

**American Achievement Academy**

**American Achievement Academy, Incorporated**

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*Math*

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Utah State Charter School Board  
2005 - 2006 Charter School Application

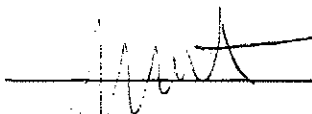
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I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications 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.

David E. Purinton

Authorized Agent (please print)

  
Signature of Authorized Agent

September 14, 2004

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**

## Target Population

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

- To provide exceptional educational experiences to children from all ages and in all grades.
- To be a diverse student body and welcoming students from every ethnic, religious and socio-economic background who seek an optimal educational experience.
- To be an educational facility that remembers its role to supplement (and not supplant) the role of parents and family and where possible, and by utilizing our K-12 framework, unite sibling groups in common educational opportunities.
- To be a facility where the best of teachers are individually recognized, recruited and motivated to stay long term by the rewards given them, not only monetarily, but also with the rewards of a student body and their parents that revere and appreciate their performance and dedication to their craft.
- To provide vocational course and advanced educational opportunities so each student can find where they excel and find areas for career options in their particular strengths.

	GRADES SERVED													TOTAL NUMBER OF STUDENTS (Enrollment cap)
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1	75	75	75	75	75	75	75	75	75	150	150	150	150	1275
Year 2	75	75	75	75	75	75	75	75	75	150	150	150	150	1275
Year 3	75	75	75	75	75	75	75	75	75	150	150	150	150	1275
Ultimate Enrollment	75	75	75	75	75	75	75	75	75	150	150	150	150	

(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)

American Achievement Academy will go to great lengths to notify each and every parent in the Nebo School District area regarding our opening. We have budgeted \$15,000 to advertise in the local newspapers. This includes the Payson Chronicle, Spanish Fork Press and Springville Herald as well as the Utah County Daily Herald. We will also utilize direct mailing to parents. We will hold several different open public meetings to educate prospective students and parents to the mission and philosophy of this charter school. We will hold these meetings in conjunction with our enrollment period. Those selected by lottery for enrollment will receive additional information.

### School Calendar

☒ Standard

☐ Extended School Year

Instructional Days 180

☐ Alternative (please describe in 5 words or less)

Start Date Opening will coincide with Nebo School Districts

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 American Achievement Academy

Site Address \_\_\_\_\_

City Spanish Fork Zip Code 84660 County Utah

Site/Location Description:

There are two different site locations that American Achievement Academy is considering. The primary site was actually recommended by Spanish Fork City and would serve the needs of the school quite well.

This site is located adjacent to the city sports complex. The land is easily developed and is very reasonably priced. The support offered by the City is also very encouraging, as the building of the facilities will require a close working relationship with the City.

The facilities themselves will reflect both a proven track record and the unique needs of the American Achievement Academy. With a student population ranging from kindergarten through twelfth grade the founders of the school recognize there are special accommodations that must be met. To this end the campus will be adjusted.

The facilities will comprise of ten buildings very similar in nature to what has been developed by the Summit Academy in Draper. These facilities will include two-administration buildings, one to serve kindergarten through eighth grade and the other to serve ninth through twelfth grade. There will be two multipurpose buildings that will include lunchroom facilities, gymnasium and music rooms and then the classroom buildings. We will also include an additional building that will meet the needs of our secondary students relative to concurrent enrollment and vocational education.

The layout of the campus will reflect the unique needs of our school. The campus will be divided into two areas with the dividing features being the multipurpose buildings. This will separate the different grade levels, which is very important to the founders of our school. Kindergarten through eighth grade facilities will be located on one side of the property with ninth through twelfth grade being on the opposite side. This will ensure a healthy environment for all and allow for greater monitoring of student activities.

The total square footage of the buildings will be approximately 100,000 square feet. There will be two libraries, one serving each student body with a total dedicated space of almost 5,000 square feet. Adequate parking will be ensured to include student parking in the upper grades. The Board of Trustees and the City have discussed the availability of the City sports facilities for our

students. This will allow for unparalleled extracurricular activities, to include competitive teams sports.

The actual buildings will be of very high quality design and construction. Each building follows a similar layout, to include independent heating and cooling. They are of a framed construction, brick and stucco exterior. There are also unique building materials used to include dura-rock, which is a material that would literally require a hammer to penetrate. Each classroom will be wired for intercom, telephone and the Internet, which will allow for greater ease of instruction for our teachers.

We are very excited about our school facility and feel that it will greatly enhance the learning environment that we are creating at the American Achievement Academy. It is also important to note that American Achievement Academy has entered into an agreement with a developer that will build this facility turn key . Our lease for this facility will be within the Property Tax Replacement Fund amount. We also have an agreement to purchase this property within ten years

(Picture of American Achievement Academy, or blueprint diagram)



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:

This is the primary goal of American Achievement Academy and will be met in three ways. First, the founders believe the learning process must be presented in vibrant and exciting ways; second, that the stress caused by negative peer pressure must be reduced significantly; and, lastly, if this institution will continue learning and improving itself, then learning will improve naturally as these attitudes transfer to all who become a part of the school. This purpose will also be met by following the school's teaching philosophy and by offering a career-oriented approach in the secondary grades.

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

American Achievement Academy believes that each student is unique and this basic understanding will inspire teachers and students to find new ways to answer any problem that is presented. Some examples might be the use of students' talents and strengths to overcome weaknesses (learning styles), experience and hands-on learning, peer tutoring, combined subjects meeting lesson objectives, longer class times, and all-day or lengthened kindergarten hours. All Directors will closely monitor this.

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

The Founders of the American Achievement Academy feel very strongly that our Directors, in close collaboration with our teachers, will best meet the implementation of our educational goals. We understand that this will require portions of our instruction to be designed by our teachers and monitored by our Directors. We are very comfortable with this and feel it is an ideal environment. One of our concerns with other structures is the lack of control allowed to teachers. They exist in an environment that is very heavily regulated and controlled, that allows for minimal input.

4. Increase choice of learning opportunities for students:

At American Achievement Academy the choice of learning opportunities comes as a natural result of our belief in the uniqueness of each student's learning styles, interests, and goals. As this information becomes available, we will take action to provide whatever the student needs. We also intend to work closely with other institutions such as Utah Valley State College, Provo College, Applied Technology College, and corporate sponsors to facilitate choices, particularly

for our secondary students. A graduating student from our school will have the opportunity for vocational training in several fields, and Associate degree in one of several fields.

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

The model of our school is in itself innovative. This will be the first school of this nature in the state of Utah. Our intention is to create one continuum that takes a child through all aspects of learning. As part of this we recognize the importance of closely monitoring our students with consistent feedback that will ensure greater accountability.

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

Not only will our school allow involvement for those who wish to be involved, one of our primary purposes in creating this school is to actually *create* parental involvement. Utilizing our PO and School Board along with ongoing committees staffed by parents, we will create opportunities for significant input.

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:

American Achievement Academy has not been founded to address any specific issues outlined or related to this Federal Law.

#### **4- Comprehensive program of instruction.**

The motto of the American Achievement Academy is taken from the words of Albert Einstein,

**"Learning is experience. Everything else is just information."**

We seek to create an environment in which each student will be able to expand their educational horizons and reach their fullest potential. We understand that this will require a disciplined classroom that will foster learning. We will also utilize as much as possible the strengths of our community, incorporating unique learning opportunities from the life experiences of the participants.

**Our teaching philosophy:** Teachers who care for each individual student and use the best techniques and curriculum to reach all learning styles, develop skills, and inspire students to reach their full potential as a unique being.

The overriding mission of the American Achievement Academy is:



- To provide skilled, vibrant, and exciting lesson experiences to children of all ages and in all grades. To ignite the innate love of learning that is inside all students
- To be a diverse student body encouraging and welcoming students from every ethnic, religious and socio-economic background who seek an optimal educational experience.
- To be an educational facility that remembers it's role to supplement (and not supplant) the role of parents and family where possible, and by utilizing our K-12 framework, unite sibling groups in common educational opportunities.
- To be a facility where the best of teachers are individually recognized, recruited and motivated to stay long term by the rewards given them, not only monetarily, but also with the rewards of a student body and their parents that revere and appreciate their performance and dedication to their craft.
- Provide vocational course and advanced educational opportunities so each student can find where they excel and find areas of career options in their particular strengths.
- To be a school large enough to be economically feasible yet small enough to be intimate.
- Having curriculum and teaching that is planned using all learning styles to include direct instruction supplemented with collaborative, movement and hands-on lesson plans. We understand that learning is more than information but experience.

The program of instruction for the kindergarten through 8<sup>th</sup> grade starts with the use of our philosophy of teaching (see above). These years are crucial to provide enough movement, social, and hands-on experiences as well as repetition and use of skills being taught. Reading and writing will be used in each subject and we will blend the best of traditional teaching methods, as well as other methods that work. But, most of all, every lesson of every day will be presented with enthusiasm and planned to meet the needs of each individual student, thus providing an optimum environment for exciting learning. We want our kindergarten through eighth grade students to find our classes so rewarding that they become motivated self-learners in and out of the classroom and become such great readers and writers that they can master any subject presented to them.

As a student gets closer to the secondary educational grade level we will begin to stress the importance of occupational skills. As such we will rely heavily on both Student Occupation Plans (SOP's) at the lower grade levels and through the eighth grade Student Educational, Occupational Plans (SEOPs). This will prepare a student for some of the opportunities and decisions that they will make as they work towards their graduation, and beyond.

Our program of Secondary Education will seek to provide both opportunity and direction for our students. We will employ a guidance counselor who will work with each student and their family to maximize their education experience. We will offer two different graduation plans to best suite each student and expand their educational opportunities.

For the scholarly student, high school should be about focusing both on their skills in a disciplined environment and on their desires, thus we will work very closely with all possible venues of concurrent enrollment. This will include the courses available through the Electronic High School, the Utah Education Network as well as working with Utah Valley State College. We also recognize that a very advanced student could make use of the Centennial Scholarship. Our intent is to assist every student that seeks this opportunity. Our efforts in SOPs and SEOPs in our elementary program will truly accelerate our students towards this end. We will use our kindergarten through twelfth grade environment to the fullest.

We also recognize that many students either chose not to advance themselves in a scholarly environment or have other particular gifts. For these students we will provide exceptional vocational training. We will work with the Applied Technology College, Nebo School District as well as create our own unique learning.

We will also partner with Utah Valley State College for other vocational opportunities. In creating our own unique vocational opportunities we will provide training in everything from building construction to culinary arts. We are also exploring a partnership with Provo College that would allow our students to begin work towards these vocational programs.

**Saxon Math:**

Saxon math calls these methods "incremental development and continual review" and applies them to mathematics.

Incremental development is the process of learning one principal through various means. We shall supplement this with hands on learning experiences that teach underlying principals. This will be continued until the concept is learned at which time the next concept will be introduced. We will then combine both concepts until they are mastered.

**Core Knowledge Sequences:**

This is a proven curriculum that according to the work of The Freedom Academy, meets and exceeds state standards. This is also a State approved curriculum. This curriculum will be used to teach reading skills, grammar and writing, science, social studies, music and art. All of these curriculum items will be taught with a hands-on style.

American Achievement Academy recognizes the value of both direct instruction and involvement with a teacher. We also recognize that there is a significant cost for small class sizes thus it is budgeted that from kindergarten through eighth grade a teachers aide, or instructor will be provided. This will ensure that each child can receive the educational attention that they need.

We will stress the importance of physical education as an important part of a students growth. This also contributes to a positive learning environment. As part of this we will have intramural team sports of various disciplines. This will include soccer, softball, jump rope and other forms of physical activity that will bring growth to our students.

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### Effectiveness Goals

**"If you fail to set goals, your goal is to fail!"**

**Anonymous**

At American Achievement Academy, we realize that excellence is achieved through many steps, each contributing to the whole. With this understanding we have established these goals to demonstrate to ourselves and the state the effectiveness of our school. We will track each of these goals. As we proceed through our operation of this school we will likely determine areas of concern. American Achievement Academy reserves the right to add additional goals as we see fit.

<b>Goal</b> (Broad statement of what result will be)	<b>Specific Objectives</b> (What student/parent/teacher will be able to do)	<b>Measurement Criteria</b> (What success will be achieved? What test/survey/task will be used to measure success - measuring data, percent mastery, etc.)
<b>1. Improve student learning</b>	1a. Students will demonstrate proficient reading skills 1b. Students will demonstrate proficient math skills. 1c. Students will write effectively 1d. Students will demonstrate proficient science knowledge as defined by the Utah Core. 1e. Each student will understand their potential and will maximize their learning abilities. 1f. All students will be taught to respect themselves, their peers and their elders as this creates a positive environment for learning and achievement. 1g. Parental involvement will be maximized. 1h. 100% of our secondary students will graduate with a diploma. 1i. 100% of our students will receive either vocational training or be involved in concurrent enrollment.	1a. At the beginning of the year a baseline will be established with each child. From this leveled reading will be assigned. At the end of the year another assessment will be performed that will demonstrate this proficiency. Each child will be tracked. 1b. Using Saxon Math 85% of students will demonstrate near Mastery or Mastery based on the Math CRT by the end of each year. 1c. At the end of year one, at each grade level tested, 85% of school's students will demonstrate near Mastery or Mastery based on the Language Arts CRT. 1d. 75% Students in the 5 <sup>th</sup> grade will demonstrate near Master or Mastery based on the Science CRT. 1e. Each student will receive both summative, and equally

		<p>as important, formative evaluations. Their guidance counselor, teacher and director will track all students based on their test scores, grades, SEPs and SEOPs. Beginning in 7th grade all students will be counseled and given career guidance and encouraged to take advantage of either the vocational or concurrent enrollment opportunities available at American Achievement Academy</p> <p>1f. All incidents of behavior problems will be tracked and counseled. Parents will be immediately notified and appropriate action taken. Acceptational behavior will also be reported and tracked and appropriate recognition given. (We intend to build acceptanceal behavior.)</p> <p>1g. Parents will be strongly encouraged to participate in all school activities. This will be noted and appropriate recognition given. (Again, we intend to build acceptanceal behavior.)</p> <p>1h. Using the BSCT and graduation rates. 100% of students will satisfy requirement for graduation.</p> <p>1i. Using SEOP and curriculum mapping, 100% of our students will participate in either track of courses offered.</p>
<b>2. Disciplined attendance.</b>	2a. Students will be on time and avoid excessive or unexcused absences.	2a. 100% of students will have 90% attendance. No student will have more than 3 tardies a term. Either an Assistant Director or Head

		Director will personally deal with all cases that exceed this. Excessive case beyond this will be brought to the attention of the School Board.
<b>3. All teachers are certified to State Standards</b>	3a. All teachers will secure and maintain Utah educator licenses appropriate to their assignments.	3a. 100% of teachers will have and maintain appropriate types of Utah licenses or be enrolled and progressing an Alternative Route to Licensing and be accurately entered into the CACTUS system.
<b>4. Faculty, parents and community are united in education goals.</b>	4a. Open communication between all participants. 4b. All participants understand methods, goals and policies.	4a. All participants, to include parents, organizational leaders, and sponsoring contributors will receive a monthly newsletter. A twice-yearly survey, regular School Board meetings, feedback boxes and an open door policy will gather feedback. This feedback will be reported to facilitate the free exchange of communication. 4b. 100% of parents will attend open-houses, will sign all report cards and special communications from the school, will attend at least one SEP or SEOP a year.
<b>5. American Achievement Academy is a safe school</b>	5a. All students know emergency plan and exit routes 5b. All students are counseled on behavior and bullying.	5a. In accordance with State Law emergency plans are in place and are regularly reviewed by Administration. This will be tracked internally. 100% of students will participate in regularly scheduled fire and emergency drills. This will be tracked and those students not in attendance will receive individualized instruction on

		<p>procedures.</p> <p>5b. All students will receive a lecture on acceptable behavior and how to deal with problems.</p>
<p><b>6. Faculty is trained and is able to implement and track curriculum and state standards.</b></p>	<p>6a. Faculty trained and teaching in Saxon Math, Core Knowledge and State Standards.</p> <p>6d. All instruction is designed to meet both American Achievement Academy's and State's standards.</p>	<p>6a. 100% of faculty will receive in-service in both standards and curriculum. This will be tracked as part of our teacher evaluations.</p> <p>6b. Before each year begins the Directors will work with the Curriculum Committee to ensure that all standards are being taught, with special emphasis given to supplemental material. This will be tracked as part of American Achievement Academy's Curriculum Mapping process.</p>

## **Lesson Plan**

**See appendix 1**

## **Monitoring of the Program of Instruction:**

American Achievement Academy will comply with UPASS and NCLB in providing for assessments. Beyond this the founders of the American Achievement Academy recognize that monitoring and assessments serve a far more important purpose than simply following state and federal law. We recognize that this is the means in which we can determine the effectiveness of our curriculum and instruction. To this end we will rely heavily on the close cooperation between the parents, staff, guidance counselors, teacher and student.

We will direct that our Administrator will implement formative tests. These will be used to track our students, first to determine where they begin their educational experience, and then monitoring them to the end of the year. We will further direct that a chart of each student will be maintained towards this end. As an example we will track each student in reading from the learning of the letters to the Classics of Western and Ancient Civilization. This information will then be provided to the parents at both the SEP's and SEOP's. Any remediation that takes place must include the parents.

Our Director and Assistant Directors will act as directors of standards. They will work with our teachers before the school year begins to ensure that their lesson plans both address the state standards as well as meet the desire of the American Achievement Academy. This will be monitored with periodic reviews of both teaching methods and planning.

