results to the company president, controller, and site management

Accountant, Paradise Peak Mine, Gabbs, Nevada, 5/91 - 1/93

- Assisted in month end close
- Cost reporting and analysis
- Prepared tax assessments and governmental reports

Additional Information

- United Way Committee Campaign Chairman, FMC Gold, employee donations up 38% of prior year
- Coordinated cost reduction incentive plan, FMC Gold, resulting three-quarter million dollar savings
- Leader of local Boy Scout group while living in California

Education

University of Utah, Salt Lake City, UT May 2001

- **MBA**
- Maintained 3.7 GPA while working full time

University of Utah, Salt Lake City, UT Aug 1990

- **BS** in Accounting
- Active member of Beta Alpha Psi
- Auditor for Associated Students of the University of Utah elections

Statement of Intent

As a father of three children between the ages of 2 and 10 years old, I am very concerned with the quality of education that they receive. I have learned from experience the value of education and have seen the benefits in my career. I strongly believe that I have a duty to do all that I can to facilitate their academic growth. I believe that the future is in their and their peer's hands; therefore, a good education for all children is of great benefit to the community.

Resume and Background Information Sheet

Jolie Morris

Position: HRO

Experience

Secretary of Research and Reports, LDS Church Education System, Salt Lake City, UT — *Aug '00- May '01*

- Efficiently and successfully collected and analyzed research and developed reports
- Assured accuracy of data and prepared presentations on findings
- Continually assisted department directors in successful completion of projects

Administrative Assistant, Forrest General Hospital Dialysis Units, Hattiesburg, MS — *July '98 – Aug '00*

- Assisted medical directors, nursing staff, and administrator in all aspects of operating seven statewide dialysis units
- Carefully assisted in review and revision of policy and procedures
- Accurately maintained medical records and reports
- Participated in interviewing, selection, and training of employees
- Assisted patients and staff with concerns and rendered proficient service
- Communicated with finance, purchasing, and insurance departments daily

Human Resource Director, Legacy Preparatory Academy — *May 2005 - present*

- Coordinate knowledge and resources with team members to effectively prepare for successful operation of a charter school

Education

University of Southern Mississippi, Hattiesburg, Mississippi

- Major: Spanish
- Overall and Major GPA 4.0
- Degree Received: **BA**

Skills & Training

- Speak Spanish
- Experienced in leadership and organization
- Work well with others

Statement of Intent

I have a lifelong love of learning, place a strong value on education, and know that feeling like a successful learner or “good student” is very rewarding. I have a great desire for my own children to love learning and know that they can succeed in school and have confidence in their ability to be educated. I know that the overall school environment, curriculum and teaching methods, as well as the enthusiasm and creativity of the teachers will have a tremendous impact on my children’s learning experience. For these reasons I have chosen to be a part of the creation of the Legacy Preparatory Academy. I know that the goals and education plan of LPA will help all its children to have a love of learning, build strong moral character, and develop curiosity in the world around them. I love that parents and school staff will come together to make the school work for our children. I love that LPA offers an innovative choice for our communities’ children and families. I am excited to be a part of the internal makeup of our school- contributing my education and experience as we develop a human resource plan that will be enticing and appropriate for our school and its staff. The legacy starts here!

Affidavit #1

Affidavit #2

Affidavit #3

Affidavit #4

Affidavit #5

Affidavit #6

Affidavit #7

Affidavit #8

Affidavit #9

Articles of Incorporation of Legacy Preparatory Academy Charter School

The undersigned incorporators adopt the following Articles of Incorporation subject to the Utah Revised Non-Profit Corporation Act:

I. NAME

The name of the corporation is LEGACY PREPARATORY ACADEMY (hereinafter referred to as LPA).

II. NOT FOR PROFIT

The corporation is organized as a non-profit corporation under the laws of the state of Utah, exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations promulgated there under, is not formed for pecuniary profit, and shall be operated exclusively for charitable and educational purposes, including but not limited to: the education of members of the public. No part of the income or assets of LPA is distributable to or for the benefit of its Members, Trustees, or Officers, except to the extent permissible under law.

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 (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

III. DURATION

The duration (term) of LPA is perpetual.

IV. PURPOSES

LPA is organized, and shall be operated for the following purposes:

1. The establishment, operation, and maintenance of the Legacy Preparatory Academy School, a Utah Charter School.

2. To exercise all rights and powers conferred by the laws of Utah upon nonprofit corporations, including, without limiting the generality of these Articles, to acquire by bequest, devise, gift, purchase, lease, or otherwise any property of any sort or nature without limitation as to its amount or value, and to hold, invest, reinvest, manage, use, apply, employ, sell, expend, disburse, lease, mortgage, convey, option, donate, or otherwise dispose of such property and the income, principal, and proceeds of such property, for any of the purposes set forth herein.

3. To do such other things as are incidental to the purposes of LPA or necessary or desirable in order to accomplish them.

V. LIMITATION

No part of the net earnings of LPA shall inure to the benefit of or be distributable to its Members, Trustees, or Officers, but LPA shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. Further, in the event that LPA is ever dissolved, the Governing Board may distribute all assets remaining after the satisfaction of all outstanding debts of LPA.

VI. NO MEMBERS

Under UCA 16-6a-601, LPA will have no Members.

VII. GOVERNING BOARD

The management of LPA shall be vested in a Governing Board consisting of but not limited to a President, Secretary, Vice Presidents, and a Treasurer.

VIII. OFFICERS

The officers of LPA shall consist of the Chief Administrative Officer (CAO), Chief Operating Officer (COO), Chief Financial Officer (CFO), Education Officer, Human Resources Officer (HR), and such other Officers as may be provided in the Bylaws.

IX. INDEMNIFICATION

LPA shall indemnify and hold harmless each Director and Officer, including former Officers, to the full extent permitted under the law. LPA may provide directors and officers insurance in perpetuity or until such time as this entity is dissolved.

X. BYLAWS

The Bylaws of LPA shall be adopted by the Governing Board, and may be altered, amended, or rescinded by the Governing Board. All alterations, amendments, and repeals of the Bylaws must be approved by a majority of the Governing Board.

XI. NONSTOCK BASIS

LPA is organized on a non-stock basis. This Corporation shall not issue shares of stock.

XII. REGISTERED AGENT

The name and address of The LPA Trust's initial agent for service of process is:

Name: Nathan D. Nelson, Esq., PLLC
68 South Main Street, Suite 800
Salt Lake City, Utah 84101

XIII. INCORPORATORS

The name and address of each Incorporator (Subscriber) is as follows:

Name	Address
Heather Traeden	404 South 100 West Bountiful, Utah 84010
Nathan Nelson	68 South Main Street, Suite 800 Salt Lake City, Utah 84101
Tina Gehring	1372 West 2200 South Woods Cross, Utah 84087
Danelle Sonntag	1363 West 2100 South Woods Cross, Utah 84087
Gina Pritt	369 South 285 West Bountiful, Utah 84010

In witness whereof, the undersigned have signed these Articles of Incorporation on this
(date)_____.

Incorporator

Incorporator

Incorporator

Incorporator

Incorporator

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as registered Agent of The Legacy Preparatory Academy School Trust, which is contained in the forgoing Articles of Incorporation on this _____ day of _____.

Registered Agent

Bylaws of Legacy Preparatory Academy Charter School

I. OFFICES

1.1 Location. The corporation may have such offices, either within or without the State of Utah, as the Board of Directors may designate or as the business of the corporation may require from time to time.

