

## AMENDMENT REQUEST FOR SATELLITE SCHOOL

### Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with recommendations for authorizing charter schools and for monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USB E) per Utah Code 53A-1a-501.5. Satellite schools require authorization from the Utah State Board of Education (SBE) following recommendation from the SCSB and enrollment in satellite schools is counted against the annual charter school enrollment goal set by the Legislature.

1. Sponsoring Charter School: Spectrum Academy
2. Street Address 665 N. Cutler Drive Phone 801-936-0318
3. City North Salt Lake
4. This is a school located in an area:       Rural                       Urban
5. Chief School Officer Jaime Christensen Phone 801-936-0318
6. The sponsoring charter school is located in which school district? Alpine
7. Attach a list of individuals designated to receive founder status of the sponsoring charter school and clearly indicate the percentage of students enrolled at your school for the past three years under founder preference (Attachment 1).
8. Satellite School Spectrum Academy at Clear Horizons
9. Street Address 1875 So. Geneva Road Phone (801)471-9413
10. City Utah County (unincorporated to date)
11. This is a school located in an area:       Rural                       Urban
12. Chief School Officer Sondra Hurst Phone (801)471-9413 or Jaime Christensen (801)936-0318.
13. The satellite school is located in which school district? Alpine
14. Attach a list of individuals designated to receive founder status of the satellite school and clearly indicate the percentage of students enrolled at the sponsoring school for the past three years under founder preference (Attachment 2).

15. List all duly elected and appointed current board members of the school (Attachment 3)
16. Percentage of minority students at parent school. Estimated percentage of minority students at satellite school.

1% minority students at Spectrum Academy. It is estimated that the Satellite school will have approximately 1% minority as well.

17. Percentage of students with disabilities qualifying for Special Education services at parent school. Estimated percentage of students with disabilities needing Special Education services at satellite school.

There are approximately 80% of students with disabilities at Parent School and we anticipate the same percentage at the satellite school.

18. What makes this satellite school unique or needed? ‘

Students on the autism spectrum have unique learning needs that many parents feel are not being met in a traditional setting. Spectrum Academy is in its 6<sup>th</sup> year of successfully providing educational services to students on the autism spectrum. There are many families who are unable to attend Spectrum due to the distance they live from the school. A satellite location in Utah County will enable Spectrum to provide services for many other families and students who are desperate to receive them.

19. How will the satellite school address the needs of students with disabilities who will need Special Education services?

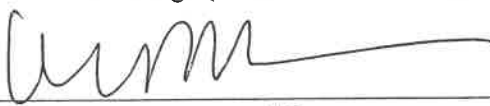
Spectrum Academy is a charter school that was formed to serve students with disabilities. Our whole focus is geared toward the implementation of Individualized Education Plans and providing the supplementary and support services that students with disabilities need in order to be successful in their academics and in their social and community settings. We recruit teachers who are dual licensed in regular and special education in order to meet these needs.

20. Written certification that the sponsoring charter school currently satisfies all requirements of state law and Board rule (Attachment 4) (R277-482-8(B)(1)).
21. Detailed description of governance structure for satellite school, including appointed and elected members (Attachment 5) (R277-482-8(B)(2)).
22. General information regarding the physical facilities anticipated to serve the satellite school (Attachment 6) (R277-482-8 (B)(3)).
23. Information detailing the grades to be served in the satellite school, the number of students to be served by grade, and ultimate enrollment figures for the satellite school (add table rows as needed) (R277-482-8(B)(3)).


GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														TOTAL NUMBER OF STUDENTS (Enrollment cap)
<b>Year 1</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
	30	30	30	30	30	30	40	40	40					300
<b>Year 2</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
	30	30	30	30	30	30	40	40	40					300
<b>Year 3</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
	30	30	30	30	30	30	40	40	40					300
<b>Ultimate Enrollment</b>	30	30	30	30	30	30	40	40	40					300
<i>(The number of students should be at maximum the enrollment that is being requested)</i>														

24. Detailed financial plan for the satellite school for three fiscal years (Attachment 7) (R277-482-8(B)(4)).
25. Signed acknowledgement by sponsoring charter school governing board that they will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9. Signed acknowledgement certifying board members' understanding that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open (Attachment 8) (R277-482-8 (B)(5)).
26. Evidence of notification (i.e., copy of entire amendment request document) to the school district in which the sponsoring charter school is located, and the school district in which the satellite school will be located as required in Section 53A-1a-505(1) (Attachment 9) (R277-482-8(B)(6)).
27. Written certification that no later than 15 days after securing a building site, the charter school governing board shall notify the school district in which the charter school satellite school is located of the school location, grades served, and anticipated enrollment by grade with a copy of the notification sent to the State Charter School Board (Attachment 10) (R277-482-8(B)(7)).
28. Signed acknowledgement by sponsoring charter school governing board that the board understands the satellite school shall be held accountable for its own AYP report, disaggregated financial data and reports, and accountability process (Attachment 11) (R277-482-8(B)(8) and R277-481).
29. Attach verification of adequate insurance (Attachment 12).
30. Attach plan for adequate parental involvement, including how the sponsoring charter school and satellite school will provide opportunities for greater parental involvement in management decisions at the school level (Attachment 13) (Utah Code 53A-1a-503(6)).

31. Attach sponsoring charter school's financial balance sheets, evidence of attending financial trainings, and evidence of monthly/quarterly financial summaries submitted for the past three fiscal years (Attachment 14) (R277-481-6(A) and (D)).
32. Attach sponsoring charter school's executive summaries from UPIPS review for the past two fiscal years (Attachment 15) (Utah State Board of Education Special Education Rules VIII.D.).
33. Create table and graph outlining sponsoring charter school's student performance on all applicable standardized assessments (e.g., DWA, end-of-level CRT, U-PASS, AYP, etc.) for past three years (Attachment 16 (R277-482-8(A)(3))).
34. Summary description of educational services, assessment, and curriculum for the satellite school - must be consistent with the services, assessment, and curriculum currently being offered at the sponsoring charter school (Attachment 17) (R277-482-8(A)(4)).
35. Attach comments page from the sponsoring charter school's management letter from financial audits for the past two fiscal years (Attachment 18) (R277-484).
36. Summary description of administration, teachers, and other staff to be hired for satellite school (Attachment 19) (R277-482-8 (A)(5)).
37. Signed agreement by sponsoring charter school's governing board to cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school (Attachment 20) (R277-482-8(A)).
38. Signed acknowledgement by sponsoring charter school's governing board that they will comply with R277-477 School LAND Trust committee requirements to be eligible for funds (Attachment 21) (R277-482-8(A)(7)).
39. Is the satellite schools' curriculum fully aligned with the Utah Common Core Curriculum? If not, in what areas does the school deviate from the Core?  
Spectrum Academy's curriculum is fully aligned with the Utah Common Core Curriculum.
40. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting? (Attach resume – Attachment 22)

  
\_\_\_\_\_  
Sponsoring Charter School Board Representative Signature

3/30/12  
Date

  
\_\_\_\_\_  
Sponsoring Charter School Principal/Director

3/30/12  
Date

  
\_\_\_\_\_  
Satellite School Board Representative Signature

3-30-12  
Date

Attachment 1

Attach a list of individuals designated to receive founder status of the sponsoring charter school and clearly indicate the percentage of students enrolled at your school for the past three years under founder preference.