We will use the standard grading which will be on a scale from 'A' to 'F', which is the traditional grading scale. We will have four terms in our school year schedule though grades will be sent home during the middle of the term as well as at the end. We will also conduct two SEP/SEOPs for our parents as well as specific parent/ teacher conferences as needed.

## **School Calendar**

We intend to follow the school calendar used by Nebo School District and have submitted their current calendar as an example. We will use the 2005-2006 calendar that they post as well.

## **District Calendar 2004-2005**

Aug 2004	School Registration: (link to website)
Aug. 18-24	Teacher and Staff Development
Aug. 20	Certified/Classified Renewal Conference and Benefits Fair
Aug. 25	School Begins
Aug. 25-	Kindergarten Assessment



Sept. 2	
Sept. 3	Kindergarten Begins
Sept. 6	Labor Day (No School)
Oct. 26	1st Term Ends
Oct. 27	Teacher Development Day (No School)
Oct. 28-29	UEA (No School)
Nov. 1	2nd Term Begins
Nov. 24	P/C Comp Day (No School)
Nov. 25-26	Thanksgiving Holiday (No School)
Dec. 22	Christmas Holiday Early Out Day
Dec. 23	P/C Comp Day (No School)
Dec. 24-31	Christmas Holiday (No School)
Jan. 3	School Resumes
Jan. 13	2nd Term Ends
Jan. 14	Teacher Development Day (No School)
Jan. 17	Martin L. King Day (No School)
Jan. 18	3rd Term Begins
Feb. 21	Presidents Day (No School)
Mar. 24	3rd Term Ends
Mar. 25	Teacher Development Day (No School)
Mar. 28	4th Term Begins
Apr. 13	P/C Comp Day (No School)
Apr. 14-15	Spring Break (No School)
May 27	Last Day of School Early Out (Elementary:12:00) (Secondary:12:30)
May 30	Memorial Day

### Special Education

This is extremely important as we recognize that there are very specific needs. To this end we will provide two full time special education teachers. We will privately contract for all services that we are not able to provide ourselves. The costs of those potential contracts have been set-aside in our budget. As part of this process we will create an Individual Education Plan team, or IEP Team. This IEP Team will be made up of the necessary people to create an adequate Individual Education Plan for our special needs students. This will include one of our Directors, regular teacher, special education teacher, parent and specific professional as needed. The Director will ensure that proper resources can be committed to the student's IEP.

We will also provide professional development training and lectures to all of our teachers to ensure that they fully understand the needs and requirements of our special education students. This will include instructions in the provisions of IDEA. The first step in preventing any problems is proper information.

We will also set aside money in our budget that will allow our Special Education teachers to receive any professional development needed. This will improve our quality of services. Each of our Special Education teachers will have an Instructor at their disposal that will assist in all efforts to include IEP's and administering the Woodcock, Johnson test. The cost of this test is also reflected in our budget. This test is generally considered the most reliable as it, among other areas, addresses possible race and culture issues. We would anticipate our teachers receiving any special training in this area that they need.

We will also work very closely with both the Nebo School District and State Office of Education Special Education directors. This will ensure a seamless relationship when unique circumstances may arise.

## 5. Detailed Business Plan

[American Achievement Academy will submit the budget proposal for all expenses anticipated through the opening of the school with the Startup Grant application, as directed by the Utah State Office of Education.]

# CHARTER SCHOOL WORKSHEET FY 2005-2006

\*\*\*\*\*ESTIMATE ONLY\*\*\*\*\*

School Name: **American Achievement**

## TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	600	1.2	720
Special Ed Pre-School	0		
Special Ed ADM (K) <sup>1</sup>	7		
Special Ed ADM (1-12) <sup>1</sup>	120		
Special Ed (Self-Contained) <sup>1</sup>	14		
Number of Teachers (K-6)	21		
Number of Teachers (7-12)	31		
WPU Value	\$2,182		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
<b>Regular Basic School:</b>			
Regular WPU - K-12	See above	1314.7500	\$ 2,868,785
Professional Staff	0.01705	22.4145	48,908
Administrative Costs	22.89 per student		29,185
<b>Restricted Basic School:</b>			
Special Ed—Add-on***	0.9972	137.4646	299,948
Spec. Ed. Self-Contained***	1.0000	14.0000	30,548
Special Ed Pre-School	1.4700	0.0000	-
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	253.75 per K-8 ADM		171,281
Total WPU Programs		1488.6291	\$ 3,448,655
<b>Non-WPU Programs</b>			
<b>Related to Basic Programs:</b>			
SS & Retirement	\$ 406.85 per WPU		\$ 605,649
Quality Teaching Block Grant	\$95		124,901

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Local Discretionary Block Grant	\$48.5		63,765
Interventions-Student Success	\$25.83		33,960
<b>Special Populations</b>			
Youth at Risk Programs	\$5.85		7,691
Gifted and Talented	\$4		5,259
<b>Other</b>			
School Land Trust Program	\$20.80 per student		26,520
Reading Achievement Program	\$58 per student		13,050
<b>Local Replacement Dollars</b>	Average \$1,006 per student		1,296,734
Total Non-WPU			\$ 2,177,530
<b>One Time*</b>			
Teacher Materials/Supplies**	\$225 per teacher (K-6)	21	4,725
	\$175 per teacher (7-12)	31	5,425
Salary Bonus	\$300 per F.T.E.	52	15,600
UPASS On-line Testing	\$12.50 per student	1275	15,938
<b>Total One Time</b>			\$ 41,688
<b>Estimated Total All State Funding</b>			<b>\$ 5,667,872</b>
Numbers are based on estimated FY2005 enrollment.			

Utah State Charter School Board  
2005 - 2006 Charter School Application

American Achievement Academy

	First Year			Second Year			Third Year		
	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Number of Students (ADM):									
Revenue									
State Funding									
Federal & State Projects									
Private Grants & Donations									
School Land Trust money			0						
Federal Startup Grant			\$ 650,000.00			\$ 0			
Total Revenue			\$6,317,872			\$5,694,392			\$5,694,392
Expenses									
Head Director	1.00	\$ 70,000.00	\$70,000	1.00	\$ 70,000.00	\$70,000	1.00	\$ 70,000.00	\$70,000
Assistant Director (Principal)	2.00	\$ 60,000.00	\$120,000	2.00	\$ 60,000.00	\$120,000	1.00	\$ 60,000.00	\$120,000
Teacher-Regular Ed	50.00	\$ 35,000.00	\$1,750,000	50.00	\$ 35,000.00	\$1,750,000	50.00	\$ 35,000.00	\$1,750,000
Teacher-Special Ed	2.00	\$ 35,000.00	\$70,000	2.00	\$ 35,000.00	\$70,000	2.00	\$ 35,000.00	\$70,000
Instructional Assts	55.00	\$8/hr@990	\$435,600	55.00	\$8/hr@990	\$435,600	55.00	\$8/hr@990	\$435,600
Secretary	2.00	\$ 25,000.00	\$50,000	2.00	\$ 25,000.00	\$50,000	2.00	\$ 25,000.00	\$50,000
Bookkeeper						\$			\$
Guidance Counselor	1.00	\$ 40,000	\$40,000	1.00	\$ 40,000.00	\$40,000	1.00	\$ 40,000.00	\$40,000
Other (State Retirement @ 14%)			\$278,880			\$278,880			\$278,880
Other (payroll taxes @ 7.9%)			\$200,000			\$200,000			\$200,000
Employee Benefits (200)			\$ 319,000			\$319,000			\$319,000
Travel (580)			\$ 15,000.00			15,000			15,000
Purchased Professional Services(300)			\$ 20,000.00			20,000			20,000
Purchased Property Services(400)			\$ 35,000.00			35,000			35,000
Instructional Aids/Books/Library(600)			\$ 275,000.00			40,000			20,000
Supplies(600)			\$ 150,000.00			100,000			100,000
Legal (300)			\$ 10,000.00			10,000			10,000
Auditor(300)			\$ 7,000.00			7,500			7,500
Marketing (300)			\$ 25,000.00			5,000			5,000
Other (printing, postage)			\$ 20,000.00			10,000			10,000
Total Instruction, Administration & Support			\$3,890,480			\$3,575,980			\$3,555,980

[illegible]

## **6. Organizational Structure and Governing Body**

The American Achievement Academy Founding Council is the “keeper of the vision” and defines curriculum and core policy. The American Achievement Academy Advisory Council offers recommendations to the founding council and the school board. The American Achievement Academy School Board is responsible for daily operation of the school, hiring faculty and staff. The American Achievement Academy Parent Organization offers interested parents a means to participate in defining school policy and coordinating volunteer efforts. All members of the School Board are elected from the Parent Organization. The American Achievement Academy Student Council brings student suggestions and ideas to the attention of the Founding Council and School Board. For detailed policies regarding these organizations, please refer to the American Achievement Academy Handbook.

### **Board of Trustees**

Responsibilities of the Founding Council may include:

- Authoring the official charter.
- Amending the charter.
- Creating and administering the American Achievement Advisory Council. This includes appointing and removing council members.
- Defining initial American Achievement Academy School Board policy.
- Authoring and approving American Achievement Academy internal policies (e.g., “bylaws”).
- Defining and communicating school core values, principles, and policy as defined in the American Achievement Academy Handbook.
- Approving appointments to key administrative positions, including the Director.
- Signing district assurances documents and honoring other legal commitments as required by state and district code.
- Renewing employment contracts for American Achievement Academy employees.

### **American Achievement Academy Board of Advisors**

The American Achievement Academy Advisory Council is a group of “specialist volunteers” who advise the Founding Council and perform assignments to fulfill specific objectives of the charter. Prior to the school’s first year of operation, the council shall be designated as the American Achievement Academy Advisory Council. Some of the council’s responsibilities may include:

- Offering advice to the Founding Council, based on the members’ professional expertise.
- Providing oversight to the Founding Council on policy decisions. The council’s contribution is especially significant in educational, legal, ethical, and financial matters.
- Assisting the American Achievement Academy School Board in fulfilling their responsibilities.

### **American Achievement Academy Founding Council**

This council will be composed of parent volunteers that will assist in the opening of the school and will serve under the direction of the Board of Trustees. It is anticipated that members may include Trustees, Advisors, and even teachers. It is expected that each member of this Council will contribute greatly to the opening of the school. As part of this Founding Council various committees will be established which will facilitate the opening of the school. It is expected that each Founding Council member will either sit on one of this committees, or in the case of Board members, supervise a committee. These committees will be established after the submission of this Charter. It is expected that each committee will total over 250 hours. These committees include, but are not limited too; Curriculum, accreditation, staffing, budget, facilities, enrollment, student scheduling, Policy Handbook, library, information technology services and hardware, and community relations.

#### **American Achievement Academy School Board**

The American Achievement Academy School Board oversee the day to day operation of the school. It is comprised of 9 members, the president of the board of trustees and the president of the parent organization will be automatic members. 7 members will be elected from the parent organization by the members of the same parent organization whose children are registered to attend the school. The presidents of the board of trustees and parent organization can not be the chairman of the school board.

In order to establish a board members service rotation, the initial term of service, all the members will be elected for terms of varying duration. Three members will be elected for a one-year term, four members will be elected for a two-year term. Thereafter, elections for directors will be held each May at the annual meeting of the parent membership of American Achievement Academy (parents of students for the following school year) and voted upon by the parents of The Academy. Each member will be elected to a two-year term of service. Each parent will have one vote for each board seat.

When a vacancy arises, the American Achievement Academy School Board shall call for an election. The Parent Organization then notifies its members of the vacancy and requests nominations. An open meeting shall be held where nominees shall present themselves to the parents. They are then voted on at the meeting by silent ballot. Those receiving the most votes are invited to serve on the board.

The board's responsibilities may include:

- Defining operational school policy.
- Overseeing school finances.
- Overseeing school procurements.
- Overseeing school facilities management.
- Hiring faculty and staff with the assistance of the Director.
- Approving school volunteer participation.
- Assisting in district and state reporting responsibilities.
- Calling for and holding elections to fill vacancies in the board.
- Ensuring that required assessments take place.



### **American Achievement Academy Parent Organization**

The American Achievement Academy Parent Organization comprises the parents whose students are registered to attend American Achievement Academy. Some of the responsibilities of the organization may include:

- Organizing and maintaining the Excellence program.
- Coordinating the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other volunteer-based activities.
- Raising funds for supplementary materials and activities.
- Organizing elections to fill vacancies in the American Achievement School Board.

### **American Achievement Academy Student Council**

The American Achievement Academy Student Council offers students meaningful and fun opportunities to participate in school operations. Any student may join the student council. At the beginning of each school year, members of the student council shall elect 1 representative from each class in grades 4 -- 8. These representatives will meet with the Student Council coordinator and the Student Council Faculty Advisor. The coordinator shall be a member of the Parent Organization. The School Board shall appoint both the Coordinator and the Faculty Advisor.

### **Director and Assistant Directors**

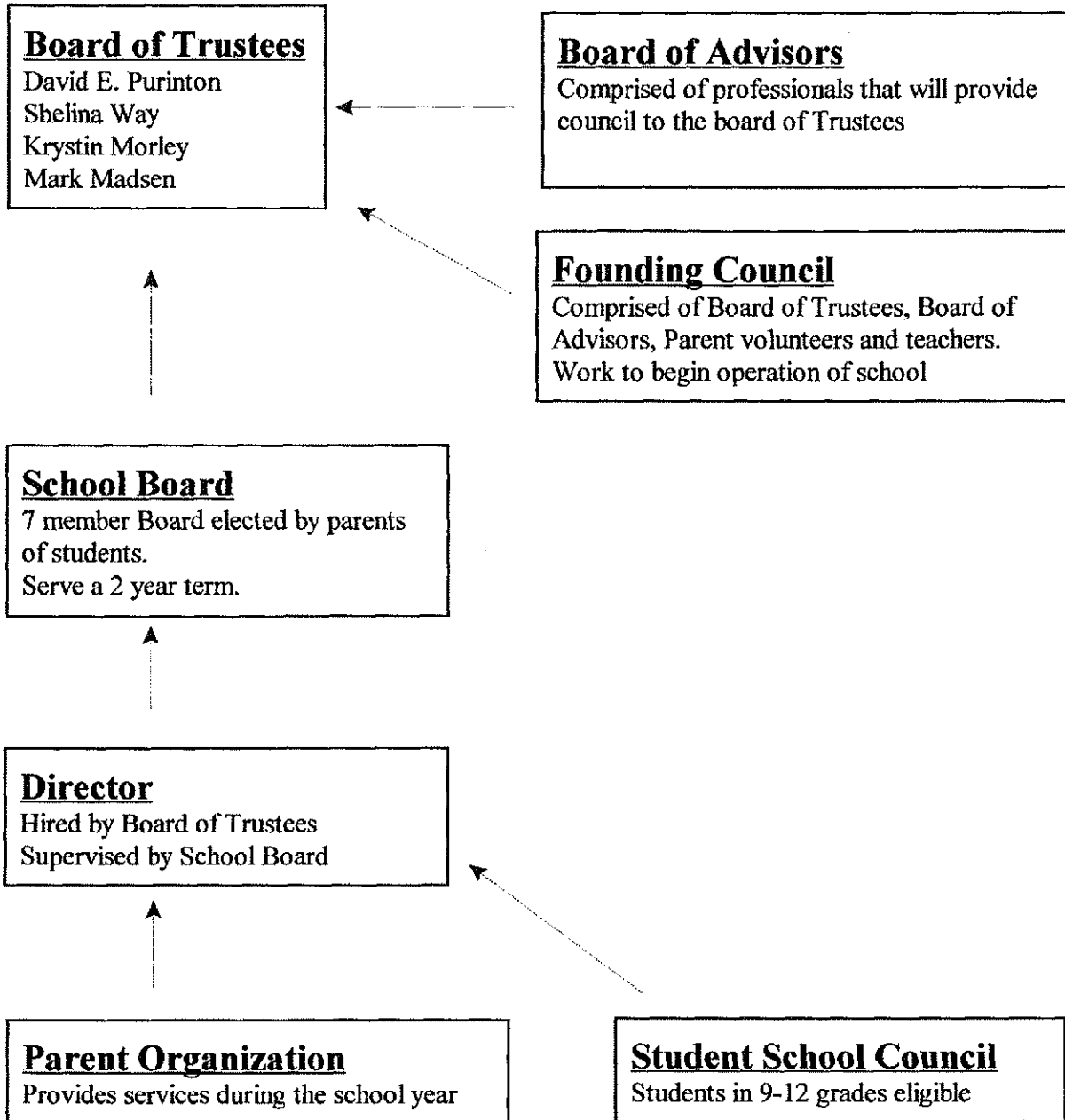
The Director, and assistant Directors, shall manage the school's daily operation. The Director is subject to policy defined by the American Achievement Academy School Board and American Achievement Academy Founding Council. The Director is a key representative of the school, and, as such, bears the considerable responsibility of upholding school standards and values at all times.

Specific responsibilities of the director may include:

- Overall management of the school
- Recommending policy changes to the School Board.
- Recommending changes to school personnel.
- Promoting and overseeing school curriculum.
- Representing the school in public relations events.
- Providing arbitration services between parents and teachers (see School Governance – Complaints).
- Overseeing school finances and the hiring of faculty and staff with the assistance of the School Board.

In addition two Assistant Directors will serve to facilitate the operation of our school. One Assistant Director will oversee the services and teaching of kindergarten through eighth grade, the other will oversee ninth through twelfth grade. These Assistant Directors will report to the Director and will assist in all aspects of the operation of the school, under the direct supervision of the Director. They will be subject to all laws and policies of the American Achievement Academy.