II. GOVERNING BOARD

2.1. Powers and Duties. All corporate powers and duties shall be exercised by or under the authority of the business and affairs of the corporation managed under the direction of the Governing Board.

2.2 Numbers and Composition of Governing Board.

a. The Governing Board shall consist of at least five Governing Board Members, but no more than seven. The initial five Board Members shall fill the roles of:

- a. President,
- b. Vice Presidents,
- c. Secretary, and
- d. Treasurer.

2.3. Terms of Governing Board Members

a. The initial Governing Board Member terms shall commence upon LPA's incorporation and shall continue as follows: the Vice President 1 and Secretary's term shall end on June 1, 2009, the Vice President 2 and Treasurer shall continue their terms until June 1, 2010, while the President shall continue her term until June 1, 2011. After the initial terms, Board Members terms shall be for a period of three years. Board members may run for consecutive terms but must be reappointed by a unanimous vote. New Board Members are appointed by a unanimous vote.

2.4 Duties of Board Members

a. President. The President shall schedule and preside at meetings of the Governing Board and business meetings, shall see that all orders and resolutions of the Governing Board are carried into effect and shall perform such other duties as the Governing Board may from time to time prescribe. The President shall assure that the Governing Board fulfills its responsibilities for the governance of LPA, shall be a partner to the /CAO, helping him/her to achieve LPA's mission, and shall optimize the relationship between the Governing Board and Management. The President shall sign and deliver in the name of the corporation deeds, mortgages, bonds, contracts or other instruments pertaining to the business of the corporation, except in cases in which the authority to sign and deliver is required by law to be exercised by another person or

is expressly delegated by the articles or bylaws or by the board to another officer or agent of the corporation.

- b. Vice President(s). The Vice President(s) shall attend meetings of the Governing Board, shall assist the President and shall perform such other duties as the Governing Board may from time to time prescribe.
- c. Secretary. The Secretary shall attend meetings of the Governing Board and shall prepare and record all votes and all minutes of all such meetings in a book to be kept for that purpose; the Secretary shall perform like duties for any committee when required. The Secretary shall give, or cause to be given, notice of all meetings of the Governing Board when required. The Secretary shall have the responsibility of authenticating records of LPA. The Secretary shall perform such other duties incident to the office of Secretary or as prescribed from time to time by the Governing Board. The Secretary also prepares correspondence as requested by the President and Board members.
- d. Treasurer. The Treasurer shall attend meetings and is the custodian of funds received by LPA, maintains accurate records of all financial transactions and may perform such other duties as the Governing Board may from time to time prescribe.

2.5 Duties of Officers.

- a. Director. The Director shall see that all orders and resolutions of the Governing Board are carried into effect within the powers granted by the Governing Board and shall perform such other duties as the Governing Board may from time to time prescribe. The Director of LPA shall be the individual hired by the Governing Board to run the school on a day-to-day basis. The Director shall report directly to the Governing Board. The Director shall monitor, create, propose and enforce all human resource policies and procedures adopted by the Governing Board. He/She shall have special oversight and responsibility over the education being provided at LPA. The Director may review and recommend new or changed curriculum and pedagogical methods, working in coordination with the Governing Board.
- b. Chief Operations Officer (COO). The COO shall have the general powers and duties of supervision and management of the business and affairs of LPA, and shall report directly to the Director. The COO shall have special oversight and responsibility over the physical operations and elements of LPA, including physical facilities and procurement.
- c. Chief Financial Officer (CFO). The CFO shall have the general powers and duties of supervision and management of the business and affairs of LPA, with a special oversight and responsibility over accounting, budgeting and bookkeeping, and shall report to the Governing Board and confer with the Director regarding day-to-day operations. The CFO shall keep accurate financial records for the corporation; deposit money, drafts, and checks in the name of and to the credit of the corporation in the banks and depositories designated by the Governing Board; endorse for deposit notes, checks, and drafts received by the corporation as ordered by the Governing Board, making proper vouchers for the deposit; disburse corporate funds and issue checks and drafts in the name of the corporation as ordered by the Governing Board; upon request, provide the Director and the Governing Board an account of transactions by the CFO

and of the financial condition of the corporation; and, perform other duties prescribed by the Governing Board or by the Director.

- d. Other Officers. Other Officers may be designated by the Governing Board, serve at the discretion of the Governing Board, and exercise such powers and perform such duties as may be delegated to them by the Governing Board.

2.6. Resignation of Board Members. Each member of the Governing Board of LPA serves in that capacity voluntarily, and may resign at any time during the term by submitting his or her resignation in writing to the Governing Board or the corporation. A resignation is effective when the notice is received by the Secretary of the Board unless the notice specifies a later effective date.

2.7 Vacancies. In the event of resignation or involuntary removal from the Governing Board, or vacancies on the Board for any other reasons, volunteers will be asked to serve the remainder of the term for the particular seat or seats that are vacant. A volunteer will be selected to serve the remainder of the term for the vacant seat by a majority vote of the Governing Board.

2.8 Meetings. The Governing Board or the President will establish the meeting schedule. In scheduling and conducting its meetings, the Governing Board shall act in accordance with these bylaws and the laws of the State of Utah. The Governing Board will meet at least once a month to discuss the operations of LPA, hear reports and updates from the Director and Officers, consider and adopt policies, and consider requests and concerns from parents, students and teachers.

2.9 Quorum. The Governing Board may not act unless a quorum of at least four members is present.

2.10 Voting. Unless otherwise specified in the Bylaws, actions receiving a majority vote of those Members present at a board meeting will constitute action by the Governing Board, unless the Utah Revised Non-Profit Corporation Act requires the vote of a greater number of Board Members. A Board Member who is present at a meeting of the Governing Board when corporate action is taken is deemed to have assented to such action unless: (i) such member objects at the beginning of the meeting (or promptly upon his or her arrival) to holding a meeting or transacting business at the meeting; (ii) such Governing Board Member dissent or abstention from the action taken and such is entered in the minutes of the meeting; or (iii) such Member delivers written notice of his or her dissent or abstention to the presiding officer of the meeting before its adjournment or to the Secretary of the Board immediately after adjournment of the meeting. The right of dissent or abstention is not available to a Board Member who votes in favor of the action taken.

2.11 Removal of a Board Member. Any of the Board Members may be removed for cause by the affirmative vote of a super-majority of the entire Governing Board. A Member may only be removed at a meeting called for the purpose of removing such Member, and the meeting notice must state the purpose, or one of the purposes, of the meeting is removal of the Board Member.

2.12 The Governing Board has the irrevocable obligation to ensure that the vision, mission, philosophy, name and direction of LPA are maintained perpetually

III. COMMITTEES

3.1 The Governing Board may create one or more committees, each consisting of one or more members. Members of committees of the Governing Board may be members of the Governing Board or they may be other natural persons. Such Committee members shall serve at the pleasure of the Governing Board. The creation of a committee and appointment of one or more committee members must be approved by the Governing Board.

3.2 Unless otherwise provided in the Act, to the extent specified by the Governing Board, each committee may exercise the authority of the Governing Board as directed by the Board. However, no such committee shall: (a) authorize distributions; (b) approve the dissolution or merger of LPA, or sale, pledge or transfer all or substantially all of the assets of LPA; (c) fill vacancies on the Governing Board or any of its committees; or (d) adopt, amend or repeal these Bylaws. All such committees and their members shall be governed by the same statutory requirements regarding meetings, action without meetings, notice and waiver of notice, quorum and voting requirements as are applicable to the Governing Board and its members.

