

UTAH STATE OFFICE OF EDUCATION

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September 7, 2005

Natalie Longson
Spectrum Academy
149 East Shadowbrook Lane
Kaysville, UT 84037

Dear Ms. Longson:

The Utah State Board of Education in its September 1, 2005 meeting approved the application for a charter of Spectrum Academy. We congratulate and commend you for the countless hours you have spent in pursuit of creating this charter school.

As a charter school, Spectrum Academy is now a part of the Utah public school system and is held to the same standards as other public schools. We are committed to helping you be successful. If you have any questions or concerns, John Broberg is the director for charter schools and would be the contact person. He can be reached at 801-538-7817 or through email at john.broberg@schools.utah.gov.

Again, congratulations on receiving a charter. We wish you and your students the utmost success.

Sincerely,



Kim R. Burningham
Board Chairman

cc: David Moss
Ray Timothy
John Broberg

UTAH STATE BOARD OF EDUCATION

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SPECTRUM ACADEMY

A charter school for students with
Autism Spectrum Disorder

June 10, 2005

Spectrum Academy

Applicant - Spectrum Academy, Inc.

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Attachment A: Budgets and Revenue Calculations

Attachment B: Background Information and Resumes

Attachment C: Articles of Incorporation and Bylaws

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.

Natalie Longson
Authorized Agent (please print)

Natalie Longson
Signature of Authorized Agent

6/10/15
Date

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

Title Page

Name of Proposed Charter School The Spectrum Academy
 New School Converted School

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

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

Authorized Agent Mailing Address 149 East Shadowbrook Lane

City Kaysville State Utah Zip 84037

District school will be located Davis E-mail aplusmcs@msn.com

Daytime Phone (801)593-8652 Fax (801)593-8652

Form of Organization

- NonProfit Corporation
- Tribal Entity
- _____

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

Name <small>(if known at time of application)</small>	Phone Number	Type of Member <small>(examples: parent, business, potential staff)</small>	Position on Board
Natalie Longson	801. 593.8652	Parent	President/CAO
Tiffany Pearce	801. 274-6927	Parent	Vice President
Missy Grow	801. 560-1897	Parent	Treasurer
Eulalia Miles	801. 955-4856	Parent	Secretary

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

Founding Members

Natalie Longson
Tiffany Pearce
Missy Grow
Eulalia Miles
Hannah Chung
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

Target Population

Mission Statement (use only this space):

Recognizing the strengths, challenges and natural talents of each student, The Spectrum Academy will promote social and personal well-being without sacrificing strong academic achievement. Many of the students served at the Spectrum Academy will experience special needs associated with Asperger's Syndrome, high functioning autism, communication disorders and sensory integration disorders. The school will use its unique framework for these children emphasizing social skills development and sensory integration that synthesizes and integrates the best practices currently available in the field.

Year 1	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11		12
	10	10	15	20	25	20	20	15	15					150
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	150
	15	10	10	15	20	25	20	20	15					150
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	150
	15	15	10	10	15	20	25	20	20					150
Ultimate Enrollment														

(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)

Upon acceptance of the application, The Spectrum Academy will implement a public awareness campaign to notify potential applicants of the new school. This may include: Website design, public meetings, postings at the library, articles/advertisement in the newspaper, and brochure/flyer distribution. Other sources will include: Utah Parent Center, Autism Society of Utah, Utah State Department of Health, and Primary Children's Hospital. This outreach will particularly target autism spectrum disorder and "at-risk" children.

School Calendar

Standard Extended School Year Instructional Days 180
 Alternative (please describe in 5 words or less) Start Date August 21, 2006

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

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

Site Name _____

Site Address _____

City North Salt Lake Zip Code _____ County _____

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

The school is currently looking at a building located at 200 N 700 W in North Salt Lake for its location. The school may either lease or purchase the building. The school will convert the building from its current use as office warehouse space. Among other things, the building will include:

Administrative Office, Teachers Room, Classrooms, Multi-Purpose Room- with lunchroom/auditorium and small kitchen

Spectrum Academy is currently talking with Wasatch Peak Academy about using its playground space, media center, and other amenities as part of a student integration plan.

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:

Many of the students served at The Spectrum Academy will experience special needs associated with Asperger's Syndrome, high functioning autism, communication disorders and sensory integration disorders. Autism affects an estimated 1 in 250 births (Centers for Disease Control and Prevention, 2003). This means that as many as 1.5 million Americans today are believed to have some form of autism. Data collected for the Department of Education indicate that the number of children 6 to 21 diagnosed with autism served in special education has increased by more than 500 percent in the last 10 years. With this increase in the number of children needing some form of specialized teaching comes the need to design programs that will help them become successful in their education and social environments. While no known cure for autism spectrum disorder (ASD) exists, the general agreement is that early diagnosis followed by appropriate treatment can improve outcomes for later years for most children with ASD.