## American Achievement Academy Organization



**Organizational Chart – see appendix 2**

## 7. Background information sheet, and resumes

### Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.\*

Name David E. Purinton

Role in School (list positions with school) CAO/Chairman of Board

#### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Currently I am the President and sole share holder in two companies that I created.

The first is PurCo Fleet Services, Inc. which was started in 1993 and currently employs 38 individuals. PurCo serves the vehicle rental industry across the United States by providing risk management and claims recovery. It is the largest company of its type in the country. PurCo annual revenues exceed \$16 million.

The second is Subrogation Division, Inc. SDI was formed in 2000 and provides subrogation recovery to the Insurance Industry nationwide as well as consulting and recovery services to self insured companies. SDI annual revenues exceed \$2 million.

I also have experience creating and operating volunteer organizations.

#### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

1979 - Graduate Hemet High School, Hemet, California

1979-1980 - Music Major, Chaffee College, Alta Loma, California

1983 - Music Major, Brigham Young University, Provo, Utah

#### Statement of Intent:

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

Many parts of this application I personally dictated, and if this application is accepted, this charter has what ever commitment needed by me, as its CAO, to get the job done.

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

## Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.\*

Name Shelina Way

Role in School (list positions with school) Board of Trustee/ Parent

### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

See Resume

### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

See resume

### Statement of Intent:

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

Very excited about the opportunity to provide a different setting for my children. This includes the vocation courses. I have spent the last year working and making decisions that have lead to this school. I have been very committed to education for many years now and will continue to do, with my efforts focused on this school.

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

## Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.\*

Name Krystin Morley

Role in School (list positions with school) Board of Trustee/Parent

### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

See resume

### Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

See resume

### Statement of Intent:

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

I am very excited about the opportunity to create this school. I have worked very hard to get to this point and I am thrilled to begin the operation of this school. With numerous children still in the school system this will be tremendous opportunity for all of us. I am serving on the Board as well.

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

### Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.\*

Name Mark Madsen

Role in School (list positions with school) Board Member

#### Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

January 1999-Present

Larry H. Miller Management Corporation

Project Manager - Attorney

Projects as assigned by Larry H. Miller: Project Manager, Jordan Commons construction 1999-2001; lease negotiations; property transactions.

Legal Department: commercial transactions, labor law, administrative law, real property, dispute resolution, small claims, etc.

Circa 1996-1997

Citizens United Foundation

Director of Programs, Director of Development

Managed fundraising and programs of political activist group.

Circa 1994-1995

Leadership Institute

Director of Development

Managed capital fundraising for youth training organization.

Circa 1989-1994

Self-Employed

Worked in Central America, primarily Panama, to bring down tyrannical socialist governments and to train citizens in democracy and rule of law in aftermath of socialist regimes. Lobbied US government for appropriate policies in Central America.

## *Curriculum Vitae*

Mark Madsen

Lehi, UT 84043

### **Employment:**

January 1999-Present

Larry H. Miller Management Corporation; Special Projects, Attorney

Projects as assigned by Larry H. Miller: Project Manager, Jordan Commons construction, 1999-2001; lease negotiations; property transactions, and etc.

Legal Department: commercial transactions; labor law; administrative law; real property; dispute resolution; small claims; and etc.

Circa 1996-1997

Citizens United Foundation; Director of Programs, Director of Development

Managed fundraising and programs of political activist group.

Circa 1994-1995

Leadership Institute; Director of Development

Managed capital fundraising for youth training organization.

Circa 1989-1994

Self-Employed

Worked in Central America, primarily Panama, to bring down tyrannical socialist governments and to train citizens in democracy and rule of law in aftermath of socialist regimes. Lobbied US government for appropriate policies in Central America.

### **Education:**

Juris Doctor

Brigham Young University, J. Reuben Clark Law School, Provo, UT, 2001 - 2003

BA

George Mason University, Fairfax, VA, 1997 - 1998

High School

Columbine High School, Littleton, CO, 1981

### **Extra Curricular:**

Married, father of four

City Councilman, Eagle Mountain, UT, 2001-Present

Republican candidate, Utah State Senate, District 13



**Education History:**

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

**Juris Doctor**

Brigham Young University, J. Reuben Clark Law School, Provo, UT  
2001 - 2003

**BA**

George Mason University, Fairfax, VA  
1997 - 1998

**High School**

Columbine High School, Littleton, CO  
1977 - 1981

**Statement of Intent:**

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

My role as a founder and Board Member is to contribute to the development and operation of an outstanding primary and secondary education provider that empowers and involves parents in the education of their children, uses valid techniques to teach fundamental academic knowledge, enables children to think for themselves, provides a structured and safe learning environment, and promotes good citizenship from students, parents and teachers. I do this by looking for innovative alternatives to educational challenges, by sharing my perspective and experience from other regions with various educational approaches, by enabling and supporting other Board members who develop superior ideas and methods, by encouraging high standards and rewards for performance and by trying to protect the other Board Members, students, parents and teachers from unnecessary risks, negative influences and mediocre outcomes.

I believe the application reflects the highest aspirations for families with children in primary and secondary schools. I am unreservedly committed to it and will do all I can to effect its realization.

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

# Shelina D. Way

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- Spanish fork , Utah 84660

## Professional Experience

---

### Homemaker

Spanish Fork, UT

1989-present

- Mother of 5 sons
- Wife of local business man and politician
- Skilled in organizing and time management
- Daily duties include child care, home improvement, food preparation and medical assistance.

### Office Assistant, Construction Company

- Manage contracts, assist in site development and projects, Spanish fork, UT
- Accounts payable and receivable. 1995-present

## Education

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Valley High School, 1984, diploma

Clark County Community college, 1984 to 1985, General Education

University of Nevada at Las Vegas, 1985 to 1986, General Education

Southern Utah State College, 1986 to 1987, dietary Sciences

## Community Involvement

---

Texas, San Antonio Mission, 1988 to 1989

Parent Teacher Association, President elect, 2002

Nebo School District Literary Board, 200 to 2001

References upon request

Spanish Fork, Utah 84660

home  
- fax

# David E. Purinton

---

## Experience

1993–Present PurCo Fleet Services, Inc. Spanish Fork, UT

### Founder/President

- PurCo is the largest independent claims recovery company (that serves exclusively the Vehicle Rental industry) in the nation.
- PurCo has processed over 100,000 claims involving over 100 million dollars.
- Frequent speaker at Industry conventions and focus groups.

1990–1993 Consultant Woodland Hills, UT

### Independent Consultant to the Vehicle Rental Industry

- Consulted in General Management and Risk Management.
- Clients located all across the nation.

1985–1990 Dollar Rent A Car Sacramento, CA

### General Manager

- Oversaw all aspects of this franchise.
- Hired and trained all personnel.
- Was awarded the President's Cup in 1989 for being the best mid-sized location in the Dollar Rent A Car System.

## Education

- Licensed Public Adjuster since 1994
- College major – Music, with a Jazz Vocation Emphasis (did not graduate).

## Miscellaneous

Owner/Operator of 2 other business:

- Subrogation Division, Inc. – a full service subrogation company serving large fleets and the insurance industry – currently recovering over 2 million dollars annually.
- Buckets and Barrels Boutique – a consignor gift and craft boutique in Spanish Fork, UT

Other Associations:

- Charter Member (and past board member) of ACTIF (The Association of Car and Truck Rental Independents and Franchises) a National Trade Association.
- Organizer and current Corporate Secretary to the Utah-Idaho Car and Truck Rental and Leasing Association.

# KRYSTIN MORLEY

Spanish Fork, UT 84660

home [REDACTED] cell [REDACTED]

## PROFESSIONAL EXPERIENCE

### *Homemaker*

*Spanish Fork, UT*  
1980 to Present

- Mother of 9
- Wife of local business owner and politician
- Skilled in organizing time and resources
- Daily duties include child care, home improvements, food preparation, dispute resolution, and medical assistance

### *Hagan House - gift and furniture store* CO-OWNER

*Spanish Fork, UT*  
2003 to Present

- Inventory control
- Financial review
- Product ordering
- Quarterly buying trips to Denver, Dallas, Los Angeles, and Pennsylvania

### *Magleby's Fresh - restaurant* CO-OWNER

*Spanish Fork, UT*  
2002 to Present

- Quality control
- Marketing

### *Grand Slam Builders* OWNER

*Spanish Fork, UT*  
1995 to Present

- Design and construct residential projects

### *Lady and Lady* CO-OWNER

*Spanish Fork, Utah*  
1996 to Present

- Interior and exterior design consulting
- Casa Grande (AZ) mall, BLM office (Price), Main Plaza Commercial Center (Spanish Fork), Expressway Industrial Park (Spanish Fork), DMV and DHS office (St. George), Spring Creek Technology Park (Springville), Centennial Business Park (Payson), Riverbend Office Park (Springville)
- 4 model homes for East Mountain Development and interior design consulting for dozens of residences
- Landscape design

## EDUCATION

BRIGHAM YOUNG UNIVERSITY  
GENERAL STUDIES

PROVO, UTAH  
FALL 1980

SPANISH FORK HIGH SCHOOL  
DIPLOMA

SPANISH FORK, UTAH  
MAY 1980

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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


Name David E. Purinton Social Sec. No. [REDACTED]  
Address [REDACTED] Spanish Fork Utah 84660  
Street City State Zip  
Phone [REDACTED] Date of Birth [REDACTED] Place of Birth Hemet, CA

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> X</p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table border="0"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> X</p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> X</p>						

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

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

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

  
\_\_\_\_\_  
Applicant's Signature

Subscribed and sworn before me this 15 day of September 2004.

County of Utah State of Utah.

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

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Shelina Way Social Sec. No. [REDACTED]  
Address [REDACTED] Spanish Fork, Utah 84660  
Street City State Zip  
Phone [REDACTED] Date of Birth [REDACTED] Place of Birth Provo, UT

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table border="0"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>						

Utah State Charter School Board  
2004 - 2005 Charter School Application

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

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

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

  
Applicant's Signature

Subscribed and sworn before me this 14 day of September Year 2004.

County of Utah State of Utah.

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



### AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Krystin Morley Social Sec. No. [REDACTED]  
Address [REDACTED] Spanish Fork, Utah 84660  
Street City State Zip  
Phone [REDACTED] Date of Birth [REDACTED] Place of Birth Salt Lake City

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NOX <input type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.  In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check: Administrative cost \$15.00 Cost of fingerprint analysis by BCI and FBI \$60.00 Total Cost \$75.00	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NOX <input type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NOX <input type="checkbox"/>

Utah State Charter School Board  
2004 - 2005 Charter School Application

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

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

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

Kristen M. Lee  
Applicant's Signature

Subscribed and sworn before me this 14 day of September Year 2004  
County of Utah State of Utah  
Notary Public \_\_\_\_\_ My Commission Expires \_\_\_\_\_

Utah State Charter School Board  
2004-2005 Charter School Application

### AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name MARK BENSON MADSEN Social Sec. No. [REDACTED]  
Address [REDACTED] LEHI UT 84043  
Street City State Zip  
Phone [REDACTED] Date of Birth [REDACTED] Place of Birth WASHINGTON, D.C.

<p>1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table border="0"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						

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2004-2005 Charter School Application

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

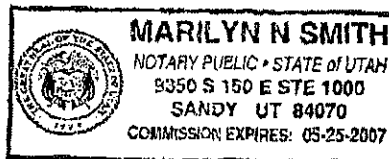
WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR AMERICAN ACHIEVEMENT ACADEMY CHARTER SCHOOL.

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



Applicant's Signature

Subscribed and sworn before me this 14<sup>th</sup> day of Sept. Year 2004.  
County of Salt Lake State of Utah  
Notary Public Marilyn N. Smith My Commission Expires 5-25-2007



## **8. Articles of Incorporation and Bylaws**

American Achievement Academy has submitted the Articles of Incorporation with the State of Utah and anticipates a certificate of Incorporation shortly. We have also prepared By-laws, which will be formally adopted, at our first public meeting according to State Law. These are included as **appendixes 3 and 4**.

## **9. Admission and Dismissal procedures, including suspension.**

### **Admission**

The American Achievement Academy will comply with all federal and state laws relative to admission policies, which include an open admission. Per both federal and state law preferential enrollment will be guaranteed to the children of the Board of Trustees as well as the Founding Council members. A complete list of members and/or positions to be filled by volunteer parents will be submitted to the State School Board by the December 3<sup>rd</sup> meeting. ~~This is in accordance with the direction provided by the Utah State Office of Education.~~

The Founding Council shall establish a time frame as to how long applications shall be accepted, recognizing law requires a minimum of 30 days. After this application period is closed the Founding Council shall hold a lottery to determine the student population. Siblings from Founding Council members shall be given preferential enrollment status on a stand-by basis for future enrollment. During the lottery process siblings will also be given preferential status to ensure that family groups are enrolled together, not excluding any children when possible.

### **Dismissal and suspension**

All applicable state laws will be upheld in this process to include those as required under IDEA. A detailed process will outline in the American Achievement Academy Policy Handbook that will ensure both due process and appeal. The process may begin with the teacher and the School Board shall hear all appeals.

## **10. Procedures to review complaints regarding the operation of the school**

To ensure that all aspects of Individuals with Disabilities Educational Act are complied with in full the Board of Trustees has established certain guidelines. Complaints will be addressed at the lowest possible level until complaint is dealt with.

First, the Board of Trustees will review with the Directors, in its entirety, IDEA. Special emphasis of Section 504, relative to this requirement, will be addressed, though all issues related to both IDEA and ADA will be focused on.

Second, it is expected that our Directors will provide in-service training to all of our teachers regarding the provisions of this law.

Third, specific policies will be drafted and included in our Policy Handbook that ensure compliance and implementation of necessary provisions of these laws.

And fourth, both our Directors and Board of Trustees will establish a strong working relationship with the Utah State Office of Education's coordinator in Special Education. This will ensure complete familiarity with these requirements as well as a clear path of communication to solve any possible problems.

We will also ensure that our Special Education teachers are also very familiar with both the laws and our Policies relative to these requirements. The American Achievement Academy intends to make diligent efforts to comply with this law.

### **11. Opportunities for Parental Involvement**

We recognize that one of the most important aspects of both a successful school and student is parental involvement. We seek to optimize parental involvement. Any and all involvement is welcomed and encouraged.

In general it is expected that our parents are involved. We will encourage the formation of a strong Parent Teacher Organization that will be used to great benefit. This PTO will be used in many capacities. It will also serve as a conduit to organizing and coordinating our parental involvement. Our Directors and teachers can work with the leaders of our PTO to schedule parental involvement in various areas to include, but not limited to:

- supervising recess
- assisting remediation
- fund raising
- classroom assistance
- extracurricular activities
- field trips
- curriculum mapping and other instructional assistance
- train parents to substitute teach

### **12. Description of how the school will provide the following insurances: \$2 million in liability; property insurance; comprehensive/collision; and employee dishonesty bond.**

American Achievement Academy will participate in the States Risk Management program. This is reflected in our budgets.

### **13. Agreements or plans developed with school districts regarding participation of students in extracurricular activities.**

We have communicated with the school district and identified common areas of activity. The school district has been open to work with our school to provide opportunities in areas of extra curricular activities.

This is a prime example of a committee that will be formed. They will identify opportunities, interest and resources for extra curricular activities.

#### **14. Qualifications to be required of teachers.**

We will require all prospective teachers to meet or exceed the State requirements. This is reflected in our Effectiveness Goals.

#### **15. The school's intention to create a library.**

Considering the nature of the American Achievement Academy there will be two libraries to serve our student population. These libraries have been designed and will be housed in the appropriate buildings that enable one to serve our high school age students, the other to serve kindergarten through eighth grade.

In both cases the libraries will each exceed 2,000 square feet of space. We will wire both libraries for the Internet with at least two computer terminals in our elementary library and eight in our secondary library.

Both of these libraries will contain an extensive collection of age appropriate material. In our elementary library this will include leveled reading as a focus. In our secondary library we will focus on literature that will supplement our curriculum. This will include everything from Homer's *Odyssey* to Hemmingway's *The old man and the sea*. We will also provide extensive current affairs reading material, both printed and electronic periodicals.

We will rely heavily on donations of appropriate material, as well as private fundraisers. We will also use funds provided from any Startup Grants received. We understand that our libraries are both very important and every growing. We will also strive to ensure an up to date and complete library.

It is expected that when a class or a portion of a class occupies the library the teacher of that class will ensure appropriate conduct and supervision. This may include the teacher instructor for that class.

#### **16. Administrative and Supervisory services.**

Administrative services shall be the primary function of the Director and the Assistant Directors. The Director and Assistant Directors may also choose from among the faculty those with particular skills or experience to support services. These services shall be to improve the function of the school and meet all federal and state laws.

The Director and Assistant Directors shall serve or ensure that the following are appropriately addressed; curriculum; professional development; student discipline; management of school equipment and facilities; supervision of instruction; compliance with federal and state reporting requirements; public relations; school progress; liaison with Board of Trustees/ Founding Council and School Board; coordinator with Parent organization; school supplies; safety; planning, to include extracurricular activities; coordination of curriculum with concurrent enrollment, advance placement and vocational instruction; grant writing and reporting; coordination with American Achievement Academy Board of Advisors, etc.

These services will be addressed in detail within the American Achievement Academics Policy Handbook and will be updated as needed. Further, the list provided does not encompass all services provided as other functional issues may arise that requires services by our Administration. In all cases the Director, serving as Head of Administration, shall work with the School Board, and when necessary, the Board of Trustees/Founding Council to ensure that all possible issues are addressed properly.