IV. INDEMNIFICATION

4.1 Indemnification and Advancement of Expenses. LPA may indemnify any person who is or was a party or is or was threatened to be made a party to any action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a Board Member, officer, employee or agent of LPA, or is or was serving at the request of LPA as a Governing Board Member, officer, employee, agent or trustee of another corporation or of a partnership, joint venture, trust, employee benefit plan or other enterprise, including service on a committee formed for any purpose (and, in each case, his or her heirs, executors and administrators), against all expense, liability and loss (including attorney fees, judgments, fines, ERISA excise taxes, penalties and amounts paid in settlement) actually and reasonably incurred or suffered by such a person in connection with such action, suit or proceeding, to the fullest extent permitted by applicable law, as in effect on the date hereof and as hereafter amended. Such indemnification may include advances of expenses in advance of the final disposition of such action, suit or proceeding, subject to the provision of any applicable statute.

4.2 Non-Exclusivity of Rights. The indemnification and advancement of expenses provisions of Section 5.1 shall not be exclusive of any other right which any person (and his or her heirs, executors and administrators) may have or hereafter acquire under any statute, provision of these Bylaws, resolution adopted by the Governing Board, agreement, or insurance, purchased by LPA or otherwise, both as to action in an official capacity and as to action in another capacity. LPA is hereby authorized to provide for indemnification and advancement of expenses through its Bylaws, resolution of the Governing Board and agreement.

4.3 Insurance. LPA may maintain insurance, at its expense, to protect itself and any individual who is or was a Governing Board Member, officer, employee or agent of LPA, or who, while a Governing Board Member, officer, employee or agent of LPA, is or was serving at the request of the LPA Governing Board or its Director as a Governing Board member, officer, partner, trustee employee or agent of LPA or of a partnership, joint venture, trust, employee benefit plan or other enterprise against any expense, liability or loss, whether or not LPA would have the power to indemnify such person

against such expense, liability or loss under this Article or the Utah Revised Non-Profit Corporation Act.

V. CORPORATE ACTIONS

5.1 Contracts. Unless otherwise required by the Governing Board, the CAO shall execute contracts or other instruments on behalf of or in the name of LPA. The Governing Board may from time to time authorize any other officer, assistant officer or agent to enter into any contract or execute any instrument in the name of and on behalf of LPA as it may deem appropriate and such authority shall be confined to specific instances.

5.2 Loans. No loans shall be contracted on behalf of LPA and no evidence of indebtedness shall be issued in its name unless authorized by the Governing Board.

5.3 Checks, Drafts, Etc. Unless otherwise required by the Governing Board, all checks, drafts, bills of exchange and other negotiable instruments of LPA shall be signed either by the CAO or such other officer, assistant officer or agent of LPA as may be authorized so to do by the Governing Board. Such authority may be general or confined to specific business, and, if so directed by the Governing Board, the signatures of two or more such officers may be required.

5.4 Deposits. All funds of LPA not otherwise employed shall be deposited from time to time to the credit of LPA in such banks or other depositories as the Governing Board may authorize.

VI. FISCAL YEAR

6.1 The fiscal year of LPA shall be determined by the Governing Board, and in the absence of such determination, shall be from July 1 to June 30.

VII. CORPORATE SEAL

7.1 The Corporation shall not have a corporate seal.

VIII. NOTICE

8.1 Unless otherwise provided for in these Bylaws, the Utah Revised Non-Profit Corporation Act, or other statutes, any notice required shall be in writing except that oral notice is effective if it is reasonable under the circumstances and not prohibited by these Bylaws. Notice may be communicated in person, by telephone, telegraph, teletype or other form of wire or wireless communication, or by mail or private carrier. If these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where published; or by radio, television or other form of public broadcast communication. Written notice to a domestic or foreign corporation authorized to transact business in Utah may be addressed to its registered agent at its registered office or to the corporation of its Secretary at its principal office as shown in its most recent annual report or, in the case of a foreign corporation that has not yet delivered an annual report, in its application for a certificate of authority.

IX. MISCELLANEOUS

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 Board and committees. All books and records of the corporation may be inspected by any Board Member or such Member's authorized agent or attorney, for any proper purpose at any reasonable time.

9.2 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 Board, 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 these bylaws.

9.3 Designated Contributions. The corporation may accept any designated contribution, grant, 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.

9.4 Conflicts of Interest. If any person who is a Board Member or Officer of LPA is aware that LPA 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 Board Member, Officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of LPA 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 standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

9.5 Loans to Board Members and Officers Prohibited. No loans shall be made by the corporation to any of its Board Members or Officers.

9.6 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.

9.7 Amendments. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a Super-Majority of the Governing Board present at any regular meeting or at any special meeting except bylaw 2.12.

9.8 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.

SECRETARY'S CERTIFICATE

I, the undersigned and duly appointed Secretary of Legacy Preparatory Academy Charter School, do hereby certify that the foregoing Bylaws were adopted as the Bylaws of Legacy Preparatory Academy Charter School on the fourth day of May, 2005, in a Board meeting, and that the same constitute the Bylaws thereof.

In Witness Whereof, I have subscribed my name this ____ day of _____, 2005.

Signature: _____

Name: Tina Gehring

Title: Secretary

Admission and Dismissal Procedures

Admission Procedures: First Year

Legacy Preparatory Academy will offer enrollment for kindergarten through ninth grade students who reside in the state of Utah. LPA does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or disability.

Prior to opening in August 2006, local residents will be notified of the open enrollment period through newspaper, flyers, radio, LPA website, and community meetings and utility bill inserts. During the open enrollment period, the school must receive an Intent to Register (ITR) for each prospective student.

If, at the end of the open enrollment period, the number of applicants for each class exceeds capacity, then those to be admitted will be chosen at random (by lottery) from among the applicants. The lottery will consist of all ITRs received during the open enrollment period. Notification in writing of resulting status will be sent to each family within 30 days of the lottery.

To be admitted independent of the lottery, a student must be eligible for exemption and have submitted their ITR within the established enrollment period. According to Federal and State law, the following applicants—in order of priority—will be eligible for exemption from the lottery: (1) children of the Founding Members, and (2) siblings of students already admitted to the school. Children receiving the Founding Member exemption will not make up more than 10% of the LPA student body.

ITRs received after the open enrollment period will be held and put into a lottery for future enrollment vacancies. Subsequent lotteries will be held as necessary.

Admission Procedures: Subsequent Years

Legacy Preparatory Academy will offer enrollment for kindergarten through ninth grade students who reside in the State of Utah. LPA does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or disability.

Prospective students and their families are invited to meet with LPA staff and tour school facilities prior to making the decision to register. Should the parents find LPA's mission and environment suitable, they must submit an Intent to Register (ITR) for each prospective student.

If the number of applicants for each class exceeds capacity, then those to be admitted will be chosen at random, by lottery, from among the applicants. The lottery will consist of all ITRs received during the enrollment period. Notification in writing of resulting status will be sent to each family within 30 days of the lottery.

To be admitted independent of the lottery, a student must be eligible for exemption and have submitted his/her ITR. According to the Federal and State law, the following applicants, in order of priority, will be eligible for exemption from the lottery: (1) children of the Founding Members and (2) siblings of students already admitted to the school. Children receiving the Founding Member exemption will not make up more than 10% of the LPA student body.

General Admission Policies

Registration Decision: If offered a position at LPA through the lottery or otherwise, parents can accept the position by submitting a completed Registration Packet. If enrollment is not accepted, the applicant will be removed from the lottery list.