Sponsoring School  
Founding Members

Natalie Longson  
Tiffany Pearce  
Missy Grow  
Eulalia Miles  
Hannah Chun g  
Jennifer Bush  
Laura Anderson  
Emilie Tanner  
Kelly Facer  
Tiffanie Rushton  
Lisa Stamps  
Andrea Soper  
Vivian Powell  
Lisa Morrell\  
Lendy Hart  
Jana Gold  
Dawn Furner  
Teresa Cutler  
Chantelle Harris  
Marie Lyon  
Maxine Phillips

Percentage of students enrolled at the sponsoring school for the past three years under founder preference:

2009/2010	2010/2011	2011/2012
.003	0	0

Attachment 2

Attach a list of individuals designated to receive founder status of the satellite school and clearly indicate the percentage of students enrolled at the sponsoring school for the past three years under founder preference (Attachment 2).

Attachment 2

Satellite School  
Individuals with Founder Status

Kasondra Hurst  
Hillary Stirling  
Cindy Minert  
Georgia Palmer  
Lisa Cowan  
Arlene Colman  
Becky Angus  
Elizabeth Schatz  
Rebecca Poelman  
Linzi Waldrop  
Wendy Hoop  
Kim Telaroli



Attachment 3

List all duly elected and appointed current board members of the school

Spectrum Academy  
Current Board Member Listing  
March 17, 2012

President: Marney DeVroom

Vice President: Brandon Savage

Secretary: Dennis Bullard

Treasurer: Jason Siteman

Member: Marcy Johnson

Member: Kyle Andersen

Member: Rozanne Marsh

Attachment 4


Written certification that the sponsoring charter school currently satisfies all requirements of state law and Board rule

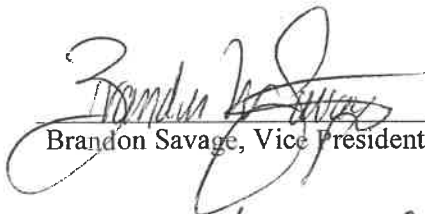
March 20, 2012

To Whom It May Concern:

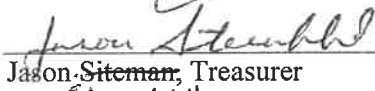
We, the current duly elected and appointed members of the Board of Trustees of Spectrum Academy, the sponsoring charter school, do certify that Spectrum Academy satisfies all requirements of Utah state law and Board rule.

Respectfully,

  
\_\_\_\_\_  
Marney DeVroom, President

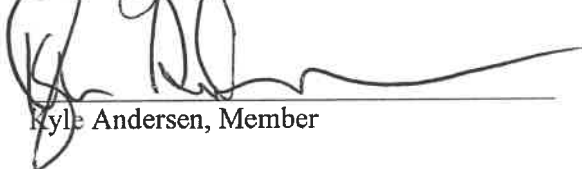
  
\_\_\_\_\_  
Brandon Savage, Vice President

  
\_\_\_\_\_  
Dennis Bullard, Secretary

  
\_\_\_\_\_  
Jason Siteman, Treasurer  
Steubenville

  
\_\_\_\_\_  
Rozanne Marsh, Member

  
\_\_\_\_\_  
Marcy Johnson, Member

  
\_\_\_\_\_  
Kyle Andersen, Member

Attachment 5

Detailed description of governance structure for satellite school, including appointed and elected members

Satellite School  
Governance Structure

The Utah County satellite school shall be governed under the Board of Directors of Spectrum Academy. If this application is accepted the bylaws will be modified to have equal members on the Board from the Utah County campus as there are from North Salt Lake campus. Members of the Board are elected by the current Board members as vacancies arise. Board candidates come from parents and community members that have an interest in the governance of the school and submit an application to serve on the Board.

The Utah County satellite school will have an on-site principal that is appointed by the Director of Education and will supervise all educational activities of the school. That principal will report to the Director of Education who reports to the Board. Financial and business management and oversight will be done under the supervision of the Director of Finance who also reports to the Board.

Attachment 6

Physical Facilities of Satellite

## Satellite School

### Physical Facilities

The school has roughly 30,000 sq ft. It sits on 9 acres, 4 of which will be developed the first year. It will have 10 classrooms (1 being a Life Skills Teaching Room), Sensory Motor Room, Lunchroom, Gymnasium, Training room, Staff Room, Offices, etc. It will have two playgrounds, a pavilion, grass area, etc. All of that will be complete by May 20, 2012. It is set to have a second building attached to it within 2-3 years, which will contain another 12-14 classrooms (Total of 24 classrooms for Phase 1 and Phase 2).



Attachment 7

Detailed financial plan for the satellite school for three fiscal years

Spectrum Academy - Utah County  
 Budget Draft FY 2013-2016

		Proposed FY14 Budget	Proposed FY15 Budget	Proposed FY16 Budget
<b>Revenues</b>				
01.310	Income--Educational Fees	0	0	0
01.500	Income--Interest Investments	0	1,500	1,600
01.610	Income--CNP Sales to Students	0	0	0
01.620	Income--CNP Sales to Adults	0	0	0
01.650	Income--Store			
01.700	Income--Purchased Services			
01.800	Income--Parent Organization	2,500	2,600	2,700
01.950	Income - Grants			
01.810	Income Activity Fees	3,500	3,800	4,000
01.900	Income--Fundraising			
01.970	Income--Daycare Fees			
01.920	Income--Cash Donation		60,000	60,000
	<b>Total Local Revenue</b>	<b>6,000</b>	<b>67,900</b>	<b>68,300</b>
<b>State UPASS</b>				
	Tech Literacy NCLB			
	Title I FED Formula to LEA		23,500	23,853
	Title I FED Formula to LEA			
	School Lunch Programs			
	Special Assit School Lunch			
03.010	Income-K-12 WPU	755,404	766,735	778,236
03.020	Income--Professional Staff	58,615	59,494	60,387
03.105	Income--Special Ed Add-on	739,736	750,832	762,095
03.110	Income--SpEd Self-Contained	85,260	86,539	87,837
03.120	Income-- SpEd Extended Year	2,866	2,909	2,953
03.211	Income--Accelerated Learning	0	0	0
03.215	Income--At-Risk Student Progra	0	0	0
03.230	Income--Class Size Reduction	124,145	126,007	127,897
03.270	Income--Interventions for Stud	0	0	0
03.405	Income--Career and Tech Ed Add -On	4,262	4,326	4,391
03.406	Income--Flexible Allocation	17,643	17,908	18,176
03.520	Income--LAND Trust	0	0	0
03.640	Income--Extended Day Kindergarten	0	0	0
03.719	Income--Charter Local Replacem	556,710	565,061	573,537
03.770	Income--CNP State Funding	0	0	0
03.805	Income--Reading Achievement	17,209	17,467	17,729
03.810	Income--Library Books and Supp	277	281	286
03.842	Income--Charter Administrative	30,000	30,450	30,907