#### **17. The schools fiscal procedures.**

The State Office of Education guidelines for Budgeting, Accounting and Auditing for Utah School Districts will be applied in administering and reporting school revenue and expenditures. The school's financial reporting will be in accordance with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards. Revenue and expenditures and record management will be administered buy the governing board under the direction of the treasurer, who will be responsible to insure proper accounting controls are implemented and utilized.

The governing board shall, in conjunction with the Director, develop and adopt a budget each April for the following school year. American Achievement Academy will retain a payroll management firm to provide payroll functions for the school similar to those provided for other state and district employees, including the preparation of the W-2 forms, filing of taxes and any other reports that are required by state and federal law.

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

Disbursements from the school's operating account will require the signature of the Director and Treasurer. All disbursement from the operating account will require two signatures. No other agency or individual may request disbursement to be paid out of the school's operating account. American Achievement Academy reserves the right to reallocate funds from one lint item to another if purchasing practices or conservation result in an expenditure different that the budgeted to the extend allowed by law.

In addition the services of the highly respected accounting firm of *Gilbert and Stewart* have been secured to provide these services.

#### **18. The school's policies regarding employee termination.**

All employees will be expected to sign a contract for employment that will establish the legal relationship between the employee and the American Achievement Academy, Incorporated. This contract may be renewed yearly for all employees to include the Directors based upon employee evaluation. This contract renewal process will serve as a step in terminating an employee that is considered unfit.



If it becomes necessary to terminate an employee prior to the contract renewal the American Achievement Academy, Incorporated reserves the right to do so. All terminations will comply with appropriate federal and state law, which will include an appeal process to the School Board, and Board of Trustees, whose action shall be final.

It is strongly felt that all concerns over employment shall be addressed, when possible, by frequent evaluations, professional counseling by the appropriate Director and by remediation. It is hoped that any circumstances can be addressed through this manner. This will be further addressed in the Policy Handbook.

**19. The school's policies regarding employee evaluation.**

The American Achievement Academy shall comply with all federal and state laws relative to employee evaluation. Prior to operation of American Achievement Academy the Founding Council shall work with the Director and establish an employee handbook that shall outline all expectations, rights and obligations. This employee handbook shall serve as the basis of the evaluation. This handbook shall include expectations of instruction and outline performance goals and behavior. Prior to every school year the Director and Assistant Directors shall meet with and evaluate every employee, ensuring a clear understanding of what is expected. Another evaluation shall be conducted during the middle of the school year as well as at completion prior to contract renewal.

These evaluations will also serve to address any teaching deficiencies as well as an opportunity to ensure state standards are being incorporated within teaching lessons and plans. The evaluation shall be seen as an opportunity to improve both employee performance but also serve to facilitate a better working relationship between the staff.

**20. The school's policy regarding employment of relatives.**

We will be consistent in all of our policies regarding employees, to include state and federal law. We also recognize that nepotism is a concern. Our policy will allow for employment of relatives though relatives will not be allowed to serve in a direct supervisory role over another. This will be further defined in our Policy Handbook.

**21. For Conversion Charter schools.**

Not applicable.

## 22. Assurances

### UTAH CHARTER SCHOOLS Assurances

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually 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

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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): David E. Purinton

Title (type): Chief Administrative Office

Signature: \_\_\_\_\_

Date: September 14, 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 American Achievement Academy Charter School except those allowed by law.

American Achievement 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**

American Achievement 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**

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

#### **Nonsectarian Statement**

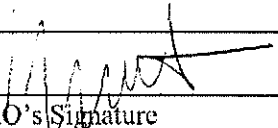
American Achievement Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

**Special Education/Exceptional Student Services Training**

The applicant/authorized signer for American Achievement 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.

David E. Purinton  
\_\_\_\_\_  
CAO (please print)

  
\_\_\_\_\_  
CAO's Signature

9/14/04  
\_\_\_\_\_  
Date

**23. Waivers for State Board of Education Rules.**

The American Achievement Academy is not requesting waivers from any state rules at this time. Though in accordance with Federal and State law the American Achievement Academy may request a waiver relative to preferential enrollment and members of the Founding Council. The State School Board will be notified of the intent to apply for a waiver prior to the December 3<sup>rd</sup> scheduled meeting. Either State School Board and/or State Legislative Administrative Rules Committee action will determine the necessity of this waiver.

**24. Additional information/Letters of Support**

**25. Statement of participation in the Utah State Retirement System.**

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

# L

## esson 32

### constructing a number line

#### lesson preparation

##### materials

$8\frac{1}{2}$ "  $\times$  11" paper (1 piece per child)

rulers

paper clips (1 per child)

Fact Sheet AA B.1

##### in the morning

- Write the following on a paper strip and post it on the bulletin board:

\_\_\_\_, \_\_\_\_, \_\_\_\_, 132, 133, 134, \_\_\_\_, \_\_\_\_, \_\_\_\_ Rule: \_\_\_\_

Answer: 129, 130, 131, 132, 133, 134, 135, 136, 137 Rule: + 1

- Write 12:00 on the tag for the digital time.
- Write the following problem in the space labeled "Problem of the Day":

Every fall and spring I help my father wash the windows in our house. There are 10 windows downstairs and 4 windows upstairs. How many windows will we wash this fall? How many windows will we wash in one year?

Answer: 10 windows + 4 windows = 14 windows;  
14 windows + 14 windows = 28 windows

- Put **3 dimes**, **2 nickels**, and **7 pennies** in the coin cup.
- Allow time for today's Student of the Day to fill in the date tag, write the date, count the coins, and write three number sentences for the number of the day.
- Assist the Student of the Day as he/she reads the thermometer to the nearest two degrees, writes the temperature on a tag (3A), colors a thermometer (3C) to show today's temperature, and moves the tag showing yesterday's temperature to (3B).
- Collect homework from the previous day. Correct and review errors with the children individually.

## THE MEETING

### calendar

- Ask the Student of the Day to state today's date using a complete sentence.

- Ask all of the children the following questions:

*"What day of the week is it today?"*

*"What are the weekdays?"*

*"What is the \_\_\_\_th day of the week?"*

*"How many days are there in a week?"*

- Repeat to ten weeks. Children can use the 7's counting strip for help.

*"What was the date \_\_\_\_ days ago?"*

*"What will be the date a week from now?"*

*"Let's all say the months of the year together."*

*"How many months are there in a year?"*

*"How many months are there in two years?"*

*"What is the \_\_\_\_th month of the year?"*

*"What will be the date \_\_\_\_ months from today?"*

### ***number of the day***

- Ask the Student of the Day to read the number sentences one at a time.
- If there is an error, stop and allow the Student of the Day to correct the error.
- Ask all of the children the following question:  
*"Who would like to tell us another number sentence for (number of the day)?"*
- The Student of the Day records the children's number sentences.

### ***temperature***

*"The Student of the Day wrote today's temperature on a tag and colored in a thermometer to show that temperature."*

*"Before the Student of the Day shows us the temperature tag, let's see if we can tell what the temperature is by reading the paper thermometer."*

*"Who would like to look at the paper thermometer and tell us the temperature?"*

- The Student of the Day chooses a child in the class to read the temperature from the paper thermometer.  
*"Let's see if what \_\_\_\_\_ said agrees with what the Student of the Day wrote on the temperature tag."*
- The Student of the Day posts the tag with today's temperature on the bulletin board.

*"This morning when \_\_\_\_\_ checked the temperature, it was \_\_\_\_\_ degrees Fahrenheit."*

*"Is it warmer or colder today than it was yesterday?"*



*"How many degrees warmer or colder is it?"*

### **today's count**

*"The Student of the Day will lead today's counting."*

- The Student of the Day chooses a number between 1 and 9 and the children count by 10's to 200. For example: 2, 12, 22, 32, 42, 52, . . . , 182, 192.
- Count by 7's to 70 and backward from 70 by 7's.
- Count by 5's to 100 and backward from 50 by 5's.
- Count by odd numbers to 19 and backward from 19.
- The clap and snap count is led by the Student of the Day.

### **today's pattern**

*"What numbers do you think we will use to complete the number pattern?"*

- The Student of the Day fills in the suggested numbers.

*"What is the rule for this pattern?"*

*"How do you know?"*

*"Let's read our pattern together."*

### **clock**

- Ask the Student of the Day to read the time on the tag.
- Ask the Student of the Day to set the demonstration clock.
- Ask all of the children the following questions:

*"Is this correct?"*

*"What time was it an hour ago?"*

*"What time was it two hours ago?"*

*"What time will it be an hour from now?"*

*"What time will it be two hours from now?"*

### **problem of the day**

*"The Student of the Day will read today's problem."*

- Ask all of the children the following questions:

*"What type of story is this?"* some, some more

*"How could we find the answers to these questions?"*

*"What are the answers to the questions?"*

- The Student of the Day writes the answers below the problem.

### **coin cup**

- Ask the children how much money they think is in the coin cup.

- The Student of the Day holds up each coin as the children count the money together.
- The Student of the Day announces the total amount using a complete sentence and writes the total amount on the bulletin board tag.

## THE LESSON

### Constructing a Number Line

*"Today you will learn how to make a number line."*

*"Where do you see an example of a number line in our classroom?" the wall number line, rulers, scale on the thermometer*

*"Sometimes number lines are numbered by 1's, like our classroom number line and our rulers."*

*"Sometimes number lines are numbered by 10's, like our thermometer."*

*"Some number lines are numbered by 100's, 5's, or 2's."*

*"Today we will make a number line that is numbered by 1's and a number line that is numbered by 2's."*

*"First, we will draw a number line together on the chalkboard."*

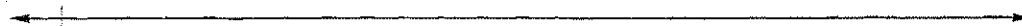
- Demonstrate the following on the chalkboard as you describe the steps:

*"We begin to draw a number line by drawing a line like this."*

*"We put arrows on each end to show that our line keeps going even though we stopped drawing."*



*"Now we will put a small line like this near the left arrow."*



*"We will call this 0. This is our starting point."*

*"I will write the number 0 below this mark."*

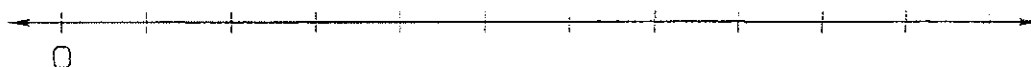
*"All of the numbers on our number line will need to be the same distance apart, just like the numbers on our rulers."*

*"Today I will use a chalkboard eraser to help me space the numbers on my chalkboard number line."*

*"I will hold the eraser next to the mark I made for 0 and make another mark on the right side of the eraser."*



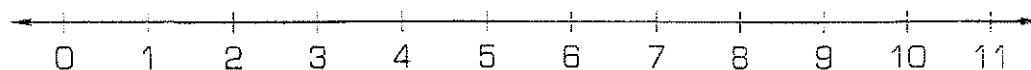
*"I will keep moving the eraser along the line and marking the line until I reach the end."*



*"Now I will fill in the other numbers."*

*"If we count by 1's, what number will I write below the mark to the right of 0?" 1*

- Write "1" below the first mark to the right of 0.
- Continue with the other numbers.



*"Now you will have a chance to make your own number line."*

*"Instead of an eraser, we will use a paper clip to space the numbers on the number lines we draw on our paper."*

- Pass out a piece of paper, a ruler, and a paper clip to each child.

*"Hold your paper like this."*

- Show the children a piece of paper held lengthwise.

*"Draw a line across the center of your paper using your ruler."*

*"Put arrows on both ends to show that the number line continues."*

*"Put a mark near the left end of the line for 0, just like I did on the chalkboard number line."*

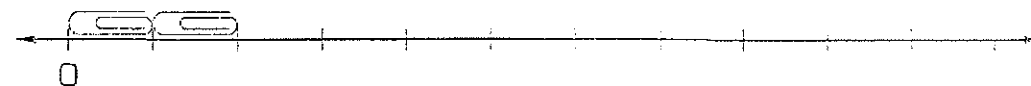
*"Write the number 0 below the mark."*

*"Now you will use the paper clip to mark the spacing for the number line, just like I used the chalkboard eraser to mark the spacing for the chalkboard number line."*

*"Hold the paper clip next to the mark you made for 0 and make another mark on the right side of the paper clip."*



*"Keep moving the paper clip along the line and marking the line until you reach the end of your line."*



*"Now we will fill in the numbers."*

*"If we count by 1's, what number will we write below the mark to the right of 0?" 1*

- Continue with the other numbers.

*"Fill in the numbers."*

*"Now we will draw another number line just like the first number line."*

*"What will we do first?" draw a line across the paper*

- Draw the number line on the chalkboard as the children draw their number lines on their papers.

*"What will we do next?" put arrows on the ends of the line*

*"What will we do next?" put a small line to show where 0 will be and label it 0*

*"What will we do now?" use the paper clip (chalkboard eraser) to draw the other marks on the number line*

*"This time we will count by 2's to number our number line."*

*"If we count by 2's, what number will we write below the mark to the right of 0?" 2*

- Continue with the other numbers.

*"Fill in the numbers."*

*"What do you notice about the second number line?"*

*"Now we will put dots on our number lines to locate points."*

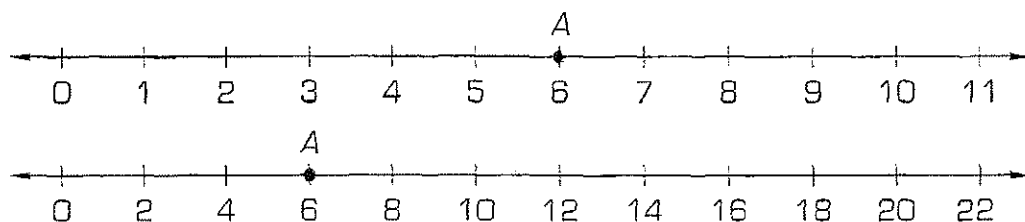
*"I will put a dot at 6 on each of my chalkboard number lines."*

- Demonstrate on the chalkboard number lines. Make sure that the dots are on the number line and are not too large.

*"Put a dot at 6 on each of your number lines."*

*"We will call this point A. We show this on the number line like this."*

- Demonstrate on the chalkboard number lines.



*"Who would like to put a dot at 4 on each of the chalkboard number lines?"*

- Ask a child to put dots at 4 on the chalkboard number lines.

*"We will call this point B. We show this on the number line like this."*

- Demonstrate on the chalkboard number lines.

*"Put a dot at 4 on your number lines."*

*"Label the points with the letter B."*

*"Who would like to put a dot at 3 on each of the chalkboard number lines?"*

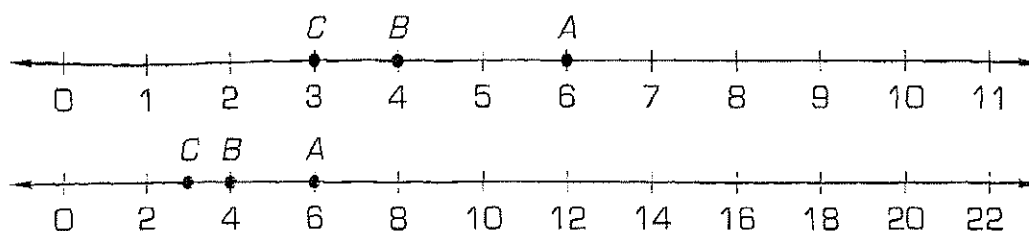
- Ask a child to put dots at 3 on the chalkboard number lines.

*"Where will we put the dot for the 3 on the second number line?" halfway between the 2 and 4*

*"How do you know?"*

*"We will call this point C. We show this on the number line like this."*

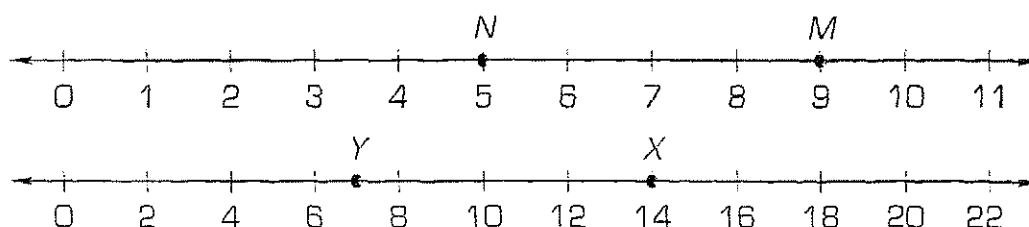
- Demonstrate on the chalkboard number lines.



*"Put a dot at 3 on your number lines."*

*"Label the points with the letter C."*

- Repeat for point D at 9 and point E at 1.
- Erase the points on the chalkboard number lines. Put the following points on the number lines:



*"Where is point M?" 9*

*"Where is point X?" 14*

*"Where is point N?" 5*

*"Where is point Y?" 7*

## CLASS PRACTICE

*"We will use our fact cards to practice our facts with our study buddies."*

*"Be sure to practice the addition facts on the white cards."*

- Allow children to work together for 4-5 minutes.
- Pass out **Fact Sheet AA 8.1**.
- Time the children for 45 seconds.
- Ask a different child to read the answers for each row.

*"Did anyone get 15 or more examples correct?"*

- Collect the fact sheets for recording. Return collected fact sheets to the children.
- Allow children to take the completed fact sheet home. Encourage children who are having difficulty to practice the facts at home.

## WRITTEN PRACTICE

- Distribute **Worksheet 32A/32B**.
- Read and review each problem with the children.
- Assist children as they work.
- Correct Side A with the children.
- Remind the children to complete Side B as homework.

*"Who would like to share something you learned today during our math lesson?"*

- Provide 2–3 minutes for sharing. Allow as many children as possible to respond.