Information on ITR: Parents or guardians of the applicant are responsible for updating the ITR, i.e., notifying the school of change of address, phone number, etc. If the school is unable to contact an applicant's family because the information on the ITR is inaccurate or incomplete, LPA is not responsible and the applicant will be dropped from the lottery list.

Student Dismissal

Legacy Preparatory Academy will follow all policies and guidelines as required in Utah State Law (UCA 53A-11-901-909). Also, the three step due process required by law, will be followed. Students receiving dismissal from the school must have been properly informed, and have been given proper opportunity for response and remediation.

Student Discipline

Positive Behavioral Supports

LPA will promote appropriate behavior through positive behavioral strategies, which will include a school wide discipline program and classroom management system. LPA will apply to Utah's Behavioral Initiative (UBI) to become a UBI school beginning in the 2006-07 school year. UBI is a set of training and personnel development activities sponsored by the Utah State Office of Education, the Utah Personnel Development Center and the Utah Personnel Development Improvement Grant. With the training provided by UBI, LPA will develop a school wide discipline program. We may be using the CHAMPS classroom management system.

Discipline

Creating and maintaining a well-managed learning environment is fundamental to the student's success. Our goal is to assist all students to build positive, life-long habits by being responsible for their actions. Students are expected to show respect for others, self and property. When school and/or classroom rules are broken disciplinary action will be immediately taken. The disciplinary steps may proceed as follows:

1. Teacher/student
2. Teacher/parent
3. Teacher/student/Director
4. Director/student/parent
5. Suspension
6. Possible expulsion

Procedures for Managing Serious School Violations

Consequences for serious violations will be written into school policy and delivered automatically and consistently. Staff will be clear about what their responsibilities are and who administers the relevant procedures. Typically, an office referral will be made, and an administrative staff person will be given

that responsibility. Clear guidelines will be established for student behaviors that warrant office referrals, and all staff will have clear understanding of which behaviors result in an office referral, and the specific procedures that will be followed by the office in responding to them.

Consequences for Serious School Violations and Chronic Disruptive Behavior

Consequences applied for serious school violations may include: detention, student short-term and long-term suspension and expulsion. An effective tracking system will be in place to identify students who exhibit inappropriate behavior on a regular basis.

Procedures for managing Special Education Student's Discipline

LPA shall implement, establish, maintain and implement policies and procedures for disciplining students with disabilities consistent with the requirements of part B of the IDEA and the Golden Rules.

Complaint Procedures

Complaints should be handled between the parties involved. When complaints need to be addressed beyond the parties involved, they will make an appointment with the Director. The Director will serve as a mediator as needed and a school staff member may be present to take notes. In those cases where the problem is not resolved through the help of the Director, then the parent should file a written complaint with the Governing Board. There will be a member of the Board assigned to address parent complaints. The Board will then bring up the matter for discussion at their next meeting, and may refer to the USOE for assistance. A written response from the Board will be sent to all involved parties. Any problems not satisfactorily resolved may be referred to a mediator agreed upon by both parties.

If the complaint is by the parent of a student served under IDEA, it will be handled in accordance with the procedures outlined by the USOE.

Opportunities for Parental Involvement

Communication with Parents

Communication with parents is vital to LPA's success. Teachers may communicate with parents through phone calls to parent/guardian, communication journal, regular email availability, office hours or regular classroom newsletters.

LPA will also communicate with parents via general parents' meetings held in September and May. The September meeting may include an introduction to teachers and staff, volunteer needs and availability assessments and/or a review of channels of communication. The May meeting will include a report on the past school year, recognition of support received, policy review and/or information for the following school year. Minutes of these meetings will be available on the LPA website.

All Board Meetings will be open to the public as required by the Utah Open Meetings Law. Parents will be invited by various communication avenues, including the school newsletter, LPA website and/or email. The Board Meeting agenda will be posted on the school website and at the school entrance.

Volunteer Opportunities

Parent involvement will be essential to the success of LPA. Parents are strongly encouraged to volunteer 20 hours per parent per year. We highly encourage parental involvement of all types.

Parents will be encouraged to volunteer in a variety of ways that can include, but are not limited to:

- | | |
|---------------------|--------------|
| Classroom Help | Tutor/Mentor |
| Grading Papers | Field Trips |
| Bulletin Board | Room Parents |
| Assemblies | Lunch Room |
| Special Productions | Playground |
| Pianist | Library |
| Committees | Technology |

Office Help
Clinic Help

Fundraising
Landscaping/grounds keeping

Parents who are employed may, because of time restrictions, spend time doing things that can be done at home, in the evenings, on weekends, or over vacations.

In order to facilitate parent volunteerism LPA will have a volunteer coordinator who will organize and oversee the volunteers. His/her job will consist of organizing and planning volunteer schedules, keeping track of volunteer hours, contacting parents with their schedules and keeping copies of volunteer contracts.

Insurance

Legacy Preparatory Academy will participate in State Risk Management. Insurance related expenses are included in the operational budget.

Extracurricular Opportunities

Legacy Preparatory Academy will offer a variety of after-school activities designed to enhance or expand the school's curriculum. These activities will be organized by parent committees and overseen by the Governing Board. LPA will implement these activities in the second or third years of operation. Examples of activities that may be offered include: archery, chess club, sports clubs, dance, pottery, etc. Currently, there are no agreements with the Davis County School District regarding participation in extracurricular activities.

Qualifications of Teachers

General

- Teachers must be able to maintain an active, highly mobile level of interaction for a continuous eight-hour period of time with or without accommodations.
- Staff will possess or be willing to obtain multi-functional skills, a charter school must do more with less and will utilize staff in multiple areas of need.
- Because the Director, teachers, and staff will be working with children, all staff will undergo a background check in compliance with state requirements.
- Volunteers who will serve in any capacity that may involve significant unsupervised access to a student must also undergo a background check, to include finger printing and Sex Offender / Child Abuse Registry Check.

Teacher Position K-8 (.5 or 1 position)

Teachers will report directly to the Director or his/her designee, as the situation may require. As required by the State of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program.

Teachers will provide instruction and direction to students K-8, in accordance with the school's approved curriculum, while meeting the curriculum required by the State of Utah and striving to meet the school's mission, philosophy and goals. Teachers should have experience with Direct Instruction methods and with other innovative and creative teaching methods. Teachers are expected to complete job duties with minimal supervision. Teachers will be the primary interface to parents and volunteers. Teachers will also supervise any other instructor/teacher's aide or volunteer assigned to their respective classrooms and possess good classroom management skills. Teachers must possess the ability to work well with others.

Teachers will be responsible for implementing the curriculum, coordinating with educational assistants (K-6), maintaining current attainment-level information, coordinating additional studies for students not meeting or exceeding attainment, keeping accurate and concise records, maintaining work portfolios, establishing personal classroom procedures, ordering teaching materials through academic leadership, and adjusting students upwards or downwards in various subjects in cooperation with the parents of affected students, Director and academic leadership. Teachers will also be responsible for ordering supplementary education materials through academic leadership, requesting parent volunteers and reporting all education-related activities to the Director.

Teacher Position grade 9 (.5 or 1 position)

Teachers will report directly to the Director or his/her designee, as the situation may require. As required by the State of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE's alternative certification or authorization program.

Teachers will provide instruction and direction to students grade 9, in accordance with the school's approved curriculum, while meeting the curriculum required by the State of Utah and striving to meet the school's mission, philosophy and goals. Teachers should have experience with other innovative and creative teaching methods. Teachers are expected to complete job duties with minimal supervision. Teachers will be the primary interface to parents and volunteers. Teachers will also

supervise volunteers assigned to their respective classrooms and possess good classroom management skills. Teachers must possess the ability to work well with others.