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03.868	Income--Teachers Mat. & Supp.	3,350	3,400	3,451
03.876	Income--Educator Salary Adj.	144,895	147,068	149,274
	ARRA IDEA Preschool	0	0	0
	ARRA Title I	0	0	0
	2010 CTE Safe and Drug Free	0	0	0
	2009 CTE Safe and Drug Free	0	0	0
	Total State Revenue	2,540,372	2,601,978	2,641,007
04.520	Income--Federal IDEA	56,000	56,840	57,693
04.571	Income--CNP Federal Funding	0	0	0
04.572	Income--CNP Federal Assistance	0	0	0
04.800	Income--Federal NCLB	16,034	16,275	16,519
	Total Federal Revenue	72,034	73,115	74,212
	Total Income	2,618,406	2,742,993	2,783,519
<b>Expenses</b>				
100.21	Wages- Student Services	227,680	231,096	234,562
100.24	Wages--Finance	55,000	55,825	56,662
145.22	Wages--Library	23,000	23,345	23,695
121.24	Wages - Director	80,000	81,200	82,418
120.25	Wages - Technology Support		0	0
131.10	Wages - Teachers	819,737	832,033	844,514
132.10	Wages- Substitute Teacher	24,000	24,360	24,725
152.24	Wages - School Admin	51,378	52,149	52,931
161.10	Wages - Aides & Instructors	369,824	375,371	381,002
170.22	Wages - Daycare		0	0
170.31	Wages - Food Services	12,000	12,180	12,363
182.26	Wages - Maintenance/Custodial	35,000	35,525	36,058
	Total Wages & Salary	1,697,619	1,723,084	1,748,930
210.00	Retirement Programs	54,440	55,257	56,086
220.00	Social Security & Medicare Tax	136,310	138,355	140,430
240.00	Employee Benefits Expense	129,600	131,544	133,517
270.00	Worker's Compensation Insuranc	8,909	9,043	9,178
280.00	Unemployment Insurance	8,909	9,043	9,178
	Total Benefits	338,169	343,242	348,390
300.10	Special Ed Services	15,000	15,225	15,453
300.25	IT Services	18,000	18,270	18,544
310.45	Business Services	1,000	1,015	1,030
330.22	Prof. Dev.- Teachers & Instr.	5,000	5,075	5,151
330.24	Prof. Dev.- Other	1,000	1,015	1,030
341.24	Accounting and Auditing	10,500	10,658	10,817
342.24	Legal Fees	1,000	1,015	1,030
400.26	Security Expense	2,000	2,030	2,060
412.26	Garbage Expense	4,000	4,060	4,121
430.26	Property Repairs & Maint.	6,000	6,090	6,181
431.26	Equipment Repairs	1,000	1,015	1,030
433.26	Property Services	2,000	2,030	2,060

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434.26	Custodial Services	2,000	2,030	2,060
440.26	Equipment Rental	500	508	515
			0	0
442.26	Storage	0	0	0
500.24	Payroll Processing	0	0	0
500B.24	Copier Maintenance Expense	18,000	18,270	18,544
521.26	Insurance Expense	8,500	8,628	8,757
531.24	Telephone- Voice	5,500	5,583	5,666
531A.24	Internet & Data Services	3,000	3,045	3,091
532.24	Postage & Mailing Expense	1,000	1,015	1,030
540.24	Advertising & Promotions	2,500	2,538	2,576
540A.24	HR-Recruitment	500	508	515
			0	0
594.10	Travel- Field Trips Expense	1,000	1,015	1,030
	Total Purchased Services	109,000	110,635	112,295
600.20	Supplies- Administration	12,000	12,180	12,363
600.21	Supplies-Medical/First Aid	500	508	515
600.31	CNP Supplies Non-Food	0	0	0
610.20	Supplies- Copier & Printer	2,200	2,233	2,266
610.10	Supplies- Classroom	6,000	6,090	6,181
610B.10	Supplies--Teacher Class Funds	6,000	6,090	6,181
610C.10	Supplies-Physical Education	1,500	1,523	1,545
610D.10	Supplies - Special Ed	3,000	3,045	3,091
624.27	Motor Fuel	0	0	0
630.31	CNP Supplies Food	0	0	0
641.10	Curriculum & Materials	90,000	50,000	50,750
641A.10	Curriculum--Special Education	15,000	12,000	12,180
644.22	Library Books & Supplies	18,000	5,000	5,075
680.26	Supplies- Custodial & Maint	20,000	20,300	20,605
	Total Supplies	174,200	118,968	120,753
700.45	Computer & Software Equipment	50,000	15,000	15,000
700.10	Educational Equipment Expense	2,000	2,000	2,000
700.45	Maintenance Equipment	2,000	2,000	2,000
701.26	Lease- Rent Expense	108,000	108,000	108,000
700.31	CNP Equipment	0		
720.45	Furniture & Fixtures	80,000	15,000	15,000
730.45	Property- Equipment Expense	2,500	2,500	2,500
750.26	Facility Improvements	1,000	10,000	15,000
	Total Equipment	245,500	154,500	159,500
800.00	Other Expense	1,000	1,015	1,030
800.10	Student Motivation Expense	1,000	1,015	1,030
800.22	Prof. Dev. Meals	200	203	206
800.24	Employee Motivation Expense	1,500	1,523	1,545
800A.24	Interest Expense	0	0	0
800B.24	License & Tax Expense	200	203	206
800D.24	Sales Tax Paid and Refunded	0	0	0
800.C24	Travel & Lodging Expense	1,500	1,523	1,545

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810.24	Dues & Subscriptions	1,000	1,015	1,030
840.24	Bank Fees	1,500	1,523	1,545
800.26	Utilities Expense	35,000	35,525	36,058
850.26	Property Tax	0	0	0
890.24	Parent Organization Expense	1,000	1,015	1,030
	Total Other Expense	<u>43,900</u>	<u>44,559</u>	<u>45,227</u>
	Total Expenses	<u>2,608,389</u>	<u>2,494,987</u>	<u>2,535,094</u>
	Net Income	<u>10,018</u>	<u>248,006</u>	<u>248,425</u>

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Attachment 8

Submission of Lease or Agreement

March 20, 2012

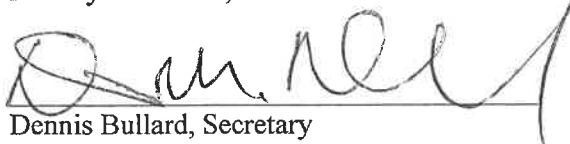
To Whom It May Concern:


We, the undersigned, duly elected Board of Trustees of Spectrum Academy acknowledge that we are required and willing to submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9. We also acknowledge and understand that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking must occur no later than January 1 of the year the satellite school is scheduled to open.