[illegible]

Lesson \_\_\_\_\_ Date \_\_\_\_\_

**LESSON 32B**  
**Math 2**

Name \_\_\_\_\_

1. Martin put a number on each side of a triangle. The number on two of the sides is  
 Martin drew the triangle. Write a number and write a number sentence to show how much  
 of his triangle is shaded.

Number on top = \_\_\_\_\_ Bottom, left = \_\_\_\_\_ Bottom, right = \_\_\_\_\_

Answer \_\_\_\_\_

2. Find the missing number.

$29 - 19 = 10$       $2 - 10 = 20$       $11 + 10 = 11$

3. Fill in two missing numbers in the number line. Where are the points located?

$\leftarrow$ 
 $\rightarrow$

C     2     B     19

4. Three nickels, 4 dimes, and 2 pennies. Draw the coins.

Write the value of the coins in two ways: \_\_\_\_\_

5. Draw the number on the number line.

18      $\frac{50}{10}$      0      $\frac{10}{10}$      65     70

1     0     1     10     10     10

6. If it is 11:00, draw the time on your clock.

**ARTICLES OF INCORPORATION**  
**OF**  
**AMERICAN ACHIEVMENT ACADEMY, INCORPORATED**  
**A UTAH NONPROFIT CORPORATION**

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

**ARTICLE ONE**

**Name**

The name of the Corporation is the American Achievement Academy, Incorporated.

**ARTICLE TWO**

**Duration**

The period of duration of the Corporation shall be perpetual.

**ARTICLE THREE**

**Purpose**

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

No part of the net earnings of the Corporation shall inure to the benefit of the Trustees, office of the Corporation, or any private individual, except that reasonable compensation may be paid for the services rendered to or for the Corporation affecting one or more of its purposes, and no member, trustee, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in, including the publication or distribution of statements, any political campaign on behalf of any candidate for public office.

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

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

#### ARTICLE FOUR Capital Stock

The Corporation shall not issue stock.

#### ARTICLE FIVE Distribution upon Dissolution

Upon the dissolution of the Corporation or the winding up of its affairs, the assets of the Corporation shall be distributed exclusively to one or more charitable and educational organizations which would then qualify under the provisions of Section 501(c)3 of the Internal Revenue Code and its Regulations as they now exist or as they may be hereafter amended, or to the federal government, or to a state or local government including the Utah State Board of Education, for a public purpose.

#### ARTICLE SIX Trustees

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

David E. Purinton

Spanish Fork, Utah 84660

Shelina Way

Spanish Fork, Utah 84660

Krystin Morley

Spanish Fork, Utah 84660

Mark Madsen

Lehi, Utah 84043

#### ARTICLE SEVEN Incorporators

The names and residential addresses of each incorporator are as follows:

David E. Purinton

Spanish Fork, Utah 84660

Shelina Way

Spanish Fork, Utah 84660

Krystin Morley

Spanish Fork, Utah 84660

Mark Madsen

Lehi, Utah 84043



ARTICLE EIGHT  
Registered Office and Agent

The address of the initial registered office and designated office of the Corporation is: [REDACTED]  
Spanish Fork, Utah 84660

The name of its initial registered agent at the listed address is: David E. Purinton

ARTICLE NINE  
By-laws

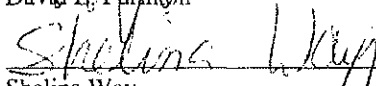
The Trustees shall, and the members may, adopt By-laws which are consistent with law or these Articles of Incorporation for the regulation and management of the affairs of the Corporation. These By-laws may be amended from time to time, or repealed, pursuant to law.

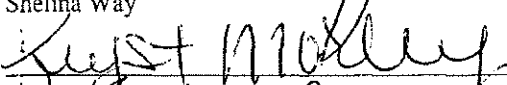
ARTICLE TEN  
Officers

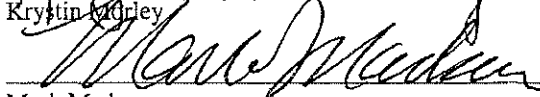
The Trustees may designate and appoint a Chairman of the Board and may designate and appoint officers to officiate and conduct the business of the Corporation.

DATED this 10th day of August, 2004.

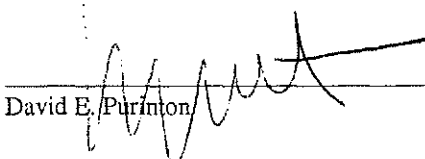
  
David E. Purinton

  
Shelina Way

  
Krystin Morley

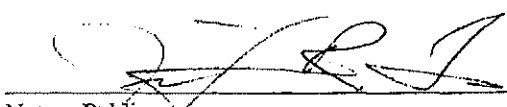
  
Mark Madsen

I, David E. Purinton, Hereby agree to act as Registered Agent for the American Achievement Academy, Incorporated.

  
David E. Purinton

STATE OF UTAH    )  
                          : ss  
COUNTY OF UTAH )

On the 10<sup>th</sup> day of August, 2004, personally appeared before me David E. Purinton, Shelina Way, Krystin Morley and Mark Madsen, the incorporators of American Achievement Academy Incorporated, a Utah Nonprofit Corporation, who duly swore to me that they are the singers of the foregoing Articles of Incorporation.

  
Notary Public  
Residing in Utah County,  
State of Utah

My commission expires: 5-1-06



**BY-LAWS OF American Achievement Academy, A NOT-FOR-PROFIT CORPORATION**

**ARTICLE I ORGANIZATION**

1. The name of the organization shall be American Achievement Academy, incorporated.
2. The organization shall not have a seal but may design a logo.
3. The organization may at its pleasure by a vote of the Board of Trustees change its name with a 2/3rds vote.

**ARTICLE II PURPOSES**

The American Achievement Academy, Incorporated, a Charter School, has been formed and established to provide a public education pursuant to Utah Charter School laws.

**ARTICLE III MEMBERSHIP**

Membership in this organization shall be open to all whose children have met the admission criteria as established by state law and the policies of this non-profit corporation.

**ARTICLE IV MEETINGS**

The annual membership meeting of this organization shall be held on the tenth day September of each and every year except if such day be a legal holiday, then and in that event, the Board of Trustees shall fix the day but it shall not be more than two weeks from the date fixed by these By-Laws.

The Secretary shall cause to be mailed to every member in good standing at his address as it appears in the membership roll book in this organization a notice telling the time and place of such annual meeting. Regular meetings of this organization shall be held within the school facility, unless otherwise noticed.

The presence of not less than fifty (50%) percent of the members shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than two weeks from the date scheduled by these By-Laws and the secretary shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called. A quorum as herein before set forth shall be required at any adjourned meeting.

The Chairman may call special meetings of this organization when it is deemed in the best interest of the organization. Notices of such meeting shall be mailed to all members at their addresses as they appear in the membership roll book at least ten (10) days before the scheduled date set for such special meeting. Such notice shall state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of

sixty-seven (67%) percent of the members of the Board of Directors or fifty (50%) percent of the members of the organization, the Chairman shall cause a special meeting to be called but such request must be made in writing at least ten (10) days before the requested scheduled date.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

#### ARTICLE V VOTING

At all meetings, except for the election of officers and directors, all votes shall be by voice. For election of officers, ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special meeting, if a majority so requires, any question may be voted upon in the manner and style provided for election of officers and directors. At all votes by ballot the chairman of such meeting shall, prior to the commencement of balloting, appoint a committee of three who shall act as "Inspectors of Election" and who shall, at the conclusion of such balloting, certify in writing to the Chairman the results and the certified copy shall be physically affixed in the minute book to the minutes of that meeting. No inspector of election shall be a candidate for office or shall be personally interested in the question voted upon.

#### ARTICLE VI ORDER OF BUSINESS

1. Roll Call.
2. Reading of the Minutes of the preceding meeting.
3. Reports of Committees.
4. Reports of Officers.
5. Old and Unfinished Business.
6. New Business.
7. Adjournments.

#### ARTICLE VII BOARD OF Trustees

The Board of Trustees shall manage the business of this organization. The Trustees shall hold office until such time as replaced by action of the balance of the Board of Trustees

The Board of Trustees shall have the control and management of the affairs and business of this organization. Such Board of Directors shall only act in the name of the organization when it shall be regularly convened by its chairman after due notice to all the directors of such meeting.

Fifty (50%) percent of the members of the Board of Trustees shall constitute a quorum and the meetings of the Board of Trustees shall be held regularly on the Third Thursday of each month. Each Trustee shall have one vote and proxy may not do such voting. The Board of Trustees

such rules and regulations covering its meetings as it may in its discretion determine necessary.

Positions in the Board of Directors shall be filled by a vote of the majority of the remaining members of the Board of Trustees.

The Chairman of the organization by virtue of his office shall be Chairman of the Board of Trustees.

The Board of Trustees shall select from one of their members a secretary.

A Trustee may be removed when sufficient cause exists for such removal. The Board of Trustees may entertain charges against any Trustee. A Counsel upon any removal hearing may represent trustee. The Board of Trustees shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the organization.

#### ARTICLE VIII OFFICERS

The initial officers of the organization shall be as follows:

Chairman: David E. Purinton  
Vice Chairman: Krystin Morley  
Secretary: Shelina Way  
Treasurer: Mark Madsen

The Chairman shall preside at all membership meetings. He shall by virtue of his office be Chairman of the Board of Trustees. He shall present at each annual meeting of the organization an annual report of the work of the organization. He shall appoint all committees, temporary or permanent. He shall see all books, reports and certificates required by law are properly kept or filed. He shall be one of the officers who may sign the checks or drafts of the organization. He shall have such powers as may be reasonably construed as belonging to the chief executive of any organization.

The Vice Chairman shall in the event of the absence or inability of the Chairman to exercise his office become acting president of the organization with all the rights, privileges and powers as if he had been the duly elected Chairman.

The Secretary shall keep the minutes and records of the organization in appropriate books. It shall be his duty to file any certificate required by any statute, federal or state. He shall give and serve all notices to members of this organization. He shall be the official custodian of the records and seal of this organization. He may be one of the officers required to sign the checks and drafts of the organization. He shall present to the membership at any meetings any communication addressed to him as Secretary of the organization. He shall submit to the Board of Directors any communications, which shall be addressed to him as Secretary of the organization. He shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

The Treasurer shall have the care and custody of all monies belonging to the organization and shall be solely responsible for such monies or securities of the organization. He shall cause to be deposited in a regular business bank or trust company a sum not exceeding \$250,000 and the balance of the funds of the organization shall be deposited in a savings bank except that the Board of Directors may cause such funds to be invested in such investments as shall be legal for a non-profit corporation in this state. He must be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it. He shall render at stated periods as the Board of Directors shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Trustees of such meeting. He shall exercise all duties incident to the office of Treasurer.

No Trustee shall for reason of his office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or Trustee for receiving any compensation from the organization for duties other than as a director or officer.

#### ARTICLE IX SALARIES

Board of Trustees shall hire and fix the compensation of any and all employees, which they in their discretion may determine to be necessary for the conduct of the business of the organization.

#### ARTICLE X COMMITTEES

The Board of shall appoint all committees of this organization and their term of office shall be for a period of one year or less if sooner terminated by the action of the Board of Trustees.

The permanent committees shall be curriculum, volunteers, employment, community involvement and extracurricular.

#### ARTICLE XI DUES

There shall be no dues assessed.

#### ARTICLE XII AMENDMENTS

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than sixty-seven (67%) percent of the members.

**Bylaws of the  
American Leadership Academy,  
a not for profit corporation**

**ARTICLE I ORGANIZATION**

1. The name of the organization shall be American Leadership Academy, incorporated.
2. The organization shall not have a seal but may design a logo.
3. The organization may at its pleasure by a vote of the Board of Trustees change its name with a 2/3rds vote.

**ARTICLE II PURPOSES**

The American Leadership Academy, Incorporated, a Charter School, has been formed and established to provide public education pursuant to Utah Charter School laws.

**ARTICLE III MEMBERSHIP**

The American Leadership Academy shall have one class of members only, and each member shall have equal voting and other rights. No family or staff member shall hold more than one membership in the American Leadership Academy.

Each family having one or more students enrolled in the American Leadership Academy, having met the admission criteria as established by state law and the policies of this non-profit corporation, is a member and shall be entitled to one vote on each matter submitted to a vote of the members. Each family will have one vote, regardless of whether separate households are maintained.

At membership meetings, all votes shall be cast in person or by proxy registered with the secretary of the Board of Trustees.

The membership and all rights of membership shall automatically terminate if the family has no current students enrolled. All rights of a family in the American Leadership Academy shall cease on the termination of such family membership. Termination shall not relieve the member from any obligation for charges incurred, services or benefits actually rendered, dues or fees, arising from contract or otherwise. The Board of Trustees shall retain the right to enforce any such obligation or obtain damages for its breach.

**ARTICLE IV MEMBERSHIP MEETINGS**

The annual membership meeting of the American Leadership Academy shall be held on the tenth day September of each and every year except if such day is a legal holiday, then and in that event, the Board of Trustees shall fix the day but it shall not be more than two weeks from the date fixed by these Bylaws.

The Secretary shall cause to be mailed to every member in good standing at his address as it appears in the membership roll book of the American Leadership Academy a notice telling the time and place of such annual meeting. Regular meetings of the American Leadership Academy shall be held within the school facility, unless otherwise noticed.

The annual meeting shall be conducted by the Chairman of the Board of Trustees. The business conducted during the annual membership meeting shall be done by a vote of not less than fifty (50%) of those in attendance, after proper notice is given.

The Chairman of the Board of Trustees may call special meetings of the American Leadership Academy when it is deemed in the best interest of the organization. Notices of such meeting shall be mailed to all members at their addresses as they appear in the membership roll book at least ten (10) days before the scheduled date set for such special meeting. Such notice shall state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of sixty-seven (67%) percent of the members of the Board of Trustees or fifty (50%) percent of the members of the organization, the Chairman shall cause a special meeting to be called but such request must be made in writing at least ten (10) days before the requested scheduled date.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

## ARTICLE V VOTING

At all membership meetings, except for the election of officers, all votes shall be by voice. For election of officers, ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special membership meeting, if proper notice was given and a majority of the total membership so requires, any question may be voted upon in the following manner. When votes by ballots are taken, the chairman of the Board of Trustees shall, prior to the commencement of balloting, appoint a committee of three who shall act as "Inspectors of Election" and who shall, at the conclusion of such balloting, certify in writing to the Chairman the results and the certified copy shall be physically affixed in the minute book to the minutes of that meeting. No Inspector of Election shall be a candidate for office or shall be personally interested in the question voted upon.

## ARTICLE VI GOVERNANCE



The American Leadership Academy shall be governed by the Board of Trustees. The duties, rights, responsibilities and authority of the Board of Trustees are as found in the charter and as outlined below.

## **ARTICLE VII BOARD OF TRUSTEES**

Currently, the Board of Trustees is comprised of seven members who have been appointed by the school founders. However, after the formation of the Parent Organization, the Parent Organization shall annually elect a Chairman to serve on the Board of Trustees and two additional members of the Parent Organization to serve two year terms on the Board of Trustees. Therefore, the total number of Trustees shall be ten. This number shall remain constant unless and until three of the seven appointed Trustees are removed, whether voluntary or otherwise. The first three appointed Trustees to be removed shall not be replaced; thereby making the number of appointed Trustees equal four. Should the number of appointed Trustees become less than four, the remaining appointed Trustees shall appoint a replacement by majority vote. Therefore, ultimately the Board of Trustees shall be comprised of seven members. The composition of the Board, at that point, shall be as follows:

- Four appointed members. These appointments will initially be made by the founders of the school. Vacancies and subsequent appointees will be made in accordance with the Bylaws
- The Chairman of the Parent Organization
- Two members elected by the majority of the Parent Organization

The Board of Trustees shall manage the business of the American Leadership Academy. The Trustees shall hold office until such time as the Trustee resigns or is replaced by the remaining Trustees or election as outlined below. The appointed members of the Board shall retain their membership until they resign or are replaced by the remaining Trustees. The elected members of the Board shall retain their membership as follows. The Chairman of the Parent Organization shall be elected annually and by virtue of the office of Chairman, shall serve on the Board for one year. The additional two elected members shall serve for two years except the first member elected in the first election held by the Parent Organization shall serve for one year.

The Board of Trustees shall have the control and management of the affairs and business of the American Leadership Academy. Such Board of Trustees shall only act in the name of the organization when it shall be regularly convened by its chairman after due notice to all the trustees and the public of such meeting.

Fifty (50%) percent of the members of the Board of Trustees shall constitute a quorum and the meetings of the Board of Trustees shall be held regularly on the Third Thursday of each month. Each Trustee shall have one vote and proxy may not do such voting. The Board of Trustees may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

Vacancies in the Board of Trustees shall be filled by a vote of the majority of the remaining members of the Board of Trustees.

A Trustee may be removed when sufficient cause exists for such removal and by two-thirds (2/3) vote of the remaining Trustees. The Board of Trustees may entertain charges against any Trustee. At any hearing for removal, the accused trustee may be represented by counsel. The Board of Trustees shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the American Leadership Academy.

The Chairman of the Board of Trustees shall preside at all membership meetings. He shall present at each annual membership meeting of the organization an annual report of the work of the organization. He shall see all books, reports and certificates required by law are properly kept or filed. He shall be one of the officers who may sign the checks or drafts of the organization. He shall have such powers as may be reasonably construed as belonging to the chief executive of any organization.