Teachers will be responsible for implementing the curriculum, maintaining current attainment-level information, coordinating additional studies for students not meeting or exceeding attainment, keeping accurate and concise records, maintaining work portfolios, establishing personal classroom procedures, ordering teaching materials through academic leadership, and adjusting students upwards or downwards in various subjects in cooperation with the parents of affected students, Director and academic leadership. Teachers will also be responsible for ordering supplementary education materials through academic leadership, requesting parent volunteers and reporting all education-related activities to the Director.

Teachers will include Biology, Math (Saxon, Algebra 1 through advanced mathematics according to student need), English, Social Studies, Health/PE, Foreign Language and electives. All grade 9 teachers will be State Certified to teach the aforementioned subjects

Instructor/Teacher's Aide Positions K-6 (.5 position)

Instructors/Teacher's Aides will report directly to their supervising teacher. Instructors/Teacher's Aides will provide instruction and direction to students in accordance with the approved curriculum and provide assistance to the supervising teacher while striving to meet the school's mission, philosophy and goals. Instructors/Teacher's Aides will also supervise and assist volunteers assigned to their respective classrooms. All Instructors/Teacher's aides must have a high school diploma, as well as a strong desire to work with an innovative educational program. They must possess the ability to work well with others, complete job duties with minimal supervision, and have previous experience in an elementary school setting as an employee or volunteer.

Instructors/Teacher's Aides will be responsible for implementing curriculum, coordinating with teachers for their work loads, maintaining current attainment level information, reporting attainment levels below minimum or early attainment to the teacher, keeping accurate and concise records, assisting with maintaining work portfolios, following established classroom procedures, requesting teaching materials from the teacher, requesting supplementary educational materials from the teacher, requesting parent volunteers and reporting all education-related activities to the teacher.

Classroom teachers will determine the hours they would like their Instructors/Teacher's Aides to work.

Physical Education Teacher K-9 (.5 or 1 position)

The physical education (PE) teacher will develop and implement the PE curriculum, establish PE test methods and procedures and report the same to the Director. The PE teacher will establish and request needed materials and equipment for physical education and the playground areas, establish safety guidelines for outdoor play and use of the playground equipment, establish rules for use of the activity fields, monitor the condition and report irregularities of the playing fields, establish a schedule for indoor activities during inclement weather, request parent volunteers as needed, organize parent volunteers to apply for grants for PE equipment and monitor for usage and care of equipment. The PE teacher will report all PE related tests, concerns, needs, etc., directly to the Director.

The PE teacher must be licensed and/or qualified to teach Physical Education under alternative certification or authorization programs according to state law, have prior coaching and/or teaching

experience with elementary or junior high school-aged children, have experience with First Aid and CPR, and have a strong desire to work with an innovative educational program. The PE teacher must be physically able to perform all job functions safely and correctly. Depending upon enrollment, this position is one-half or one position.

Music Teacher K-9 (.5 or 1 position)

The music teacher will implement the Core Knowledge Sequence curriculum, train students in healthy vocal production, teach the use of classroom instruments in addition to singing and moving, be familiar with the incorporation of technology in the study and use of music, possess good classroom management skills and creatively teach the six components of music: singing, listening, moving, playing, reading, and writing.

The music teacher will establish test methods and procedures and report the same to the Director. The music teacher will establish and request needed materials and equipment for the music department, request parent volunteers as needed, organize parent volunteers to apply for grants for music equipment and monitor for usage and care of equipment. The music teacher will report all music-related tests, concerns, needs, etc., directly to the Director. Depending upon enrollment, this position is one-half or one position.

The music teacher must be licensed and/or qualified to teach under alternative certification or authorization programs according to state law; have prior experience with elementary or junior high school-aged children, and a strong desire to work with an innovative educational program.

Art Teacher K-9 (.5 or 1 position)

The art teacher will implement the Core Knowledge Sequence curriculum, help students develop natural artistic talents, creatively incorporate different media, and possess good classroom management skills.

The art teacher will establish test methods and procedures and report the same to the Director. The art teacher will establish and request needed materials and equipment for the art department, request parent volunteers as needed, and monitor for usage and care of materials. The art teacher will report all art-related tests, concerns, needs, etc., directly to the Director. Depending upon enrollment, this position is one-half or one position.

The art teacher must be licensed and/or qualified to teach under alternative certification or authorization programs according to state law; have prior experience with elementary or junior high school-aged children, and a strong desire to work with an innovative educational program.

Drama Teacher K-9 (.5 or 1 position)

The drama teacher will implement the Core Knowledge Sequence curriculum, help students develop natural performing talents, creatively incorporate different acting and performance modes, and possess good classroom management skills.

The drama teacher will establish test methods and procedures and report the same to the Director. The drama teacher will establish and request needed materials and equipment for the drama department, request parent volunteers as needed, and monitor for usage and care of materials. The drama teacher

will report all drama-related tests, concerns, needs, etc., directly to the Director. Depending upon enrollment, this position is one-half or one position.

The drama teacher must be licensed and/or qualified to teach under alternative certification or authorization programs according to state law; have prior experience with elementary or junior high school-aged children, and a strong desire to work with an innovative educational program.

Dance Teacher K-9 (.5 or 1 position)

The dance teacher will implement the Core Knowledge Sequence curriculum, help students develop natural dance and movement talents, creatively incorporate different dance and movement techniques, and possess good classroom management skills.

The dance teacher will establish test methods and procedures and report the same to the Director. The dance teacher will establish and request needed materials and equipment for the dance department, request parent volunteers as needed, and monitor for usage and care of materials. The dance teacher will report all dance -related tests, concerns, needs, etc., directly to the Director. Depending upon enrollment, this position is one-half or one position.

The dance teacher must be licensed and/or qualified to teach under alternative certification or authorization programs according to state law; have prior experience with elementary or junior high school-aged children, and a strong desire to work with an innovative educational program.

Legacy Preparatory Academy Library Plan

The Legacy Preparatory Academy Library/Media Center will exist to support and enrich the LPA curriculum. This may be accomplished by providing an opportunity for students to explore the past and create ideas for the future. LPA believes that information should be made available to all teachers and students in various forms and on multiple levels to enhance the learning environment. It is our goal to more effectively access and enjoy information. LPA will actively pursue the funding necessary to establish a Library/Media Center and to achieve the following goals:

- Use as a guide the Utah Library Media Core Curricula and the “Standards for Utah School Library Media Programs” (2003)
- Will ultimately employ a full-time licensed Library Media Teacher
- Obtain age-appropriate fiction and non-fiction books, electronic materials and other media, giving special attention to resources that support LPA’s emphasis in classical education and the fine arts
- Create a reading environment where the LPA learning community can actively strengthen the thinking process, and build imagination
- Provide teachers and students with reference materials to aid in research-based projects and independent learning
- Utilize parent service hours and other community resources for data input and “set up” needs

Plan for Providing Administrative and Supervisory Services

Director

The Director will be the administrator of the school in staff, curriculum and volunteer services.

Minimal qualifications:

- A Bachelor's degree in the field of Education or equivalent experience.
- Will be trained in the school's official curriculum.
- Will help implement and monitor the school's official curriculum.
- Will have expertise in the instruction, curriculum, and assessments required by the state.
- Will ensure the school meets curriculum required by the LPA Charter and the State of Utah.
- Will demonstrate the ability to carry out the school's mission, philosophy, and goals.