Respectfully,

  
\_\_\_\_\_  
Marney DeVroom, President

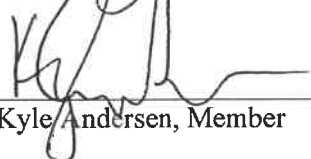
  
\_\_\_\_\_  
Brandon Savage, Vice President

  
\_\_\_\_\_  
Dennis Bullard, Secretary

  
\_\_\_\_\_  
Jason Steenlik, Treasurer

  
\_\_\_\_\_  
Rozanne Marsh, Member

  
\_\_\_\_\_  
Marcy Johnson, Member

  
\_\_\_\_\_  
Kyle Andersen, Member


Attachments 9 & 10


Evidence of notification to the school district in which the sponsoring charter school is located, and the school district in which the satellite school will be located



Certificate of Service

I, Jaime D. Christensen, certify that I did mail a true and correct copy of the entire Satellite Application for Spectrum Academy to Dr. Bryan Bowles, Superintendent, Davis County School District, 45 E. State Street, P.O. Box 588, Farmington, UT 84025-0588 (the district in which the sponsoring school is located) and to Vern Henshaw, Superintendent, Alpine School District, 575 N. 100 E., American Fork, UT 84003 (the district in which the satellite school is located) on March 30, 2012, as required by Section 53A-1a-505(1), R277-482-8(B)(6), and R277-482-8(B)(7), via certified mail.

 3-30-12  
 Jaime D. Christensen

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	A. Signature:  <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to: Vern Henshaw, Superint. Alpine School Dist. 575 N. 100 E. American Fork, UT 84003	B. Received by (Printed Name) Mercedes F. Palmer	C. Date of Delivery 06/30/14
2. Article Number (Transfer from service label)	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
PS Form 3811, July 2013	3. Service Type <input type="checkbox"/> Certified Mail® <input type="checkbox"/> Priority Mail Express™ <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> Collect on Delivery	
Domestic Return Receipt	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	

Attachment 11

Understanding of accountability for its own AYP report, disaggregated financial data and reports, and accountability process


March 20, 2012

State Charter School Board

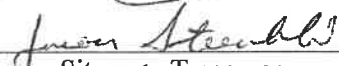
We, the undersigned members of the Board of Trustees for Spectrum Academy, understand that the satellite school for which we are applying shall be held accountable for its own AYP report, disaggregated financial data and reports, and accountability process.

Respectfully,

  
\_\_\_\_\_  
Marney DeVroom, President

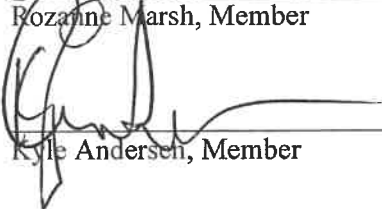
  
\_\_\_\_\_  
Brandon Savage, Vice President

  
\_\_\_\_\_  
Dennis Bullard, Secretary

  
\_\_\_\_\_  
Jason Siteman, Treasurer  
Siteman, J.

  
\_\_\_\_\_  
Rozanne Marsh, Member

  
\_\_\_\_\_  
Marcy Johnson, Member

  
\_\_\_\_\_  
Kyle Andersen, Member

Attachment 12

Verification of Insurance



State of Utah

GARY R. HERBERT  
Governor

GREG BELL  
Lieutenant Governor

Department of Administrative Services

KIMBERLY K. HOOD  
Executive Director

Division of Risk Management

TANI PACK DOWNING  
Director

## Attachment 12

August 1, 2011

Dear Insured:

Enclosed please find *changes or additions* to the State of Utah Division of Risk Management Insurance Policy. There are four major substantive changes this year. First, it was made clear that scoreboards and playground equipment are covered property but they need to be specifically listed on your statement of values. This is a result of the request of insureds and reflects that such equipment is no longer a simple and inexpensive collection of metal struts. Second, the Auto Liability Policy has been changed to allow greater flexibility in the personal use of vehicles but with lower limits of coverage for personal use. It was also made clear that the driver's test needs to be taken every 2 years. Third, a Bonfire Exclusion has been added. Fourth, it was made clear that if an insured ceases to be a governmental entity coverage is cancelled. In addition, there are smaller changes as noted below and highlighted in gray in the Policy itself. Please read and make sure you understand these changes, some of them may make an impact on your operations. The changes are outlined as follows:

### LIABILITY POLICY

- Declarations, Page 3, Exclusion (Bonfire)
- Automobile Liability, Page 2, III B: "within the last 2 years" added
- Automobile Liability, Page 2, IV 3: "and approved by the Director of Risk Management" added
- Automobile Liability, Page 2, IV B: "but the coverage is limited to 100,000/\$200,000/\$50,000" added
- Automobile Liability, Page 3, B: "and the agents and employees of the owner or lessee"
- Conditions, Page 4 paragraph added to XI: "This policy is automatically cancelled in the event a named insured loses its status as a governmental entity including revocation of a charter."
- Exclusion (Fireworks) C: "licensed operator" added to second line
- Exclusion (Bonfire) added after Fireworks Exclusion

### PROPERTY POLICY

- Page 6, H: "scoreboards or playground equipment" added twice
- Page 10: "unless a prior agreement has been made to cover an object and a premium was paid;" deleted from B 4 and added to B 5
- Page 11, 16: deleted "all in street and"
- Page 11, 22: added "unless covered under Valuation H."
- Page 13, end of last paragraph "In case of loss to a pair or set we may elect to: 1. Repair or replace any part to restore the pair or set to its value before the loss; or 2. Pay the difference between actual cash value of the property before and after the loss."

We are interested in your input and suggestions. We value you as our customer and are here to serve you in the very best way we can. If you need anything further please do not hesitate to call us.