The Spectrum Academy seeks to become an innovative, multidisciplinary and unique school specifically designed for children with challenges in the areas of socialization, communicative and pragmatic language development, peer relations, and sensory integration dysfunction. Recognizing the strengths, challenges and natural talents of each student, The Spectrum Academy will promote social and personal well-being and strong academic achievement.

The Spectrum Academy has developed a unique framework emphasizing social skills development and sensory integration that utilizes the best practices currently available in the field. Programs such as *Super Skills*, *Social Stories*, and *Sensory Integration* will be used throughout the curriculum in conjunction with the *Utah State Core Curriculum*.

The school's focus on social skills is essential for our students to become active members of society. For most children, basic social skills (e.g., turn taking, initiating conversation) are acquired quickly and easily. For children with ASD, the process is much more difficult. Whereas, many children learn these basic skills simply by exposure to social situations, children with ASD often need to be taught skills explicitly.

Children with autism, as well as those with other developmental disabilities, may have a dysfunctional sensory system. Sometimes one or more senses are either over- or under-reactive to stimulation. Such sensory problems may be the underlying reason for such behaviors as rocking, spinning, and hand-flapping. Although the receptors for the senses are located in the peripheral nervous system (which includes everything but the brain and spinal cord), it is believed that the problem stems from neurological dysfunction in the central nervous system--the brain. As described by individuals with autism, sensory integration techniques, such as pressure-touch can facilitate attention and awareness, and reduce overall arousal.

Sensory integration is an innate neurobiological process and refers to the integration and interpretation of sensory stimulation from the environment by the brain. In contrast, sensory integrative dysfunction is a disorder in which sensory input is not integrated or organized appropriately in the brain and may produce varying degrees of problems in development, information processing, and behavior.

Evaluation and treatment of basic sensory integrative processes is performed by occupational therapists and/or physical therapists. The therapist's general goals are: (1) to provide the child with sensory information which helps organize the central nervous system, (2) to assist the child in inhibiting and/or modulating sensory information, and (3) to assist the child in processing a more organized response to sensory stimuli.

Educational objectives for children with autism should include the development of

- social skills;
- expressive verbal language, receptive language, nonverbal communications skills;
- a functional symbolic communication system;
- engagement and flexibility in developmentally appropriate tasks and play;
- fine and gross motor skills;
- cognitive skills (symbolic play and academic skills);
- conventional/appropriate behaviors; and
- independent organizational skills and skills for success in a regular classroom.

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

Teachers at The Spectrum Academy will be provided tools and training in the methods that promote the education of ASD students, emphasizing intellectual, personal, and social growth, in a multi-sensory classroom environment. Faculty members will be sent to a variety of professional development trainings including the Elementary CORE Academy summer workshops, trainings offered in implementation of specified curricular choices listed below, and conferences or seminars in specialty areas such as:

Discover Intensive Phonics for Yourself and *Reading Horizons*, reading programs. These reading programs are a revolutionary approach to teaching phonics. Through direct instruction, logical sequencing and multisensory techniques, it accomplishes the primary goal of phonics instruction: learning to recognize words rapidly and automatically. Simultaneously, the students also learn spelling, vocabulary, grammar, handwriting, listening, and thinking skills.

"How Does Your Engine Run?" is a program that promotes awareness of how we regulate our arousal states and encourages the use of sensorimotor strategies to manage our levels of alertness. Knowledge of self-regulation and a repertoire of strategies enhance our abilities to learn, interact with others, and work or play within our environment in addition to building self-esteem, self-confidence, and self-monitoring skills.

Touchmath is the leading multi-sensory teaching approach that bridges manipulation and memorization. Educators often think of it as *mental manipulatives*. Students interact with numbers on paper by seeing, saying, hearing and touching numbers as they arrive at the right answers without guessing. They learn math facts by using auditory reinforcement, flashcards, and timed tests. The *TouchMath* method simplifies and clarifies all areas of computation, develops left/right directionality, reduces number reversals, reinforces number values, eliminates guesswork, and helps to develop positive self-image. The powerful teaching strategy supplements any textbook series and complements the manipulative approach.

Some students learn best auditorily, some visually, and some kinesthetically. Our curriculum will be taught using a multi-sensory approach, making it suitable for any style of learning.

Using a multi-sensory teaching approach means helping a child to learn through more than one of the senses. Most teaching in schools is done using either sight or hearing (auditory sensations). The child's sight is used in reading information, looking at diagrams or pictures, or reading what is on the teacher's board. The sense of hearing is used in listening to what the teacher says.

This method is to involve the use of more of the child's senses, especially the use of touch and movement (kinesthetic). This will give the child's brain tactile and kinesthetic memories to hang on to, as well as the visual and auditory ones.