Additional preferred qualifications:

- Master's degree in Educational Administration, a valid Utah Administrator's Endorsement, or one from a state with which Utah has reciprocity arrangement is preferred.
- At least five years of successful teaching experience.
- At least three years of successful administrative experience.
- School experience utilizing the Core Knowledge Sequence, Direct Instruction, and fine arts.

Leadership Duties:

- Demonstrates commitment to LPA's vision and mission and communicates that vision and mission to school personnel, the students and families, and the community.
- Models school values for students, parents and the Governing Board.
- Functions as a visible leader maintaining frequent contact with students and staff.
- Exercises a participatory management style with staff.
- Communicates effectively by written and oral methods.
- Fosters a climate of innovation and collegiality.
- Facilitates activities for families and staff to encourage community and shared purpose.

Educational Leadership Duties:

- Participates in the hiring and evaluation of staff.
- Oversees planning and evaluation of programs and sets priorities for programs.
- Coordinates design of curriculum with Governing Board, staff and volunteers.
- Administrates all school-based programs.
- Administers services for resource personnel.
- Assists staff in evaluating their methods and instructional materials.
- Designs schedules.
- Develops cooperation and teamwork within staff.
- Assists staff in accommodating individual student needs and abilities.
- Monitors student progress, discipline, health and safety.
- Provides perspective on educational issues with the LPA's Governing Board on a regular basis and at monthly meetings.
- Establishes a plan for improvement of instruction, school philosophy and school policies.
- Assists the board in evaluating the school's progress on established priorities.

Community Relations Duties:

- Promotes and develops a professional relationship with the school's Governing Board and staff.
- Seeks and considers opinions of others in a timely fashion.
- Serves in a liaison capacity with requisite State entities on administrative and/or educational matters.
- Assists with the recruiting, scheduling, and training of volunteers within the school.

Managerial Duties:

- Approves and authorizes:
 - building usage
 - budget items
 - permanent record maintenance
 - building maintenance
 - all school-based activities and schedules
 - purchase and utilization of material resources
 - equipment
 - textbook and supplies
- Establishes an organization pattern for the school.
- Plans and implements the staff development program.
- Delineates all responsibilities and authority, establishing lines of communication and supervision.
- Develops enthusiasm and promotes positive morale among staff and parents.
- Actively participates in the development of the master budget.

Business Manager

The primary purpose of the Business Manager is to assure the smooth and efficient operation of the school so that the school's Mission is obtained. This is accomplished through effective communication, reporting, procurement of needed fixed assets, supplies and materials, and exceptional public relations skills. Under all circumstances, the Business Manager will assist other school administrative employees with specific duties when workloads dictate a need. The Business Manager is responsible for ensuring that all students, staff and visitors are wowed by the positive, nurturing environment maintained by administration at APA. The Business Manager will assist in accomplishing the school's Mission through the Duties and Responsibilities outlined below.

- Report at least monthly to the Governing Board regarding all financial matters of the school.
- Maintain the school's accounting records both physically and electronically.
- Prepare financial statements and discuss with appropriate parties as needed.
- Process payments to employees, suppliers and other vendors who submit to the school for payment of goods and/or services provided to the school.
- Manage school banking relationships and perform monthly bank reconciliations on all school accounts.
- Oversee and report the performance of school investments to the Governing Board.
- Coordinate required state audits and reports with appropriate accounting firm(s) and state agencies.
- Perform bookkeeping duties, including handling money.
- Assist with obtaining additional funding through direct fundraising, government and private grants and constituency donations.

- Negotiate and coordinate the purchase of major facilities improvements as needed.
- Procure and maintain facilities and facilities systems to maximize the useful life of major asset purchases.
- Negotiate favorable purchasing agreements for materials and supplies.
- Prepare requisitions for supplies and equipment and maintain and reconcile the school's Purchase Order Log.
- Prepare various reports including USOE reports, other state and federal reports, tax reports and accounting and tax reports and/or tax returns and other reports as needed.
- Maintain fixed assets.
- Attend Governing Board meetings to present required reports.
- Obtain and maintain appropriate business licensing and other licensing or registration requirements as needed.
- Procure and maintain appropriate insurance policies as approved by the school's Governing Board.
- Ensure that student, staff and family privacy is maintained by withholding any and all personal information on any person(s) from unauthorized recipients.
- Oversee the school's computer network administrator, network, website and e-mail services.
- Oversee the school's human resource functions including payroll, benefits administration, retirement plan administration and other HR functions.
- Coordinate the processing of new employees, including performing appropriate background checks.
- Assist with employee management, including employee terminations of all types and post employment issues.
- Oversee the school facility and grounds, including the management of all operations personnel.
- In conjunction with the School Director and Governing Board, oversee the legal environment of the school.
- Compile and prepare a variety of records, reports, memorandums, and other materials.
- Operate office machines. Organizes and maintains office files and records.
- Arrange service and/or repair for malfunctioning major school equipment or fixed assets.
- Coordinate meetings and schedules as assigned.
- Attend staff development activities and seminars as assigned by administration.
- Contribute to a positive work and school environment by maintaining a positive, pleasant demeanor in all situations. Provide positive reinforcement to students.
- Communicate effectively and politely with co-workers, students, volunteers, parents and visitors to the school.
- Ensure that a school historical file is maintained.
- Maintain the school's Emergency Response Plan.
- Ensure school safety by procuring appropriate materials, supplies and equipment, performing fire drills and other drills, and ensuring that all aspects of the school's operation is safe and orderly.
- Insure up-to-date information regarding state law and administrative rules is obtained to insure compliance with government policies and procedures, including public K-12 legislation and charter school legislation.
- Attend appropriate legislative meetings, charter school association meetings and other events to promote or build alliances with appropriate persons to help facilitate an improved environment for the school.

- Identify and correct deficiencies within school procedures or systems relating to the above job functions.
- Perform other duties which may develop or as requested by the Governing Board

Knowledge and Skill Required:

Requires excellent oral and written communication skills, interpersonal, organization and public relations skills, including excellent phone etiquette. Requires the ability to handle multiple tasks, high stress and frequent deadlines. Requires the ability to maintain confidentiality in all aspects of the job. Basic computer skills are required including operating in a Windows environment. Software skills are required in Microsoft Office (Word, Excel, PowerPoint, Outlook or Entourage), the Internet, and the ability to learn new applications including the Utah State SIS system, PowerSchool and other general software applications. First Aid and CPR certificates are required.

Support Staff

Legacy Preparatory Academy will employ the following personnel to work under the supervision of the Director to fulfill her/his administrative and supervisory responsibilities:

Office Assistant

The office assistant will report directly to the Director and will be responsible for answering the phone, calling parents in case of an ill or absent child, filing, typing, bookkeeping, and other receptionist-type duties. The office manager may be required to word process or copy as a support function to the teaching staff. The office manager may also work in the classroom, supervise playground activity or otherwise support the school's day-to day operations.

The office manager must be computer literate, proficient in standard word processing and database programs, be able to handle money, be knowledgeable of standard office procedures including, but not limited to, letter writing, purchase orders, shipping, payroll, bookkeeping, and have prior experience working with children. The school office manager must also have the ability to work unsupervised, a strong desire to work with an innovative educational program and the ability to work well with others.

Academic Director/Curriculum Consultant

The curriculum consultant will assist in developing the school's curriculum and ensuring that lesson plans and classroom teaching are in harmony with the LPA's Charter, the stated philosophy and mission of LPA, and the direction of the Governing Board. This individual will also assist in staffing, student and school progress and performance.