Sincerely,

Tani P. Downing  
Director, Division of Risk Management

Attachment 13

Parental Involvement

Spectrum Academy  
Parent Involvement Policy

**GENERAL EXPECTATIONS**

**Spectrum Academy** agrees to implement the following statutory requirements:

- Spectrum Academy will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.
- Spectrum Academy will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Spectrum Academy will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.
- Spectrum Academy will adopt the – School - Parent Compact as a component of its Parental Involvement Policy.
- Spectrum Academy agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other activities, including ensuring—*

- (A) parents play an integral role in assisting their child's learning;*
- (B) parents are encouraged to be actively involved in their child's education at school ;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

**Spectrum Academy will implement required parental involvement policy components as follows:**

1. Spectrum Academy will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

*Gather and disseminate to parents for review the following materials: the school's Parental Involvement Policy, the –School - Parent Compact, and Parent Notices as defined in Title I, Part A Non-Regulatory Guidance. These materials will be disseminated to parents at regular Title I parent meetings, Parent Action Committee (PAC) meetings, monthly Board meetings and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, Parent Action Committee meetings, monthly Board meetings, parent/teacher conferences, newsletters, web site, and other regular written communications with parents.*

2. Spectrum Academy will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:

- *The Parental Involvement Policy will be distributed to parents at Title I parent meetings.*
- *The policy will be posted on the school web site.*
- *Parents of new participating students will receive the policy upon registration if eligible for Title I.*

3. Spectrum Academy will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

- *monthly Board meetings*
- *regular Title I meetings*
- *PAC meetings*
- *General School meetings*
- *Parent Surveys*

4. Spectrum Academy will convene an annual meeting to inform parents of the following:

- *That Spectrum Academy participates in Title I,*
- *The requirements of Title I*
- *Of their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the -School - Parent Compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, and the school's parental involvement policy and*



- *Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through teacher communication, memos, newsletters, the web page, and Email.*

5. Spectrum Academy will hold a flexible number of meetings at varying times, and may provide child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

*To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.*

Spectrum Academy will provide information about Title I programs to parents of participating children in a timely manner through Email, memos, newsletters, and the web page.

Spectrum Academy will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- *the annual Title I parent meeting*
- *regular parent/teacher conferences*
- *Title I meetings and Parent Enrichment Nights (PEN) throughout the year*

- (a) If requested by parents, Spectrum Academy will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *through prearranged meetings with the Title I Coordinator*
- *through meetings with the student's teacher which may include the Title I Coordinator, the principal, and other staff as appropriate*

- (b) Spectrum Academy will submit to the Board of Directors any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- *Parents may submit comments in writing regarding the school wide plan to their child's teacher, the Title I Coordinator, the principal, or Board of Directors.*

5. The school will, with the assistance of the Board of Directors and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and students, by:

*encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.*

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the parent involvement and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.*

Attachment 14

Financial Information

# Attachment 14

## SPECTRUM ACADEMY STATEMENT OF FINANCIAL POSITION

June 30, 2011 with Comparative Totals for 2010

	2011	2010
<b>Assets:</b>		
Cash	\$ 568,514	\$ 574,680
Receivables:		
Local	760	-
State	2,219	392
Federal	2,684	33,088
Prepaid expenses	8,406	30,711
Capital assets:		
Land	600,000	-
Building, improvements, equipment, and other depreciable assets, net of accumulated depreciation	3,610,157	45,204
Total assets	4,792,740	684,075
<b>Liabilities:</b>		
Accounts payable	18,364	6,660
Payroll and related benefits payable	200,414	83,972
Unearned revenue:		
Local	-	2,060
State	-	56,912
Long-term Liabilities:		
Obligation under capital lease:		
Portion due or payable within one year	48,279	-
Portion due or payable after one year	4,030,237	-
Total liabilities	4,297,294	149,604
<b>Net Assets:</b>		
Unrestricted:		
Designated for capital assets	131,641	45,204
Undesignated	363,805	489,267
Total net assets	\$ 495,446	\$ 534,471

The accompanying notes are an integral part of this financial statement.

Attachment 15  
UPIPS

**Utah Program Improvement Planning System (UPIPS)  
EXECUTIVE SUMMARY OF REPORT  
Spectrum Academy  
March 30, 2009**

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS).

This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted at Spectrum Academy on December 16, 2008 included student record reviews and school site visits. Parent surveys were also mailed to a small sample of parents. This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

**Areas of Strength**

The validation team found the following:

**General Supervision**

- Through the evaluation process the administration and faculty were able to solidify RtI tier criteria and formulate a plan to better serve students in each tier.
- Special education staff were able to work together to thoroughly review special education files which yielded positive results, especially in the areas of evaluation and reevaluation timelines, evaluation and eligibility procedures, and forms used. Staff members were able to realize the growth that has occurred over the past year in terms of their knowledge on policy and procedures.
- New procedures and forms were put in place and personnel appointed to monitor a set number of IEP files per month in order to ensure continued compliance.
- All faculty and staff members are working on enhancing their skills and effectiveness in the classroom. Some by attending Master's programs in special education, others through extensive professional development.
- Through the school improvement planning process, faculty and staff were able to determine student academic and social areas of needed improvement which led to a determination of how to proceed with future professional development.
- Through the UPIPS process the administration and Board were able to approve and put into effect necessary policies and procedures that would benefit the students and the school in general.
- Faculty and administration determined the evaluation tools and materials used by the school are appropriate, valid and reliable.
- Teachers and staff are very conscientious about and are fully trained in best practices regarding confidentiality of student IEP information.
- Spectrum Academy has had zero formal complaints or due process actions taken regarding any special education related matters.
- All teachers are within prescribed caseload limits.
- Special education files were well-organized which facilitated easy review.
- The use of existing data for initial evaluations was documented.
- Files were located in locking filing cabinets with access authorization lists posted and contained record of access forms.

- Spectrum Academy has developed a school-wide social skills program that is implemented on a daily basis.
- There is a high level of collaboration between and among all staff.
- Highly individualized instruction that is data-driven was observed during classroom observations.
- School-wide discipline program is effective and consistently implemented.
- Initial evaluation timelines were met in 100% of applicable reviewed files.
- Reevaluation timelines were met in 100% of applicable reviewed files.
- Current eligibility determination forms were included in 100% of applicable reviewed files.
- A variety of assessment tools and strategies were used to determine eligibility.
- Evaluation procedures were followed in 100% of applicable reviewed files.
- Eligibility determinations were made by the full team as documented by signatures on the eligibility determination report.