The Vice Chairman shall, in the event of the absence or inability of the Chairman, become acting Chairman of the American Leadership Academy with all the rights, privileges and powers associated with that office.

The Board of Trustees shall select from one of their members a secretary. The Secretary shall keep the minutes and records of the organization in appropriate books. It shall be his duty to file any certificate required by any statute, federal or state. He shall give and serve all notices to members of the American Leadership Academy. He shall be the official custodian of the records and seal of the American Leadership Academy. He shall present to the membership at any meetings any communication addressed to him as Secretary of the organization. He shall submit to the Board of Trustees any communications, which shall be addressed to him as Secretary of the organization. He shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

The Treasurer shall have the care and custody of all monies belonging to the organization and shall be solely responsible for such monies or securities of the organization. He shall cause to be deposited in a regular business bank or trust company a sum not exceeding \$250,000 and the balance of the funds of the organization shall be deposited in a savings bank except that the Board of Trustees may cause such funds to be invested in such investments as shall be legal for a non-profit corporation in this state. He must be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it. He shall render at stated periods as the Board of Trustees shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Trustees of such meeting. He shall exercise all duties incident to the office of Treasurer.

The Board of Trustees shall authorize the hiring and fix the compensation of any and all employees, which they in their discretion may determine to be necessary for the conduct

of the business of the organization. Such authority may be delegated at the discretion of the Board of Trustees. No Trustee shall for reason of his office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or Trustee for receiving any compensation from the organization for duties other than as a trustee or officer.

The Board of Trustees shall appoint one other appointed member of the Board of Trustees who shall be authorized to sign checks for the American Leadership Academy.

#### **ARTICLE VIII PARENT ORGANIZATION**

The membership of the Parent Organization shall consist of all members of the American Leadership Academy. Each member shall have one vote of equal value to all other members. The Parent Organization shall elect, from its members, a Chairman to serve for a term of one year.

The Parent Organization will take direction from, and work under, the Board of Trustees and all procedures, rights and duties for the proper operation of the Parent Organization may be outlined by the Board of Trustees or the Parents Organization, in that order of priority.

#### **ARTICLE IX COMMITTEES**

The Board of Trustees may appoint all committees of the American Leadership Academy and their term of office shall be for a period of one year or less if sooner terminated by the action of the Board of Trustees.

#### **ARTICLE X INDEMNIFICATION**

The American Leadership Academy shall indemnify any and all persons who may serve or who have served at any time as Trustees or officers, and their respective heirs, administrators, successors, and assigns, against any and all expenses, including amounts paid upon judgments, counsel fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been Trustees or officers, except in relation to matters as to which any such Trustee or officer or former Trustee or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by American Leadership Academy in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Board of Trustees to repay such amount unless it shall

ultimately be determined that he or she is entitled to be indemnified by American Leadership Academy. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

#### **ARTICLE XI AMENDMENTS**

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than sixty-seven (67%) percent of the members after school commences or by sixty-seven (67%) of the Board of Trustees prior to school commencing.

## **6) Organizational Structure and Governing Body**

ALA adopted a simplified organizational structure to enable flexibility for teachers and increased parental involvement without jeopardizing accountability. ALA is governed by a Board of Trustees ("Board"). The Board is responsible for maintaining the vision and mission of the school. The Board hires the director. Accordingly, the director reports to the Board. Parents play an integral part of the school through volunteerism, elections and assisting counsel from the Board. The Parents Organization also reports to the Board. Finally, the Student Council was established to give children leadership experience at a young age. The Student Council takes its direction from the director.

### **ALA Board of Trustees**

Responsibilities of the Board may include:

- Authoring the official charter.
- Amending the charter.
- Defining and implementing ALA policy.
- Authoring and approving ALA internal policies (e.g., "bylaws").
- Defining and communicating school core values, principles, and policy as defined in the ALA Handbook.
- Approving appointments to key administrative positions, including the Director.
- Signing district assurances documents and honoring other legal commitments as required by state and district code.
- Renewing employment contracts for ALA employees.
- Overseeing all school finances, procurements and facilities management.
- Carefully evaluating proposed volunteer activities submitted by the Parent Organization, approving and disapproving as necessary to maintain the Mission of the ALA as defined by the Handbook.
- Overseeing and verifying that all state assessments, records and reports are completed accurately and on time.

Currently, the Board of Trustees is comprised of ten members. Seven of the ten have been appointed by the school founders. The three additional members will be elected by the Parent Organization as outlined in the Bylaws. The first three of the seven appointed Trustees to be removed, whether voluntary or otherwise, shall not be replaced, thereby making the number of appointed Trustees equal four. Therefore, ultimately the Board of Trustees shall be comprised of seven members. The composition of the Board at that point shall be as follows:

- Four appointed members. These appointments will initially be made by the founders of the school. Vacancies and subsequent appointees will be made in accordance with the Bylaws
- The Chairman of the Parent Organization
- Two member elected by the majority of the Parent Organization

Each elected member of the Board shall serve for a term as detailed in the Bylaws.

The ALA Board of Trustees oversees school operation. The Board shall have a firm belief in the traditional school format and be committed to using our chosen curriculum. The Board shall be fully committed to the charter school concept.

#### **ALA Parent Organization**

The ALA Parent Organization comprises the parents whose students are registered to attend ALA. Some of the responsibilities of the organization may include:

- Supporting, through volunteer service, the policies and procedures outlined in the Handbook.
- Coordinating the efforts of parent volunteers for classroom help, class activities, field trips, assemblies, extracurricular activities, car pooling and transportation of students, public relations, traffic control and other volunteer based activities.
- Raising funds for supplementary materials and activities.
- Electing two members to the Board of Trustees.
- Assisting in other areas as requested by the Board of Trustees.
- Annually electing a Chairman of the Parents Organization who will sit on the Board of Trustees.

#### **ALA Director**

The Director shall manage the school's daily operation. The Director is subject to policy defined by the ALA Board of Trustees. The Director is a key representative of the school, and, as such, bears the considerable responsibility of upholding school standards and values at all times.

Specific responsibilities of the Director may include:

- Recommending policy changes to the Board.
- Recommending changes to school personnel.
- Promoting and overseeing school curriculum.
- Representing the school in public relations events.
- Providing arbitration services between parents and teachers
- Overseeing school finances and the hiring of faculty and staff under the direction of the Board of Trustees.

#### **ALA Student Council**

The ALA Student Council offers students meaningful and fun opportunities to participate in school operations. At the beginning of each school year, members of the student council shall elect one representative from each class. These representatives will meet with the Student Council coordinator and the Student Council Faculty Advisor. The coordinator shall be a member of the Parent Organization. The Director shall appoint both the Coordinator and the Faculty Advisor.

**RESOLUTION OF THE BOARD OF TRUSTEES OF  
THE AMERICAN LEADERSHIP ACADEMY, INCORPORATED**

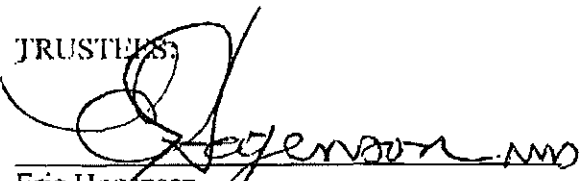
Whereas, the Board of Trustees for the American Leadership Academy deems it to be in the best interest of the school to clarify its organizational structure; and,

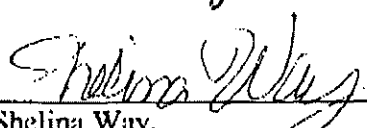
Now, Therefore, it is hereby:

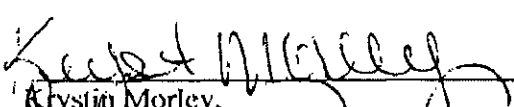
Resolved, that the American Leadership Academy, Incorporated, through its Board of Trustees, hereby amends and adopts the Charter amendments pertaining to the organizational structure as drafted and adopted on the \_\_\_\_ day of June, 2005, and as found in the minutes of the open and public meeting on said date.

Dated this 28 day of July, 2005.

TRUSTEES:

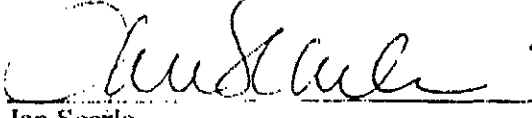
  
Eric Hogenson,  
Chairman of the Board of Trustees


  
Shelina Way,  
Vice-Chairman of the Board of Trustees

  
Krystin Morley,  
Secretary of the Board of Trustees

  
Michael Hess,  
Treasurer of the Board of Trustees

  
Keri Dauntel,  
Member of the Board of Trustees

  
Jan Scarle,  
Member of the Board of Trustees

  
Mark Madsen,  
Member of the Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF  
THE AMERICAN LEADERSHIP ACADEMY, INCORPORATED**

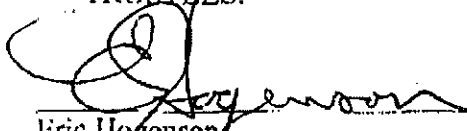
Whereas, the Board of Trustees for the American Leadership Academy is permitted by its charter, as approved by the State of Utah, to adopt corporate bylaws in an open and public meeting;

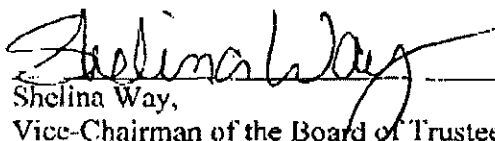
Now, therefore, it is hereby:

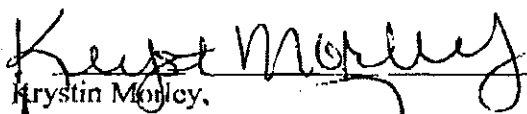
Resolved, that the American Leadership Academy, Incorporated, through its Board of Trustees, hereby amends and adopts the Bylaws of the American Leadership Academy, Incorporated as drafted and adopted on the \_\_\_\_ day of July, 2005, and as found in the minutes of the open and public meeting on said date.

Dated this 28 day of July, 2005.


**TRUSTEES:**

  
Eric Hogensen  
Chairman of the Board of Trustees

  
Shelina Way,  
Vice-Chairman of the Board of Trustees

  
Krystin Monley,  
Secretary of the Board of Trustees

  
Michael Hess,  
Treasurer of the Board of Trustees

  
Keri Dauntel,  
Member of the Board of Trustees

  
Jan Scarle,  
Member of the Board of Trustees

  
Mark Madsen,  
Member of the Board of Trustees



# American Achievement Academy

Learning is experience. Everything else is just information.

- Albert Einstein

Supplemental Responses to Questions Raised by the Utah State Charter School Board

November 27, 2004

## **Explanation and Introduction**

Following the Charter School Board meeting on November 18, 2004, American Achievement Academy received an email notice from Patricia Bradley part of which said:

*"Three schools will be asked to provide additional information to the State Charter School Board at a meeting on November 30<sup>th</sup>. Those schools are Thomas Edison South in Logan, American Achievement Academy in Spanish Fork and Pinnacle High in Helper."*

On the morning of Thursday, November 25, 2004 we received an email from Brian Allen, wherein he attached a sheet of 10 questions the board would like answered during the special meeting on November 30.

The intent of this document is to provide answers to each of those 10 questions.

However, during the meeting on November 18, there were two specific areas the board wanted American Achievement Academy to respond to during the meeting scheduled for November 30. First, the board wanted more detail on our curriculum for our High School. Second, they wanted to know how we could phase in the 9-12 segment of our school.

The "phase-in" question was not on the list provided by Brian Allen. In case that was a simple oversight, we are taking the liberty of answering that question as well.

Therefore, this document will have 11 sections, each section dedicated to the 11 separate questions.

## **The Questions**

1. Define what will make your school unique/innovative.
2. Please provide a detailed plan for the 9-12 curriculum and how you plan to staff to meet the curriculum needs.
3. Clarify the curriculum methodology for the lower grades.
4. What are your plans for accreditation?
5. Please clarify your library plans and how you will meet the needs of the broad range of students.
6. Have you made any contact with UVSC or the ATC to facilitate your concurrent enrollment plans?
7. Please clarify your plans for meeting the needs of special education students. (Anticipate that 10% of student population will have some special ed needs)
8. Does your proposed budget anticipate the items mentioned above?
9. What education expertise have you or will you recruit to assist you in moving this school forward?
10. It appears that you might have related persons supervising one another. Please clarify how employment of relatives issues will be handled along with potential conflicts of interest with the governing board.
11. Please explain how you could phase in grades 9-12.

### **Question 1: Define what will make your school unique/innovative.**

The school will be significantly unique and innovative in both methods of teaching and curriculum. The teaching methods will consist of direct instruction and Socratic methodology. Both teaching methodologies are multi-sensory for all learning styles. Multi-sensory methodology embraces auditory, visual, motor skills, and verbal skills. For example, our early reading program will feature an integrated language arts (whole language and phonics) program where teachers are not teaching from worksheets (as many do), but rather will use direct instruction to engage the students and activate all of their senses for learning. Students are learning through seeing, hearing, saying, and writing. Worksheet instruction falls short in addressing the needs of all learners. In addition, the early reading program will also feature explicit (and implicit-"basal") phonics that teaches children a phonetic code where letters are used in combination, or phonograms, that teach a sound in a given word. In fact, once children learn the 118 symbols (graphemes) that essentially have mastered the majority of words in K-4, oral, comprehensible vocabularies. "Teaching handwriting, together with the correct spelling patterns of English speech, saves time and quickly establishes essential cognitive skills." (Riggs Institute). This approach is in use in many schools, especially charter schools. (Liberty Common in Ft. Collins, CO, Monument Charter Academy, Platte River Academy, Ridgeview Classical, and Rocky Mountain Academy of Evergreen are just a few innovative schools where students have demonstrated an average of 15-30% proficiency over the state average (district system) in their state assessments.)

In addition, the curriculum is unique and innovative. The Core Knowledge Sequence (Sequence) and the secondary classical curriculum are content rich (higher standards). In other words, the Core Knowledge scope and sequence (objectives) exceeds most, if not all, district elementary and middle school objectives on every level. In all grades students are learning the core subjects, not only at certain grade levels. Plus, the Sequence is integrated, cohesive, and coherent. The Sequence also includes a significant level of classical literature; literature that accomplishes teaching children the joy of reading while educating children in subject matter. As a result, children are developing a foundation that builds throughout each and every grade level. Learning is **both** fun and substantive. The Core Knowledge Sequence provides the necessary base of knowledge for students to be properly prepared for secondary studies. Students will thrive on this higher level of challenge, especially since the research tells us that children's minds are like sponges in the early grades and have a great capacity for abundant information. The U.S. Dept. of Education supports the Core Knowledge Sequence as a major education reform model.

The secondary program not only addresses the UT State Standards, but also incorporates a content rich curriculum based on source literary materials, not translations or secondary sources. This adds greater integrity to the original ideas behind all the subjects. These subjects are all connected and are taught in Socratic fashion with an interactive question/answer format that engages the minds of students as opposed to a lecture based method and courses being taught as stand alone subjects, often found in most high schools. Information is yet one part of knowledge; it is the examination, scrutiny (logic) and personal application that makes learning innovative, exciting, and personalized as found in this kind of teaching. In addition, the

secondary program provides many career options, yet still has a high standard for all students to satisfy their academic requirements for college admissions.

### **K-12 Rationale**

American Achievement Academy will continue the K-8 education through providing a 9-12 secondary program. The K-8 curriculum will feature the Core Knowledge Sequence (the Sequence). The Sequence provides for an integrated curriculum that is well known for containing high academic standards and levels of achievement. The Sequence provides a breadth of facts, or grammar, to build a foundation for success. Within the Sequence, logic is introduced in grades 5-8, thereby developing the basis for beginning reasoning skills. At this stage, students are examining cause and effect and are answering the "why" question. By the end of grade 8, students are proficient with a solid base of knowledge and the ability to logically draw conclusions. The Sequence maintains a K-8 program that is cohesive and coherent. However, this model requires completion that can only be found by continuing with the Sequence in a 9-12 secondary program.

To continue with the educational model, a secondary program is needed to complete the learning continuum. Once students have mastered the facts and logic through the Sequence, they are ready to apply their knowledge and begin to specialize in greater depth of study, the rhetoric stage, at the secondary or high school level. By offering the 9-12 segment, American Achievement Academy's secondary program will provide the students with a curriculum and method of instruction that will fulfill and complete this final stage of learning, as well as to build on the foundation established in the K-8 program.

The breadth of the K-8 is now supplemented by depth.

Clearly, the K-12 model remains cohesive and coherent as each level builds upon those that precede it. Thus, the completion of the secondary program, or rhetoric stage, becomes an essential segment, that otherwise remains unavailable for graduating 8<sup>th</sup> grade students. As a result, this K-12 school program completes all the stages of learning: grammar (facts), logic (reasoning), and rhetoric (application).

Furthermore, the method of instruction remains consistent throughout all grades. A combination of direct instruction and Socratic instruction are necessary for students to gain knowledge, reason, understanding, to make connections between subjects, and to engage in hands-on projects. This method of instruction also necessitates the requirement for the 9-12 segment for completion.

**Question 2: Please provide a detailed plan for the 9-12 curriculum and how you plan to staff to meet the curriculum needs.**

For this question we have 5 separate answers: First we will present our 9-12 Course Outline; second, we will present an example of how we will align all of our curricula in our Secondary Language Arts Alignment; third, is an example of a Lesson Plan and Summative Assessment; fourth is a statement on Supplemental Curriculum Emphasis; fifth is a white paper we have produced on staffing.