Counseling

Counseling services will be contracted as needed and required.

Custodian

The custodian will attend to building maintenance and custodial services.

Fiscal Procedures

Fiscal procedures for LPA shall comply with State and Federal law, the Articles of Incorporation and Bylaws of LPA, generally accepted accounting principles, and the following policies:

The Governing Board shall adopt an annual budget prior to the beginning of the fiscal year.

LPA fiduciaries include the Director, Business Manager and the Board Members.

LPA shall undergo an independent annual audit by a reputable audit service provider.

Operational expenditures pursuant to the adopted budget may be made by the Director without further Board action, but are subject to Governing Board's oversight. All multi period agreements must be reviewed and approved by the Business Manager and Director are subject to approval by the Governing Board.

Capital expenditures over \$500.00 must be signed by more than one fiduciary.

Any extraordinary expenses must be signed by more than one fiduciary and shall be subject to the limitations set forth in the bylaws.

If any expenditure leads to an unbalanced budget, such expenditure may not be taken without Board action.

The LPA Governing Board may modify or enact future fiscal procedures as it may deem necessary for compliance with federal and state statutes and/or generally accepted accounting principles.

Employee Termination

All persons who perform services for LPA shall be considered “at-will” employees. The State agrees that LPA shall select its personnel directly without prior authorization from the State, subject to compliance with all federal and state rules and regulations. The Governing Board may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons.

Employee Evaluation

The Governing Board and Director shall be independently responsible for the supervision and evaluation of LPA’s teaching staff on an annual basis, ensuring all teachers meet state licensing standards. The Director and Governing Board will review all contracts periodically. The Governing Board shall be responsible for evaluating the performance of the school’s Director on an annual basis.

At its discretion, and operating through the Governing Board and the Director, LPA shall establish policies, guidelines, and regulations for the operation of the school. When LPA, at its discretion, determines that progressive disciplinary steps, or warnings, or evaluations of staff are in its best interest, it will employ such tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment. Teachers shall understand and acknowledge that LPA retains its status as an at-will employer at all times.

Legacy Preparatory Academy shall have no authority, by virtue of such policies or procedures or other action of the Governing Board, to change the “at-will” nature of the employment relationship.

Employment of Relatives

Employment of relatives is specifically allowed through exemption by Section 53A-1a-512(3)(c), UCA. At this time, the LPA Governing Board has no knowledge of or intention of hiring any relatives. However LPA desires to maintain the flexibility to accomplish its mission in whatever manner is in the best interest of the students and LPA. Therefore:

Should a relative, that is a qualified candidate for employment at LPA, apply for employment at LPA, the LPA Governing Board officer, member or employee shall not be allowed to participate in the deliberation or decision in the hiring or not hiring of that relative, and the decision shall be made by qualifying members of the Governing Board. This provision does not disallow the Governing Board from inquiring of or requesting facts from the current relative LPA officer, member or employee in their consideration for hiring the applying relative.

Utah State Board of Education

UTAH CHARTER SCHOOLS 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 coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical 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): Heather Traeden

Title (type): Chief Administrative Officer

Signature: _____

Date: June 7, 2005

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 Legacy Preparatory Academy Charter School except those allowed by law.

Legacy Preparatory 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

Legacy Preparatory 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

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

Nonsectarian Statement

Legacy Preparatory 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 _____Legacy Preparatory 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.

Heather Traeden

CAO (please print)

CAO's Signature

June 7, 2005

Date

Waiver from State Board Rules

LPA requests a waiver of Rule R277-470-1(D) requiring a closed list of Founding Members at the time of application for the school. Specifically, LPA requests that names may be added by the Governing Board to the list of Founding Members until the date the school opens, with the provision that the children receiving the Founding Member exemption not exceed 10% of the anticipated student body. LPA will comply with Federal guideline for Founder Status end date.

Section 53A-1a-506(2)(b)(i) Utah Code Annotated, (as amended 2004), states that, in the event the number of enrollees “exceeds the capacity of a program, class, grade level or the school, then students shall be selected on a random basis except that the school may give preference to a student of a parent who has actively participated in the development of the school . . .”

It is anticipated that there will be parents who “actively participate in the development of the school,” though they have not done so yet. Most of the actual work in opening the school happens after the charter is granted and the authority to act exists. Future anticipated needs are bookkeeping, construction/remodeling of the physical facility, technology development and website design, and so forth. Those parents who meet the criteria should have their students receive the preference. Truly, the “founding” of the school is not complete until the doors of the school first open for classes.

If this waiver is not granted, LPA will be inhibited and hindered from accomplishing its mission as set forth in the charter because it will be unable to solicit and acquire the necessary parent volunteers to complete all the work that needs to be done in order to open the school.

While some may view this waiver to be too likely to be abused, we at LPA believe such a status must be earned because it is a privilege. Further, our own charter limits the number of Founding Member exemptions to 10% of the projected student body; it is expected that there will ultimately not be nearly that many Founding Members at LPA. No person will be able to “buy” their way into Founding Member status, but the school should have the option of granting that status to those who “actively participate in the development of the school” as an incentive and privilege to those who meet the needs of the school.

The waiver request is for the period of time from the granting of the charter to the date when classes first begin.

Letters of Support

Placeholder page for letter
#1

Placeholder page for letter
#2

Placeholder page for letter
#3

Statement of Intent to Participate in Utah Retirement System

Legacy Preparatory Academy will not participate in the Utah State Retirement System.

Appendix 1

Legacy Preparatory Academy

Dress Code Policy and Regulations

Dress Code Policy

Purpose

Dress codes improve the classroom learning environment by:

- helping students concentrate on their school work by setting a tone for serious study
- removing distractions created by socioeconomic differences and modern fashion
- instilling students with discipline and self-respect

Dress Codes build citizenship and a sense of community in our children by:

- building self esteem, self respect, and school spirit among students by creating the distinction of being part of a group
- maintaining a healthy and positive school image in the community by a clean and neat appearance
- providing a visible and public symbol of commitment to school improvement and reform

Dress Codes create a safe learning environment by:

- helping school officials recognize intruders who come to the school
- eliminating the possibility of wearing gang-related or other potentially disruptive clothing

Enforcement

School staff will oversee enforcement of the policy. The school should strive to achieve compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to result in compliance. The school will communicate with parents so that expectations, rationale, and benefits are clearly published.

When necessary, LPA will implement the following discipline policy:

1. First infraction: send home a note with the student noting the infraction, requiring a parent and the student to sign and return the note.
2. Second infraction: send home a note with the student noting the infraction, requiring a parent and the student to sign and return the note.
3. Third infraction: the student will be sent to the office to call home and request the parent to bring the appropriate clothing to remedy the violation.
4. Fourth infraction: the student will be sent to the office to call home and request the parent to bring the appropriate clothing to remedy the violation.
5. Fifth infraction and all thereafter: the student and parent shall have a conference with the Director immediately.

Grandfather Clause

The Dress Code will be appropriate for use after they have been purchased under a current dress code guideline for one year or until they no longer meet the standards of appearance, whichever occurs first.

Assistance – Low Income Students

Dress Code clothing under this policy may be available for students whose parents need help in obtaining them. The Household Income Survey shall determine decisions regarding assistance. Any donations of clothing are welcome and encouraged by all families.

Modification Process

The Dress Code Committee shall monitor dress code implementation and recommend to the Governing Board any needed changes to the policy or regulations it perceives needed based on developing circumstances. Modification of the Dress Code Policy and Regulations will take place by Board action.