### **Parent Involvement**

- Survey results indicated that parents are very pleased with the special education program overall.
- 100% of parents indicated they received procedural safeguards.
- 96% of parents indicated they had their rights explained so they could understand them.
- 100% of parents indicated they signed consent form before evaluation, had the opportunity to provide input during their child's evaluation, and the evaluation team listened and considered their input.
- Parents reported that IEP meetings were scheduled at mutually agreeable times.
- All necessary personnel, including parents, attended the IEP meetings.
- The IEP team asked for and used parents input during the IEP process.
- Parents feel that all of their child's needs are addressed at IEP meetings.
- Parents reported that accommodations and modifications were discussed.
- Parents were informed and signed initial placement form prior to placement in special education.
- Parents feel their child's IEP is being implemented appropriately.
- Related services are helping students benefit from special education, as reported by parents.
- Parents feel empowered to have a positive effect on quality of child's program.
- Parents report good communication between the special education teachers and the parents.
- Parent Empowerment Nights take place monthly, during which parents receive training based on parent surveys.
- Parents reported that their input is welcomed and considered in all decisions made.
- Written prior notice is provided to parents at appropriate times and for all proposed actions.
- Parents are provided with copies of evaluation summary reports, eligibility determination forms, and IEPs, as documented by signatures in special education files.
- Notice of Meeting for IEP meetings were included in 100% of applicable reviewed files.
- Parental input was used in determining eligibility and to gather relevant information regarding student involvement and progress in the general curriculum as documented by signatures in special education files, and as reported by parents at the parent focus group.
- IEPs contain a statement of how progress toward IEP goals will be measured and when periodic reports on progress will be provided to parents.
- Consent for initial placement was included in 100% of applicable reviewed files.
- Parents reported that their procedural safeguards were explained so they understood them.
- IEP meeting were scheduled at mutually agreeable times, as reported by parents at the parent focus group.

### **Free Appropriate Public Education in the Least Restrictive Environment**

- IEP meetings are a positive experience for the parents and students.
- IEPs are focused on student achievement with goals being drawn from the general core curriculum.

Attachement 16

AYP/CRT Reports



## *Spectrum Academy*

### *Adequate Yearly Progress (AYP)*

### *Language Arts*

**2008-2009**

Group	Academic Achievement
All Students	49
Asian	
AfAm/Black	N<10
American Indian	
Caucasian	51
Hispanic/Latino	N<10
Pacific Islander	
Economically Disadvantaged	52
Limited English Proficient	
Students with Disabilities	46
Did school make AYP?	YES

**2009-2010**

Group	Academic Achievement
All Students	60
Asian	
AfAm/Black	N<10
American Indian	N<10
Caucasian	61
Hispanic/Latino	N<10
Pacific Islander	
Economically Disadvantaged	49
Limited English Proficient	
Students with Disabilities	57
Did school make AYP?	YES

**2010-2011**

Group	Academic Achievement
All Students	63
Asian	
AfAm/Black	N<10
American Indian	N<10
Caucasian	63
Hispanic/Latino	N<10
Pacific Islander	
Economically Disadvantaged	73
Limited English Proficient	
Students with Disabilities	64
Did school make AYP?	NO*

\* *Spectrum Academy doubled student enrollment this school year.*

## Spectrum Academy Adequate Yearly Progress (AYP) Mathematics

### 2008-2009

Group	Academic Achievement
All Students	28
Asian	
AfAm/Black	N<10
American Indian	
Caucasian	29
Hispanic/Latino	N<10
Pacific Islander	
Economically Disadvantaged	52
Limited English Proficient	
Students with Disabilities	46
Did school make AYP?	YES

### 2009-2010

Group	Academic Achievement
All Students	50
Asian	
AfAm/Black	N<10
American Indian	N<10
Caucasian	52
Hispanic/Latino	N<10
Pacific Islander	
Economically Disadvantaged	45
Limited English Proficient	
Students with Disabilities	49
Did school make AYP?	YES

### 2010-2011

Group	Academic Achievement
All Students	50
Asian	
AfAm/Black	N<10
American Indian	N<10
Caucasian	49
Hispanic/Latino	N<10
Pacific Islander	
Economically Disadvantaged	62
Limited English Proficient	
Students with Disabilities	49
Did school make AYP?	YES

Attachment 17

Summary description of educational services, assessment, and curriculum for the satellite school - must be consistent with the services, assessment, and curriculum currently being offered at the sponsoring charter school

## Educational Services, Assessment, and Curriculum for the Satellite School

Spectrum Academy satellite school will provide public, state mandated educational services for students in grades K-8 using State mandated core standards and extended core standards. All teachers will meet State licensure requirements for highly qualified status.

### **Universal Assessments**

#### *Elementary School Assessments*

**CRT/DWA** – State mandated testing in reading, math, and science.

**STAR Reading** – Administered each term, provides norm-referenced reading levels through independent student computer-based testing,

**DIBELS** – Administered in Fall, Winter, and Spring of each school year, provides progress indicators on Oral Reading Fluency. Data will also be used as progress-monitoring for students on Tier II and III.

**Read Well** – Curriculum-based placement assessment is used to determine reading level for students up to 3<sup>rd</sup> grade in the areas of letter recognition, phonemic awareness, and fluency.

**Reading Street** –Curriculum-based placement assessment is used to determine reading level for students K-6 in the areas of comprehension, fluency, spelling and writing.

**Language!** – Curriculum-based placement assessment is used to determine reading level for students 3<sup>rd</sup> through 5<sup>th</sup> grade in the areas of comprehension, spelling, and fluency.

**LIPS** – Curriculum-based assessment used with students who are Dyslexic but not ready for the Barton Program yet.

**Barton** – Curriculum-based assessment. Reading curriculum for students with Dyslexia

**STAR Math** – Administered each term, provides norm-referenced math levels through independent student computer-based testing,

**Saxon Math** – Curriculum-based placement assessment is used to determine math level for students in kindergarten through 3<sup>rd</sup> grade and 3<sup>rd</sup> through 5<sup>th</sup> grade on grade-level content benchmarks.

#### *Middle/High School Assessments*

**CRT/DWA** – State mandated testing in reading, math, and science.

**STAR Reading** – Administered each term, provides norm-referenced reading levels through independent student computer-based testing,

**DIBELS** – Administered in Fall, Winter, and Spring of each school year, provides progress indicators on Oral Reading Fluency. Data will also be used as progress-monitoring for students on Tier II and III.

**Language!** – Curriculum-based placement assessment is used to determine reading level for students 6<sup>th</sup> through 12<sup>th</sup> grade in the areas of comprehension, spelling, and fluency.