**9-12 Course Outline**

**American Achievement Academy Curriculum**

**Utah State Core Standards**

**Grade 9**

World Civ. (European History) (.5)  
American Literature (1)  
Earth Science (1)  
Utah Studies (.5)  
Geometry (1)  
P.E. (.5)  
Music (.5)  
Art (.5)  
Foreign Language (1)

-World Civilizations (.5)  
-Language Arts 9<sup>th</sup> (1)  
-Earth Systems (1)  
-Utah Studies (.5)  
-Geometry (1)

**Grade 10**

History: U.S. I & U.S. II (1)  
European Literature (1)  
Biology I (1)  
Algebra II (1) (Our grade 8 Alg. = Elem.)  
World Regions (.5)  
Foreign Language (1)  
Music (.5)  
Art (.5)  
P.E. (.5)

-U.S. History I & II (1)  
-Language Arts 10<sup>th</sup> (1)  
-Biology (1)  
-Elem. Algebra (1)  
-Geography for Life (.5)

**Grade 11**

Humane Letters Seminar I (1)  
(History, Literature, & Philosophy)  
Chemistry (1)  
Pre-Calculus and Calculus (A) (1)  
Foreign Language (1)  
P.E. (.5)  
Music (.5)  
Art (.5)

-Language Arts 11<sup>th</sup> (1)  
-U.S. Government & Citizenship (.5)  
-Chemistry (1)  
-Int. Algebra (1)

**Grade 12**

Humane Letters Seminar II (1)  
(History, Literature, & Philosophy)  
Physics I & II (1)  
Calculus (B,C) (1)  
Foreign Language (1)  
P.E. (.5)  
Music (.5)  
Art (.5)

-Language Arts 12<sup>th</sup> (1)

-Physics (1)

-Pre- Calculus (1)

**Classical Languages:**

Latin I  
Latin II  
Latin III  
Latin IV

Greek I  
Greek II

**Modern Languages (Spanish/French)**

Modern Language I  
Modern Language II  
Modern Language III  
Modern Language IV

Public Speaking & Presentation (.5) or integrated with English.  
Computer Technology (.5)  
Craft Project (.5) (Arts)  
Senior Seminar (.5) – Preparation for career/college, Life skills, etc.  
Performing Arts (Theatre- .5), Dance

**Possible Electives**

Entrepreneurial Studies (.5)  
Economics (.5)  
Independent Study (.5) (Thesis)  
20<sup>th</sup> Century History (.5)  
Civics (.5)  
Health & Fitness (standards to be covered in science and physical education).  
Photography (1/4)  
Anthropology (.5)  
Nature Studies (.5)

## 9-12 Language Arts Alignment

### Utah State Standards

### American Achievement Curriculum

#### Grade 9

- |   |  |
|---|--|
| 1. Students use comprehensive strategies during, and after reading  | -literature will be used to provide before, connections to historical context.<br>-Students will distinguish fact from fiction, make reasoned judgments, and critique.   |
| 2. Students read functional, informational, and literary texts from different periods, cultures and genres. | - Students to read original source documents comprehend, determine relevance, reason, with a variety of supportive readings and materials from the 17 <sup>th</sup> -20 <sup>th</sup> centuries, covering dominant cultures and respective literary creations.<br>-The grammar of poetry: introduction to the basic vocabulary and awareness of poetry's use of patterns.<br>-Thinking through images and seeing the analogical relationships provided by metaphors.<br>-Awareness of diction and of elements of narrative.<br>-Students to develop an awareness of, and familiarity with, the poetic tradition and its great works. |
| 3. Students use comprehension strategies to learn from auditory sources.                                    | -Socratic instruction to cultivate habits of rational speech in seminar discussion.  |
| 4. Students listen in functional, informational, and literary situations.                                   | -Students will actively participate by asking questions, providing and supporting statements, defending ideas, summarizing literary works, offering reasonable conclusions.<br>-Students to discern fact from fiction, identify bias, partisanship, question assumptions, seek to validate assertions.<br>-Reading and discussion of various literary works created by Locke, Voltaire, Twain, Descartes, Melville, Paine, Alcott and others.  |



5. Students use comprehension strategies before, during, and after viewing.
  - Students to critique information, analyze media sources, present a report using visual aids, discern fact from fiction, make reasoned judgments, validate and collaborate data with multiple reference sources, apply ideas and information to projects, keep a journal to record thoughts and ideas, examine an idea and apply it to a problem and solve it.
  
6. Students view functional, informational, and literary materials from periods, cultures, and data.
  - Students will provide reports that contain economic, government, and social science data.
  - Students will utilize multiple sources of information including interviews, technology, and print..
  
7. Students use composing strategies before writing.
  - Students will learn the technique of logical, clear writing in 2-page essays.
  - Students to write a position paper.
  - Students will analyze the great ideas of the 18<sup>th</sup> century through reading literature and writing papers on various topics from that time period.
  - Students will include a bibliography.
  
8. Students use composing strategies to construct a written draft.
  - Introduction to thesis construction and Development by examples and analysis in 5-paragraph essays, construction of
9. Students revise and edit to improve a written draft.
  - introductory paragraph and concluding paragraphs, formal tone and vocabulary choice. Practice and review of grammar, including fused sentences, comma usage, and sentence fragments.
  
10. Students use functional, informational, and literary texts for various purposes.
  - Student reports to include economic, social, and political data.
  - Students to use multiple sources of information
  - Students to perform plays (Shakespeare).
  - Read a sampling of the great American poets, working chronologically.
  - Students will write position papers.

- Students will compare/contrast literature.
  - Students will think through images and seeing the analogical relationships provided by metaphors.
  - Write a short personal narrative.
  - Students will read Plato's dialogues.
  - Students will select topics for papers.
  - Students to keep and write in journals.
  - Students will read and compose short poems with an emphasis on the generation of images and metaphors..
11. Students use process strategies before, during, and speaking.
- Students to create outlines and drafts.
  - Students to demonstrate a presentation.
  - Students will develop visual aids.
  - Students will select a topic.
  - Students will utilize the Lincoln-Douglas debate format.
  - Audience will provide feedback to critique speakers with a prescribed rubric and assess the most convincing argument.
12. Students speak in functional, informational, and literary situations for various purposes and audiences.
- Student to deliver a report on a methodology.
  - Oral recitation.
  - Seminar discussion of literary topics.
  - Students gain greater confidence as a public speaker.

## Grade 10

1. Same as in Grade 9.
  2. Same as in Grade 9.
  3. Students use comprehension strategies before, during and after **listening**.
- Students to actively engage in conversation.
  - Students will use information presented and exchanged for thoughtful examination, critique, and discovery.
  - New information will build on an established foundation of knowledge.
  - Students to demonstrate critical reasoning skills.

- Students develop awareness of the nuances of language and the logic of the art of poetry composition.
- Students master literal and figurative interpretation of poems.

4. Same as in Grade 9.

5. Same as in Grade 9.

6. Same as in Grade 9.

7. Same as in Grade 9.

- Students will display beginning philosophical thought and developing an defending a position.

8. Same as in Grade 9.

- Students to practice thesis construction and methods of essay development by analysis, compare/contrast essays, multiple source biographical research writing.

9. Same as in Grade 9.

- Grammar practice and review, including comma, colon, and semicolon usage, punctuating quotations, and subject-verb agreement.

10. Same as in Grade 9.

- Students will write logical, textually-supported writing in 3-page analytical essays.

11. Same as in Grade 9.

12. Same as in Grade 9.

### Grade 11

1. Same as in Grade 9.

2. Same as in Grade 9.

3. Students use comprehension strategies before, during and after **listening**.

- Students to distinguish fact from opinion.
- Students to determine relevance.

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>-Students are introduced to informal logic and argumentation.</li> <li>-Students will draw conclusions.</li> <li>-Students will logically organize information.</li> <li>-Students will validate auditory sources of information.</li> </ul>  |
| 4. Same as in Grade 9.   |  |
| 5. Same as in Grade 9.   |  |
| 6. Same as in Grade 9.   |  |
| 7. Students use process strategies before, during, and composing.  | <ul style="list-style-type: none"> <li>-Students to demonstrate organizational writing skills.</li> <li>-Students to develop habits of critical reading.</li> <li>-Students to exercise use of effective grammar skills, sentence structure,</li> </ul>  |
| 8. Students write functional, informational, and literary texts for various purposes, audiences, and situations. | <ul style="list-style-type: none"> <li>- Students will be able to write evaluative essays.</li> <li>-Students will have an in-depth understanding of literary style and produce academic writing.</li> <li>-Students to use data in a report.</li> <li>-Students practice analytical essay writing using multiple methods of development; other writing exercises, including summary and outlining.</li> </ul>               |
| 9. Students use process strategies before, during, and after presenting.   | <ul style="list-style-type: none"> <li>-Students will create an oral report designed to persuade the audience.</li> <li>-Students will debate a topic.</li> <li>-Student will be video taped.</li> <li>-Demonstration of rationale speech.</li> <li>-Students will use research topic and utilize multiple sources of information.</li> <li>-Students to seek opinions and responses from a variety of listeners.</li> </ul> |
| 10. Students present in functional, informational, and literary situations for various purposes and audiences.   | <ul style="list-style-type: none"> <li>-Students to defend and challenge positions or statements.</li> </ul>   |

-Philosophical readings, including 5 Platonic dialogues and the *Republic* and Aristotle's *Nicomachean Ethics*.

## Grade 12

1. The students will read and make valid inferences from a literary work. (listening, speaking, reading, critical thinking, prewriting.)

-Students to read various readings including Aquinas, Augustine, Dante, Shakespeare, Dostoyevsky, Cervantes, Vergil, philosophical readings to include: Machiavelli, Montaigne, Descartes, Hegel and Marx.

-Students will read critically.  
-Students will demonstrate rationale speech in seminar discussion.  
-Students will provide qualified points of view, discuss central ideas, make application, defend thoughts, challenge assertions.

2. Students will compose a fictional narrative using any genre; i.e., short story, poetry, or drama. (listening, speaking, reading, critical thinking, writing, responding, revising.).

-Students will create a script, perform the production.  
-Students to generate a theme, draft, edit, and revise.

3. The students will write a final draft of a fictional narrative. (listening, speaking, reading, critical thinking, writing, editing, publishing)

-Students to review English mechanics and revise where appropriate.

4. The students will find and use information from the library media center and other locations to analyze and rank potential solutions to a societal issue. (listening, speaking, reading, critical thinking, prewriting)  
[Example: if the topic were disposal of nuclear waste, the analysis paper should identify important criteria for judging solutions to the problem such as longevity of the solution, cost, environmental hazards, etc., and then rank the criteria in order of importance.]

-Students to utilize numerous sources of data, verify, and collaborate for a accuracy.  
-Students to research an present day issues and propose solutions.

- |  |  |
|--|--|
| <p>5. The students will compose a paper analyzing a societal issue (listening, speaking, reading, critical thinking, writing, responding, revising)</p>  | <p>-Students will write 4-5 page analytical essays and a 7-8 page thematic essay. Several present day issues to be identified and selected that may be cross curricular.</p>                               |
| <p>6. The students will produce a final draft of a paper analyzing a societal issue.<br/>(listening, speaking, for writing reading, critical thinking, editing, publishing)</p>                          | <p>-Students to revise and edit mechanics.</p>   |
| <p>7. The students will study the solutions to the and make conclusions and recommendations concerning the solutions. (listening, speaking, reading, critical thinking, prewriting.)</p>                 | <p>-Students will debate proposed solutions to support information sources and thesis.<br/>-Students will ensure proper application and use of the English language in written and verbal form.</p>        |
| <p>8. Students will compose a solution paper on a societal issue including conclusions and recommendations. (listening, speaking, reading, critical thinking, writing, responding, revising)</p>         | <p>-Appropriate bibliography provided.<br/>-Students to make appropriate improvements for a high quality product.</p>  |
| <p>9. Students will produce a final draft of a solution paper on a societal issue including conclusions and recommendations. (listening, speaking, reading, critical thinking, editing, publishing.)</p> | <p>-Same as previously stated<br/>-Finalize work with corrections.<br/>-Draft documents for review.</p>  |
| <p>10. The students will analyze the similarities and differences between two literary selections (listening, speaking, reading, critical thinking, prewriting)</p>                                      | <p>-Students will analyze identified literary and philosophical works.<br/>-Students to compare /contrast.<br/>-Students will demonstrate rationale speech in seminar discussion of literary analysis.</p> |
| <p>11. Students will compose an essay comparing and contrasting selected elements from works of literature. (listening, speaking, reading, critical thinking, writing, responding, revising)</p>         | <p>-Students to write 4-5 page analytical essays.</p>  |
| <p>12. The students will write a final draft of a comparison and contrast paper. (listening, speaking, critical thinking, editing, publishing)</p>   | <p>-Students to compose final drafts.</p>  |

- |  |   |
|--|---|
| 13. Students will interpret a writer's intent in any type of work. (listening, speaking, reading, critical thinking, prewriting)   | -Students to critique writers within the context of an oral and written argument for seminar discussion and debate. |
| 14. Students will write a critical response to the dominant impression created in a work. (listening, speaking, reading, critical thinking, writing, responding, revising) | -Students to write independent review.  |
| 15. Students will write a final draft of a response to a dominant impression created in a work. (listening, speaking, reading, critical thinking, editing, publishing)     | -Students to produce final draft for publication.   |

## Lesson Plan & Summative Assessment

### **Unit of Study:** The American Revolution

Cross-Curricular Learning. (English & History)

Teaching Method: Socratic for multi-sensory learning. Innovative teaching methodology for cognitive development (critical thinking skills) in the auditory, visual, and verbal areas.

Analytical thinking, comprehension, reading, and composition skills for cross-curricular purposes. Both English and History standards are addressed.

Texts: Original source documents.

### **State Standards Addressed:**

- English Grade 10, Standard 7: **Students use composing strategies before writing.**
  - Students will select a topic from the Revolutionary period. (Objective 2)
  - Students to assess knowledge base. (Objective 4)
  - Students to use problem solving skills to develop purpose for writing. (Objectives 1, 5)
- English Grade 10, Standard 2: **Demonstrate competency in reading and literary text**
  - Students will read literature and poetry selections. (Objective 3)
- English Grade 10, Standard 10: **Students write functional, informational, and literary texts for various purposes, audiences, and situations.**
  - Students will write logical, textually supported three-page analytical essays. (Objective 3)
- History Grade 10, Standard 5: **Students will understand the significance of the American Revolution in the development of the United States.**
  - Analyze the ideas and events that led to the Revolutionary movement. (Objective 1)

### **Introduction**

Students will read, consider, discuss and question the central ideas behind the American Revolution and movement toward independence. The social contract and natural rights will be introduced by discussion and referenced with source literature written by Paine, Washington, Rousseau, Locke, Voltaire, Burke, Jefferson, Hamilton, and Adams. The Declaration of Independence will be reviewed and discussed.



Challenge and defend the ideas presented in Socratic fashion. An innovative teaching method, the Socratic approach is a question/answer methodology that invites all students to participate in the conversation. Students need to defend their views with reason and challenge other students on subject. The teacher does not lecture, there are no worksheets, but rather a free flowing discussion between students to capture student thoughts and ideas, and to challenge each student to think rationally and creatively.

Events leading to hostilities will be discussed (e.g. Boston Massacre, Boston Tea Party, Battle of Lexington & Concord, Battle of Bunker Hill). Students will debate ideas (Hamilton vs. Jefferson) views of a central and decentralized government. Students will cite literary works and apply ideas.

**The Unit will consist of five chapters:**

I. Mercantilism and Colonialism (Basis for understanding)

- Lesson 1: The idea of mercantilism and relationship between "Mother Countries" and colonies
- Lesson 2: Trade and Commerce

II. Causes of the American Revolution

- Lesson 1: Natural Rights
- Lesson 2: Taxation (Stamp, Townsend, Intolerable Acts), trade, and political representation are devices used by England to severely harm and limit the colonies.
- Lesson 3: Paine's "Common Sense" incites the masses to reject King George's tyrannical rule over the American colonies.
- Lesson 4: Conflict between the Colonists and British begins in Boston and spreads onto the fields in Concord, Massachusetts (personalities and events).

III. The Declaration of Independence

- Lesson 1: The founding document states the reasons and justification for the separation and independence of the American colonies.
- Lesson 2: Unalienable rights (life, liberty and pursuit of happiness)
- Lesson 3: Signers of the Declaration—A look into their lives and sense of sacrifice
- Lesson 4: The colonial flag—Betsy Ross
- Lesson 5: Revolutionary songs (poetry)
- Lesson 6: Political groups (Objective 3, Standard 5)
- Lesson 7: Continental Congress—First & Second

IV. The Continental Army and Gen. George Washington (Objective 3)

- Lesson 1: Advantages and disadvantages (Objective 2)
- Lesson 2: Significant battles (e.g. Trenton, Yorktown)

V. The Articles of Confederation (Objective 4, Standard 5)

- Lesson 1: Powers and authority of the central government and the states
- Lesson 2: Limitations and advantages
- Lesson 3: Reasoning for a weak central government discussed
- Lesson 4: Human impact of the American Revolution (Objective 4, Standard 5)

**Activities: Hands-On (Examples)**

Students work to create the “look and feel” of Colonial America in the classroom by:

- *Newspaper articles are re-created with the British and Colonial viewpoints, older newspaper headlines are re-produced by students with specific column headings as noted. The Stamp Act, Sugar Act and other taxes are headlined by dates. (Chapter 2, Lesson 2, Objective 1)*
- *The Declaration is created with an original look. (Chapter 3, Lesson 1, Objective 1)*
- *The Continental Flag is produced by several students and put on display in the classroom. (Chapter 3, Lesson 4, Objective 2)*
- *Letters from distinguished Americans and British citizens are printed and displayed along a time-line with the major events noted. (Chapter 2, Lesson 3, Objective 2)*
- *Pictures are generated displaying the major figures and hung throughout the classroom with descriptives. Students will portray each major biographical figure in a true to form role-play. (Chapter 3, Lessons 3, 6, & 7, Objective 3)*
- *Some students work on developing a small-scale version of Philadelphia, with the liberty bell noted. Students create, “Let Freedom Ring.” (Chapter 4, Lesson 7, Objective 3)*
- *The Continental Flag is produced (by Betsy Ross) with the 13 stripes and stars. (Chapter 3, Lesson 4, Objective 2)*

**Measurement** – See Unit Assessment

### **Example of Lesson Plan:**

#### **Chapter 3, Lesson 7:**

**Goal:** To establish the political mood in the colonies prior to the Revolution that will impact the U.S.

**Objective:** The contribution of key people and groups to the Revolution.

**Activity:** Meeting of the Second Continental Congress, May 1775.

-Members of the class will perform roles and re-enact the meeting of the Second Continental Congress. Students act as representatives from the colonies and partake in this meeting and create a document outlining the causes and necessities of taking up arms in July 1775.  
(Objective 3)

-A student reads Patrick Henry's speech (3/23/1775) as a prelude to the Meeting. (Objective 3)

-The song, *Liberty* rings the corridors as a group of students sing in the class as if it were Philadelphia itself.