Dress Code Exemptions

The Director is allowed, at any time during the school year, to grant an exemption from the dress code to a student because of extenuating circumstances. The school will work with families who have extenuating circumstances.

Dress Code Regulations

Dress Code at LPA is mandatory. Implementation of the LPA Dress Code Policy is as follows:

General

The Dress Code must be observed during school hours, except under special circumstances as announced by the school. The Dress Code must be observed for all before and after school programs, including field trips and special school activities, and all tutoring and enrichment sessions, except on occasions when costumes may be required for dress rehearsals or performances. Gym clothes may be required for athletic activities.

On the last day of each quarter students are encouraged to wear street clothes of their choosing. Street clothes must be modest and free from all logos and graphics.

Appearance

Students must present a clean, modest, and neat appearance at all times. All clothing must be appropriately sized and worn correctly. Pants/shorts/skirts must be worn at the waist, shirts must be buttoned, shoes must be tied or fastened, clothing must be worn right-side-out, etc. Clothing shall not be excessively worn or have holes.

Full Dress Day

Full dress day (as described in Section Two) will be worn on Mondays and Fridays, for field trips, and on other occasions as communicated by the school.

Footwear

Shoes for students should be brown or black or blue. Shoes should be conservative in style. Students must wear shoes that are not distracting (no lights, charms, or characters). Closed toed and closed heel shoes only. Heels or soles may not be higher than 2 inches. Athletic shoes may be required for gym.

Socks

Socks or tights must always be worn. Socks for students should coordinate with the Dress Code. Girls may also wear appropriate smooth opaque or cable knit tights.

Underclothing

Other than plain white undershirts worn under Dress Code shirts, underclothing should not be visible. Girls are encouraged to wear shorts under skirts and jumpers. Navy leggings under jumpers, skirts or skorts are acceptable on cold days.

Hemlines

The hemlines in jumpers and skirts shall be no shorter than 2 inches above the kneecap; shorts and skorts will not be shorter than 4 inches above the kneecap.

School shirts and sweatshirts

If available, may be worn on Wednesdays.

Jewelry, etc.

Girls may wear jewelry or hair accessories that are appropriate for wear at school and are not a distraction. Boys may not wear earrings. All jewelry, if worn, must not be a distraction to the educational environment of the class or school. Sunglasses should not be worn inside the school building.

Hair

Hair must be kept neat and clean, have a combed appearance, and be appropriate for school. Irregular coloring of hair or outlandish hairstyles are inappropriate. Hair coloring and outlandish hairstyle parameters will be left to the discretion of the Director.

Cosmetics

Any makeup worn should be appropriate for school and not a distraction.

Head coverings

No hats of any kind, including baseball caps, may be worn inside the school building. Head coverings of a religious nature (e.g. yarmulke, hijad, etc.) are permitted.

Outerwear

All sweaters and vests must be worn with a Dress Code approved shirt underneath. Outerwear that is worn for warmth to and from school and at outside recess is not considered a Dress Code item.

Dress Code Availability

No specific manufacturer or vendor for clothing is required, but Dress Code clothing must match the colors and styles below. Items meeting the descriptions which are listed below may be found at many outlets, for example: Target, The Children's Place, Burlington Coat Factory, Dennis Uniform, etc., as well as online at the following websites (not an exclusive list):

ibiley.com
jcpenny.com

landsend.com
target.com

frenchtoast.com
aplusfabrics.com

FULL DRESS

Girls	Boys
Blouse, white	Dress shirt, white
Skirt/skort/jumper, LPA plaid or navy	Pants, navy
Sweater or sweater vest (optional)	Tie, LPA plaid or navy (optional)
Socks, white or navy	Sweater or sweater vest (optional)
	Socks, white or navy

GIRLS' DRESS CODE ITEMS

Tops		
Blouse	White button-down oxford cloth or peter pan collar	Long or short sleeves, no visible logos
Polo shirt	White, pale yellow, red, forest green, or navy; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Skirt, skort or jumper	LPA plaid	No visible logos
Skirt or skort	Navy or khaki; twill	No visible logos
Pants or shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown, black or blue	To be worn in belt loops
Socks or tights	White, navy or khaki	No holes, no runs
Shoes	Brown, black or blue, solid color	No distracting styles

BOYS' DRESS CODE ITEMS

Tops		
Dress shirt	White button-down oxford cloth	Long or short sleeves, no visible logos
Polo shirt	White, pale yellow, red, forest green or navy; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Pants or shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown, black or blue	To be worn with all belt loops
Socks	Navy or khaki	They must match pants
Shoes	Brown, black or blue; solid color	No distracting styles
Tie	LPA plaid	

Appendix 2

Classical Education: Trivium

The Trivium is a classical education concept that divides learning into three stages: grammar, logic and rhetoric.¹

Grammar Stage

During the grammar stage (grades 1-4), the mind is ready to absorb information. Embedding information through memorization and other methods are tools by which the mind learns. The grammar stage brings students to a mastery of basic skills in the disciplines of reading, writing, arithmetic, history, science, and foreign language. As a building block stage, it teaches students *what* to know and *how* to learn, laying the foundation for advanced study.

Logic Stage

During the logic stage (grades 5-8), the students begin to think more analytically. They develop higher-order thinking, problem solving and metacognitive strategies. They start to ask “Why?” They pay attention to cause and effect. They can evaluate, trace connections, and identify relationships among differing fields of knowledge. They begin to organize information and understand the way facts fit together into a logical framework.

Rhetoric Stage

The student who approaches the rhetoric stage is able to think through arguments. They can learn to write and speak with clear, original, and forceful language. The rhetoric stage covers grades 9-12 and will not be addressed at LPA.

¹ Jessie Wise and Susan Wise Bauer, *The Well-Trained Mind*. (2004)

Appendix 3

Davis County Demographics

Demographic Notes

The Governor's Office of Planning and Budget recently released its 2005 Baseline Projections. One of the major findings in these projections was that the school-age population in Utah will grow by a historic amount. This growth will be a challenge for Utah's policy makers and Utah's schools. As Davis County is one of Utah's largest counties, and will be the 4th highest growing county in the state, the growth in its school-age population will be significant.

Important data highlights include:

In 2000, Davis County had 60,504 children in its school age population (see Exhibit A).

- This will increase to 67,065 by 2010; to 72,605 in 2015; and to 77,454 in 2020.
- By 2050, the school-age population is projected to be 88,440, representing an increase of nearly 28,000 children.

School-age population is directly related to public school enrollment (see Exhibit B).

- Davis County School District has projected that by 2025, 84,418 children will be enrolled in school, representing an increase of nearly 24,000 from 2004.
- This county projection growth is more rapid than the official projections from the State of Utah.

South Davis County's population will increase by nearly 26,000 people (see Exhibit C).

- This includes North Salt Lake, Bountiful, West Bountiful, Woods Cross and Centerville.
- The State of Utah does not produce city projections by age, however, if southern Davis County changes in the same manner as the rest of the county, then 15% of its population will be in the school-age population,
 - Representing an increase of approximately 1,250 children from 2000 to 2010; and 2,200 children by 2020; and nearly 4,000 children by 2050.

Davis County is projected to be the 4th highest growing county in the state during the projections period.

- The vast majority of this increase will be from natural increase.
- The growth in this area is also a consequence of the fact that the grandchildren of the baby boomers are now entering the school-age years.

For a reference on school locations in the South Davis County area, see Exhibit D.

Placeholder for Exhibit 1

Placeholder for Exhibit 2

Placeholder for Exhibit 3

Placeholder for Exhibit 4