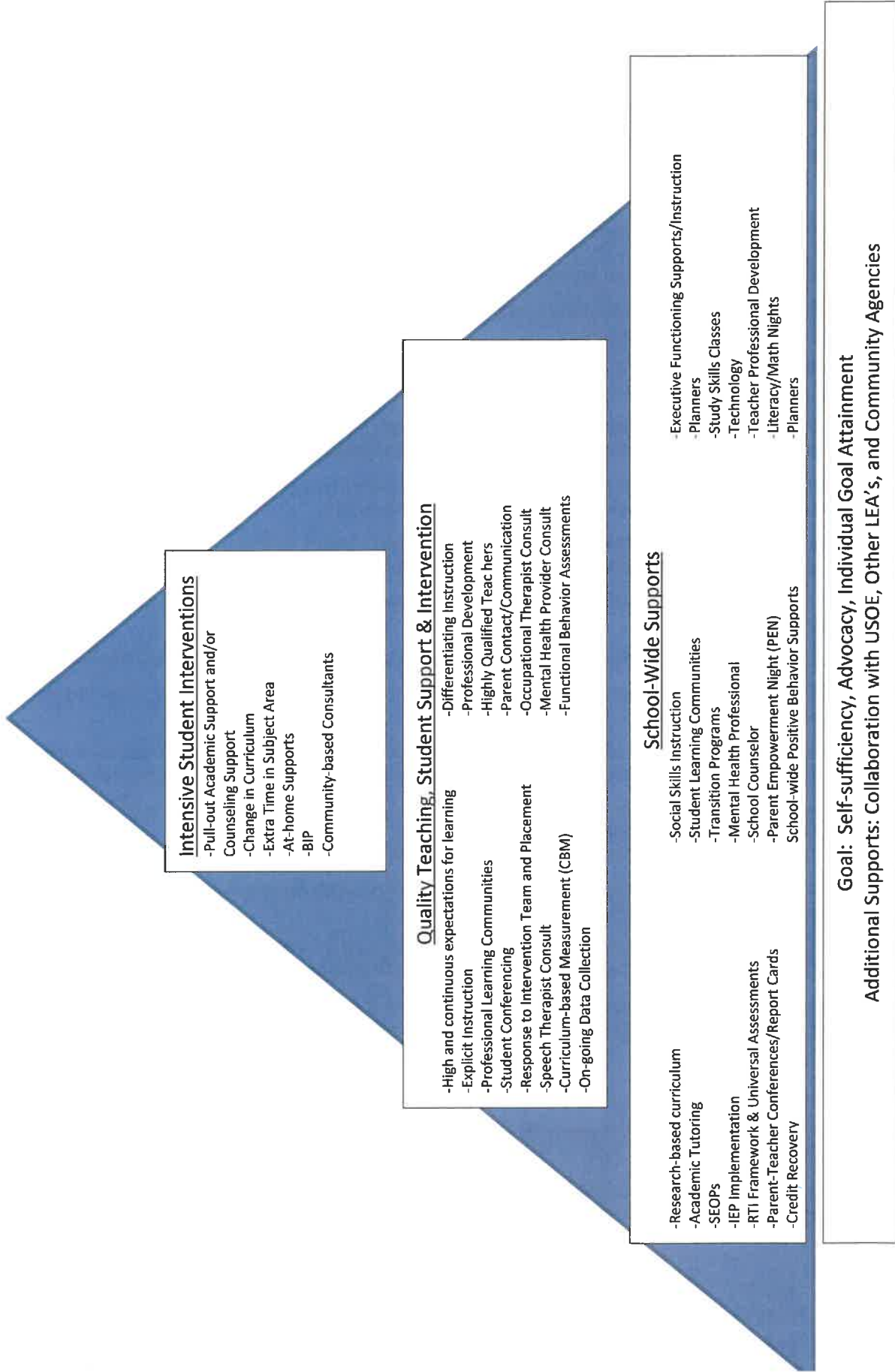
**LIPS** –

**Barton** –

**STAR Math** – Administered each term, provides norm-referenced math levels through independent student computer-based testing,

**Saxon Math** – Curriculum-based placement assessment is used to determine math level for students in 6<sup>th</sup> through 12<sup>th</sup> grade on grade-level content benchmarks.

## Spectrum Academy Learning Community Pyramid of Support and Intervention



Attachment 18

Management letter from financial audits

## Letter to Management

November 30, 2010

Board of Trustees  
Spectrum Academy

~~In~~ planning and performing our audit of the financial statements of Spectrum Academy (the School) for the year ended June 30, 2010, we noted certain other matters for your consideration. This letter summarizes our comments and recommendations regarding those matters. This letter does not affect our report dated November 30, 2010 on the financial statements of the School. This letter accompanies our reports dated November 30, 2010 in accordance with *Government Auditing Standards* and the *State of Utah Legal Compliance Audit Guide*.

### Certain Other Matters

*Insurance Disclosure* – The School is not providing each employee with the required legal liability coverage disclosures under Utah Code 63A-4-204.5. In addition, employees have not been required to sign a document acknowledging that the employee understands the legal liability protection provided to the employee and what is not covered under Utah Code 53A-1a-512(10). We recommend implementing processes to ensure that such disclosures are provided to employees and that receipt of such information is acknowledged by a signed document.

*Management's Response* – We will add to the agenda of the January 2011 Faculty and Staff meeting an item that we hand out to every employee present a copy of the required disclosure and have them sign an acknowledgement to that effect. For any employee not present, it will be the responsibility of our office manager to follow up with those employees, give them the materials, and have them sign an acknowledgement.

*Cash Receipts* – We noted the School is not making timely deposits. We would recommend the School deposit funds received within at least three days of receiving the funds.

*Management's Response* – As of November 15, 2010, we have hired a bookkeeper that is charged with the timely deposits of all receipts and has been instructed to have them deposited within three business days of receipt.

*Budgeting* – We noted the School's total expenditures exceeded total budgeted expenditures by \$59,000. We recommend that the School carefully analyze its expenditures on a regular basis and make amendments as needed.

*Management's Response* – Fiscal Year 2011 is also a difficult year for budgeting because of the expansion of the school by more than 170 students, moving into a new Middle School/High School, and adding more than 30 new staff members. While our budget is being reviewed on an

almost daily basis, it is our intention to review and revise our budget on a formal basis after January 1, 2011 and resubmit it to the State Board of Education.

The status of these matters will be reviewed as part of your next audit. Management is responsible for implementing and monitoring internal control. Monitoring includes performing risk assessments and ongoing evaluations, making recommendations for improvement as necessary, providing timely response to findings and deficiencies, and reporting results periodically to the Board.

We appreciated the assistance of School personnel during the audit.

A handwritten signature in cursive script that reads "Squire & Company, PC".