-George Washington is selected as the Commander-in-Chief of the Continental Army.  
(Objective 3)

-Jefferson, Adams, Hancock, and Franklin are present. (Objective 3)

#### **Unit Project: Writing Assignment & Oral Presentation.**

- Individual writing assignment to examine the American Revolution.
  - Students to select a topic and to write a three-page analytical essay.
- Group project designed to develop oral arguments with visual aids and presentation material in support of the British or Colonists. Presentation will include cultural elements, including song and customs. Plenty of hands-on activities (e.g. re-creating the Betsy Ross flag,, battle re-creation for demonstration of advantages/disadvantages, re-creation of period dress for presentation, creation of documents in original form, re-creation of period architecture.) Musically oriented students may demonstrate period music.
  - Student groups will create a presentation to present arguments and a defense.
  - Students will follow a debate format (Lincoln-Douglas structure).

### **Unit Assessment:**

1. Teacher designed rubric to assess student projects.
2. Teacher to create an essay/objective test to measure understanding of concepts, application, and detail. The test will examine student knowledge of:
  - Key ideas
  - Articles of Confederation
  - Events leading up to the Declaration
  - The Declaration and its impact on the U.S.
  - Founding Fathers
3. Paper Grade

### **Sample Unit Test (100 points):**

#### **I. Short Answers (25 pts., 5 pts. Each)**

1. Briefly explain one of the central ideas within the Declaration.
2. Please specify and define at least 3 acts by King George that infuriated the Colonials.
3. What were some of the British advantages over the Continental Army? (Specify at least 2)
4. Who were the Founding Fathers and their contributions?
5. Please briefly explain the First and Second Continental Congress and specify at least 2 outcomes of the sessions.

#### **II. Please select 5 major figures of the American Revolution and define their contribution. (25 pts., 5pts. each)**

#### **III. Essay Questions (50 pts, 10 pts. each)**

1. What did the Declaration of Independence signify? What are "Natural Rights"? Why are they "Natural"?
2. What were the major causes of the American Revolution? Why were they significant? Explain why the colonists rebelled against England.
3. Name one significant literary creation and its impact upon the American Revolution. Please include author's name.
4. What are the Articles of Confederation? What were the advantages and limitations. Why?
5. Identify one battle of the American Revolution and explain the significance and outcome.

#### **Bonus (5 pts.)**

-State 5 reasons for American independence as stated in the Declaration.

**Required reading (excerpts) for this unit:**

- *The Social Contract*
- *Common Sense*
- *Declaration of Independence*
- *Articles of Confederation*
- *Biography (Selection from Franklin, Washington, Jefferson, Hamilton, S. Adams, J. Adams, Paine)*
- *Writings of Thomas Jefferson*

**Suggested reading for this unit:**

Students may select source material in the original language (Latin, French) for foreign language recognition.

**Songs:**

*The Liberty Song*, John Mein and John Flemming  
*Chester*, William Billings  
*The Battle of Trenton*, Benjamin Carr  
*Yankee Doodle*, Richard Shuckberg  
*American Taxation*, Peter St. John

**Poetry:**

- *The Rebels*, Capt. Smyth
- *The Pausing American Loyalist*
- *A Nation's Strength*, Ralph Waldo Emerson
- *The Midnight Ride of Paul Revere*, Henry Wadsworth Longfellow

**Speeches:**

- "Give Me Liberty or Give Me Death," Patrick Henry
- William Burke's speech on conciliation with the Americas
- William Pitt's speech on the Stamp Act

## **Supplemental Curricular Emphasis**

*Note: The parameters of the Charter Application did not allow sufficient space to adequately describe the programs that will be offered to the secondary students at American Achievement Academy. This short supplement will cover the programs that are currently being considered and negotiated. We will comply with all graduation requirements of the state and will use this as supplemental and concurrent enrollment.*

The desire of the Founders for the American Achievement Academy is for each of our students to realize their goals in life and assist them in reaching these goals. For many students the traditional path to graduation is simply not enough. We have seen many programs in traditional public schools that assist in concurrent enrollment. We will continue this though we will also stress the opportunities for our students to receive education and certificates in various trades.

To this end we are in working relationships with various entities that will be explored to fullest advantage of our students. These entities are both public and private and will all comply with state law as well as policy as established by the State School Board and the policies to be outlined in the American Achievement Academy Policy Handbook. These will include background checks for all instructors and volunteers that have a significant amount of involvement with our students.

### **Utah Valley State College (UVSC) and Utah State University (USU)**

There are many opportunities that are provided through UVSC and the New Century Scholarship. We recognize that this scholarship will require early involvement and preparation.

Through our guidance counselor we will begin working with students as soon as they are ready in giving them the direction that they need. We will work with various other entities in providing different ways in which the requirements of the New Century Scholarship can be achieved. These include concurrent enrollment, distance learning, advanced placement tests, CLEP testing, and independent study courses.

Through working with our guidance counselor our students will begin to work towards four-year degrees in virtually any field. This is an example of the importance of meaningful SEP/SEOP's.

### **Provo College and Stevens Henegar College**

We understand that many of our students do not seek the more scholarly approach. They have talents and interests in other areas. By working with these schools we will be able to provide a very different and meaningful education for our students.

Each school offers different programs that will provide valuable tools for our students that will serve them through out the course of their lives. From Medical Assisting to Court Recording, with many more options.

With both of these options most course work will require additional work away from our campus. In some cases course can and will be taught on our campus. There are additional fees that are assessed that must be covered by the student and their family, though very favorable terms can be arranged. As an example, Stevens Henegar College offers 5 different courses for \$35. The purpose of these courses will be to expose the student to different fields of study, which helps the student make a purposeful decision.

### **Commercial Trades**

In seeking to provide more opportunities for our students we are exploring to possibilities with various private businesses in our community in order to teach trades to interested students. These trades can include everything from construction, carpet installation, roofing to automotive.

We are in discussion with the Mountain land ATC about campus facilities and possibly offering joint programs. We are very excited about this, as it would create a synergy in which the end product far exceeds the contribution of the various entities. Through this possible partnership we will be a great asset to not only our students but many students within our current school district, Nebo.

### **Junior Regular Officer Training Course (JrROTC)**

We are working with the Pentagon in providing this opportunity for our students beginning in eighth grade. In conjunction with the United States Army and Army National Guard we will provide the necessary uniforms, instruction and opportunity for our students in this area.

For those students participating in this they will receive a significant head start if their goal is to serve our country in the Armed Services. Graduates of JrROTC receive an immediate promotion upon enlisted ranks and are fast tracked through the first two years of many college ROTC programs, such as BYU, under certain circumstances. We expect that many of our graduates will also receive appointments to the various Military Academies such as West Point, Annapolis and Colorado Springs. Through this program we will also be able to offer cross training through Camp Williams, local National Guard Units and the Civil Air Patrol.

### **White paper: staffing**

American Achievement Academy recognizes that they have very unique challenges in regards to staffing.

Our current budget reflects the basic level of staffing and support. We will hire 50 regular teachers, 2 special education teachers, and 55 instructional assistants. Beyond this we have determined that we have more needs to be met within our staff, certainly for secondary education.

As the opening of American Achievement Academy progresses we will need to determine the exact number of teachers requiring a Master Degree. With concurrent enrollment being a large focus of our mission we recognize that many classes can and should be taught on our campus. The requirements of this, as provided by Utah Valley State College (UVSC), are that each teacher of concurrent enrollment on our campus has a master degree and certified to teach the course by UVSC. We have added the requirement that each of these teachers also submits to a background check.

In order to determine how many of these mastered degree positions be sought we must determine the types of courses offered and demand for these courses. If there are courses that can be taught through distance learning we will provide for this. If there are courses that have a very small demand we will encourage the normal concurrent route, which requires our students to travel off of campus. We anticipate that there will be several courses that have a very high demand. These are the courses that we will work towards teaching on our campus.

We recognize that many of these teachers may not seek full-time employment on our staff. We anticipate this and will actually encourage this. We recognize that many current professors at local institutions of higher education may enjoy the opportunity to teach on our campus and environment but do not want to leave their current employment. We also anticipate that we will attract several retired professors who would readily accept the challenge of teaching one or two courses.

The budgeting for this is accounted for within our initial proposal. We have reserved in our budget well over \$300,000. A portion of this will be used to compensate our teachers. We have not determined the exact amount that we will compensate a part-time concurrent enrollment instructor though we recognize that UVSC compensates similar work at \$1,000 per Semester. We expect that more then one or two of these employees will seek full-time employment, these contracts are accounted for within our budgeted staffing proposal.

Final decisions have not been made regarding salary. We have set in our budget an average compensation of \$35,000 per year with benefits. This reflects an amount that would enable us to pay half of the staff at \$30,000 per year and the other half at \$40,000. We will certainly make adjustments within this budgetary flexibility that will reflect experience with considerations for incentives though the exact amount has not been set.



**Question 3: Clarify the curriculum methodology for the lower grades.**

Please see our answer to question #1.

**Question 4: What are your plans for accreditation?**

The school will seek appropriate accreditation from the Northwest Association of Accredited Schools, and will pursue charter school accreditation, Core Knowledge accreditations, as well as any additional accrediting organization for our secondary program.

**Question 5: Please clarify your library plans and how you will meet the needs of the broad range of students.**

**Our initial response from the charter application:**

Considering the nature of the American Achievement Academy there will be two libraries to serve our student population. These libraries have been designed and will be housed in the appropriate buildings that enable one to serve our high school age students, the other to serve kindergarten through eighth grade.

In both cases the libraries will exceed 2,000 square feet of space. We will wire both libraries for the Internet with at least two computer terminals in our elementary library and eight in our secondary library.

Both of these libraries will contain an extensive collection of age appropriate material. In our elementary library this will include leveled reading as a focus. In our secondary library we will focus on literature that will supplement our curriculum. This will include everything from Homer's *Odyssey* to Hemmingway's *The old man and the sea*. We will also provide extensive current affairs reading material, both printed and electronic periodicals.

We will rely heavily on donations of appropriate material, as well as private fundraisers. We will also use funds provided from any Startup Grants received. We understand that our libraries are both very important and every growing. We will also strive to ensure an up to date and complete library.

The staffing our libraries will include one administrative assistant for each library. It is also expected that when a class occupies the library the teacher of that class will ensure appropriate conduct.

**Requested Clarification:**

One of our parent volunteers is Mary Sivertsen from Salem, Utah. Mary served as the Chair of the Salem City Library Board. During this volunteer service, Mary was instrumental in the actual creation of the library literally from the ground up and continued her service to the library as Chair until June 2003. Mary is now serving us on our library committee.

We are at a loss as to what more we can offer to answer question presented to us other than repeating what we have already stated and informing you of the quality and qualifications of the persons involved who will assist us in carrying out this project.

**Question 6: Have you made any contact with UVSC or the ATC to facilitate your concurrent enrollment plans?**

Yes. Once our charter is approved we will formalize the relationships.

**Question 7: Please clarify your plans for meeting the needs of special education students. (Anticipate that 10% of student population will have some special ed needs)**

When this question was initially raised during our 30 minute application presentation on Monday, November 8, 2004, we failed to inform the board that well before our application was completed and submitted and during the earliest conversations of interested parties regarding our charter school concept, one of the interested parents was Amy Daniels. Amy is on our Founding Council and is responsible for Special Education.

Amy received her degree in Special Education from Brigham Young University in 1997. She was employed by Nebo School District from 1996-1998 as a Special Education Teacher at Salem Elementary. As a side note, Amy also taught Spanish and taught at a migrant school during the summer.

Amy Daniels was directly involved with the writing of the response below.

**From the Charter Application:****Application Requirement:**

Description of how special education will be provided (i.e., will the school contract with the school district to provide all special education services, or will the school provide the services by hiring its own service providers, contracting with independent third parties, pooling resources with other schools, or a combination of these approaches?). The description should include how the school will manage and staff assessment and identification; proper staffing of IEP meetings and service delivery included the provision of related services, if identified on the IEP.

**Response as noted in the application:**

This is extremely important as we recognize that there are very specific needs. To this end we will provide two full time special education teachers. We will privately contract for all services that we are not able to provide ourselves. The costs of those potential contracts have been set-aside in our budget. As part of this process we will create an Individual Education Plan team, or IEP Team. This IEP Team will be made up of the necessary people to create an adequate Individual Education Plan for our special needs students. This will include one of our Directors, regular teacher, special education teacher, parent and specific professional as needed. The Director will ensure that proper resources can be committed to the student's IEP.

We will also provide professional development training and lectures to all of our teachers to ensure that they fully understand the needs and requirements of our special education students. This will include instructions in the provisions of IDEA. The first step in preventing any problems is proper information.

We will also set aside money in our budget that will allow our Special Education teachers to receive any professional development needed. This will improve our quality of services. Each of our Special Education teachers will have an Instructor at their disposal that will assist in all efforts to include IEP's and administering the Woodcock, Johnson test. The cost of this test is also reflected in our budget. This test is generally considered the most reliable as it, among other areas, addresses possible race and culture issues. We would anticipate our teachers receiving any special training in this area that they need.

We will also work very closely with both the Nebo School District and State Office of Education Special Education directors. This will ensure a seamless relationship when unique circumstances may arise.

**Requested Clarification:**

American Achievement Academy will provide special education services to those students with special needs. It is our expectation that the majority of our students with IEP's will be mild cases, not moderate or extreme as we are not a magnet school and do not have a special needs emphasis. However, we do believe that our academic program will be "Least Restrictive" for students with mild special education needs.

Our special education team of two full-time special education teachers extends into every classroom with a full-time teacher and teacher's aid. The aid will also help insure that modifications are being addressed within the class and will continue to assist the special needs child. Special education needs at the secondary level will also be understood and accommodations will be made for those students. In addition to the two full time special education teachers and classroom aids, we also have set aside an additional \$40,000 to have the flexibility to contract for additional special education services. Naturally, the special education team will meet periodically to insure that needs are appropriately met and that the school is in compliance with special ed law.

We believe that whole group instruction is best for the child with mild special education needs. It is also our expectation that our integrated, explicit phonics based curriculum, and multi-sensory instruction will meet all learner needs. This has been proven in multiple schools to reduce mild special education requirements. We fully expect this trend to continue in our school, and it is reasonable to assume that our numbers of special education students will not increase above 10%, but will likely decline during and after the first year of instruction particularly in the K-4 group.

In conclusion, we believe that we have a valid plan to address special education needs and that the level of special education requirements will actually decline over time. We aim to coordinate with the Nebo school district to insure that students with moderate and extreme needs are met within the district system.

**Question 8: Does your proposed budget anticipate the items mentioned above?**

Yes.

**Question 9: What education expertise have you or will you recruit to assist you in moving this school forward?**

We have been aggressive in creating alliances with individuals with charter (and private) school operational experience, as well as individuals with knowledge and experience setting up charter schools. At this time, we cannot contract or employ any individuals until our charter has been approved and a funding mechanism is identified and available.

That being said, there are several members of our founding council who are credentialed teachers with teaching experience in both the primary and secondary grades.

Robert Wadley, Director of Secondary Education for Nebo School District, as well as Mr. Chris Sorensen, Nebo School District Superintendent has offered assistance to us.

We are prepared (and excited) to recruit and hire capable individuals to fill needed areas as soon as our charter is approved.

**Question 10: It appears that you might have related persons supervising one another. Please clarify how employment of relatives issues will be handled along with potential conflicts of interest with the governing board.**

**Our initial response from the Charter Application:**

We will be consistent in all of our policies regarding employees, to include state and federal law. We also recognize that nepotism is a concern. Our policy will allow for employment of relatives though relatives will not be allowed to serve in a direct supervisory role over another. This will be further defined in our Policy Handbook.

**Requested Clarification:**

We will not allow related persons to supervise one another. There are no plans (and there have been no discussions) for any relative of any member of the founding board to be an employee of the school.

If in the future someone that is associated with our school that is in a position to hire an employee is faced with a decision that involve a relative, they will be required to remove himself (or herself) from that decision.

**Question 11: Please explain how you could phase in grades 9-12.**

A detailed response to this question will be provided to the board during the board meeting on Tuesday November 30, 2004