Squire & Company, PC



# SQUIRE

AUDIT • TAX • ADVISORY

1329 South 800 East • Orem, Utah 84097-7700 • (801) 225-6900 • Fax (801) 226-7739 • www.squire.com

## Independent Auditor's Report on Legal Compliance in Accordance with the *State of Utah* *Legal Compliance Audit Guide*

Board of Trustees  
Spectrum Academy

We have audited the compliance of Spectrum Academy (the School) with general and major state program compliance requirements described in the *State of Utah Legal Compliance Audit Guide* for the year ended June 30, 2011.

The general compliance requirements applicable to the School are identified as follows:

- Cash Management
- Purchasing Requirements
- Budgetary Compliance
- Other General Issues

The School's major state programs are identified as follows:

- Minimum School Program (passed through the Office of Education)

Compliance with the requirements referred to above is the responsibility of the School's management. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *State of Utah Legal Compliance Audit Guide*. Those standards and guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the requirements referred to above that could have a material effect on a general compliance requirement identified above or a major state program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the School's compliance with those requirements.

In our opinion, Spectrum Academy complied, in all material respects, with the general compliance requirements identified above and the compliance requirements that are applicable to each of its major state programs for the year ended June 30, 2011. However, the results of our auditing procedures disclosed other instances of noncompliance with those requirements, which are required to be reported in accordance with the *State of Utah Legal Compliance Audit Guide* and which are described below:

The School did not maintain adequate documentation to support the allocation of employee compensation costs to special education programs.

Management's Response – Spectrum Academy will implement a policy and practice to have all teachers and staff that are working in the special education program review and sign a time and effort documenting the amount of time spent in special education duties on a monthly basis.

Management's response to those other instances of noncompliance is described above. We did not audit management's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the Board of Trustees, management, Office of the Utah State Auditor, and Utah State Office of Education and other awarding and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Aguirre & Company, PC*

November 15, 2011

Attachment 19

Summary description of administration, teachers, and other staff to be hired for satellite school

Utah County Satellite  
New Staffing requirements

Teachers	22
Para Professionals	26
Occupational Therapy	2
Speech Therapy	2
Library	1
Director	1
Finances	1
School Counselor	1
Office Secretarial	2
Special Education Coordinator	1
Janitor	<u>1</u>
<b>Total New Staff</b>	<b>60</b>

Attachment 20  
Cooperation with Audits and Monitoring


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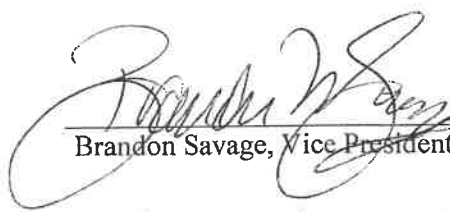
March 22, 2012

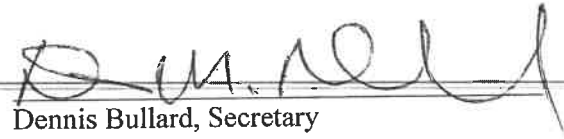
Utah State Charter School Board

We, the undersigned members of the Board of Trustees of Spectrum Academy, agree to fully cooperate with audits and monitoring associated with determining if the charter school fully satisfies the requirements to apply for a satellite school.

Respectfully,

  
\_\_\_\_\_  
Marney DeVroom, President

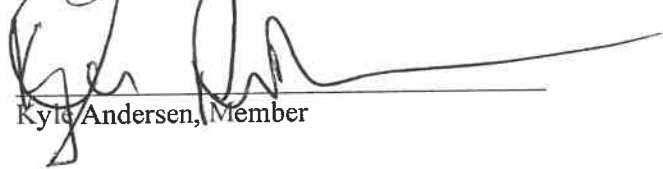
  
\_\_\_\_\_  
Brandon Savage, Vice President

  
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Dennis Bullard, Secretary

  
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Jason Siteman, Treasurer  
Steenblik

  
\_\_\_\_\_  
Rozanne Marsh, Member

  
\_\_\_\_\_  
Marcy Johnson, Member

  
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Kyle Andersen, Member

Attachment 21

Compliance with Land Trust Requirements


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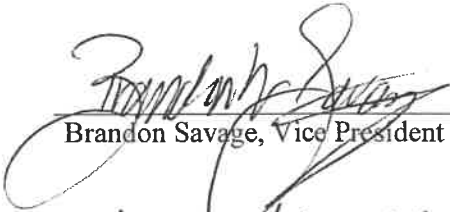
March 22, 2012

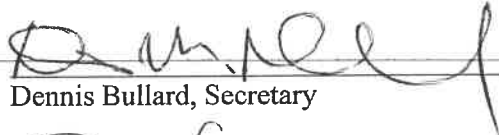
Utah State Charter School Board


We, the undersigned members of the Board of Trustees of Spectrum Academy, agree to fully comply with R277-477 School LAND Trust committee requirements in order to be eligible for funds.

Respectfully,

  
\_\_\_\_\_  
Marney DeVroom, President

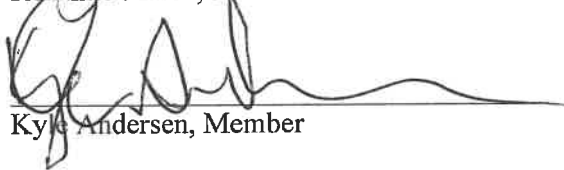
  
\_\_\_\_\_  
Brandon Savage, Vice President

  
\_\_\_\_\_  
Dennis Bullard, Secretary

  
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Jason Siteman, Treasurer  
Steubli, K

  
\_\_\_\_\_  
Rozanne Marsh, Member

  
\_\_\_\_\_  
Marcy Johnson, Member

  
\_\_\_\_\_  
Kyle Andersen, Member



Attachement 22

Financial Accounting Personnel and Credentials

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# Attachment 22

## Financial Personnel Spectrum Academy

### **Jason Steenblik – Treasurer of the Board of Directors**

Brigham Young University – BS Accounting

University of Utah - MBA

Internal Revenue Service – Auditor

~~LDS Business College - Adjunct Professor of Accounting~~

### **Brad Nelson – Director of Finance**

Washington State University – BS Business Management/Minor- Finance

WAM Enterprises – Director of Real Estate – 5 yrs

Nelson Johnson Consulting – Principal/Real Estate Financial Consultant -10 yrs

Franklin Covey – Director of Store Development 7 yrs

Gymboree Clothing Stores – Director of Leasing 2 yrs

Spectrum Academy – Director of Finance and Development – 2yrs

### **Reatha Sandberg – Bookkeeper**

Accounts Payable - Meier & Frank Department Stores Corporate Offices - 2 yrs

Payroll Department – Safeway Food Stores – 3 yrs

Precision Electronics – Full Charge Bookkeeper – 13 yrs

William Huff CPA – Bookkeeper – 1 yr

Spectrum Academy – Bookkeeper – 1.5 yrs