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

The Spectrum Academy feels that in order for our staff to be successful in their teaching endeavors they need to receive training in effective ways to teach children with ASD. In an effort to take their training one step further, we have made arrangements with the Carmen B. Pingree School for children with autism in Salt Lake City. The teachers will be allowed to observe the children with observation rooms that are built into each classroom. After several observations have been made and any questions answered they will then get hands-on training in the actual classes. This is in an effort to not only have them understand the method but to have experience using it with actual students before they are on their own. The following programs are what they will receive training in from the Carmen B. Pingree School for children with autism:

- *TEACCH* - the TEACCH approach includes a focus on the person with autism and the development of a program around this person's skills, interests, and needs. The major priorities include centering on the individual, understanding autism, adopting appropriate adaptations, and a broadly-based intervention strategy building on existing skills and interests. By focusing on the individual we mean that the person is the priority, rather than any philosophical notion like inclusion, discrete trial training, facilitated communication, etc.

- *PECS* – The Picture Exchange Communication System (PECS) was developed in 1985 as a unique augmentative/ alternative training package that allows children and adults with autism and other communication deficits to initiate communication.
- *Discrete Trial Training* - Discrete trial training (DTT) is a method of providing intervention. According to Anderson et al. (1996), the discrete trial method has four distinct parts: (1) the trainer's presentation, (2) the child's response, (3) the consequence, and (4) a short pause between the consequence and the next instruction (between interval trials).

Other specialized programs that the teacher's will receive training in are as follows:

- The DIR (Developmental, Individual-Difference, Relationship-Based)/Floortime approach provides a comprehensive framework for understanding and treating children challenged by autism spectrum and related disorders. It focuses on helping children master the building blocks of relating, communicating and thinking, rather than on symptoms alone.
- *Super Skills* a social skills group program for children with Asperger Syndrome, High-Functioning Autism and related challenges.
- *Sensory Integration*
- *Discover Intensive Phonics for Yourself* and *Reading Horizons*, reading programs.
- *"How Does Your Engine Run?"*
- *TouchMath*

Research has shown that autistic children learn better in a small classroom environment. The class sizes at The Spectrum Academy will be 1 teacher to 10-15 students. We will also be relying on parent volunteers to bring that ratio down to 2 teachers/parents to 10-15 students. With this type of ratio we feel that the teacher/parent relationship will be essential for success of the classroom. This type of structure will benefit the students twofold 1) The teachers will receive a parents insight into teaching and raising ASD kids and, 2) Parents will receive the knowledge the teacher's have received from their training and everyday education processes. We hope that this type of learning environment will enhance the opportunity for the program to grow and improve as our teachers and parents knowledge learns and grows.

4. Increase choice of learning opportunities for students:

There is no other school in Utah, private or public, with the emphasis on social skills and sensory integration that The Spectrum Academy will offer. With the increasing numbers of children diagnosed with an ASD there are not enough options available for these children. Given early coping skills and social skills training these children have the ability to become very successful adults. Most of these children are put in a standard educational environment and expected to adapt to that environment. Due to their disability it is easier and more beneficial to adapt their environment to them. Most children with an ASD have average to above-average intelligence but just can't learn in a standard educational environment.

- 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 Spectrum Academy seeks to be a model school in the teaching of children with autism spectrum disorders. Through unique curriculum design and intensive assessments given to each student every 10-12 weeks we will know if the individualized education provided for each student is benefiting them in their areas of need.

We will be working hand-in-hand with the University of Utah autism research project to increase the awareness of effective learning environments for children with an ASD. Extensive data will be collected on each student from the beginning to document the beneficial aspects of our program.

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

School improvement ideas are welcome at all times from parents by sharing the information with the Director/Principal. The board will hold monthly meetings with parents to get feedback on how the program is working for their child and if they feel something is not working. Parents will be encouraged to share their successes at home with their child in the hopes that the school may benefit from this knowledge.

As most of our students will be on IEP's the board feels that training should be given to the parents regarding the specifics of the IEP process. All decisions that are made on behalf of their child will be explained in detail and will be supported by facts that show how this program has been effective for other children with ASD. With the parents being knowledgeable in the process and options for their children, along with the expertise they have on their own child, The Spectrum Academy feels that the most beneficial program will be designed for its students.

The Spectrum Academy has left one available spot on our board to allow the chance for a parent to be elected into the position and help influence the growth of the school. The elected parent will be allowed to serve on a 1 year term to allow the opportunity for all those interested to have a chance to be on the board.

- 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:**

Not Applicable

Section 4- Comprehensive Program of Instruction

Mission

Recognizing the strengths, challenges and natural talents of each student, The Spectrum Academy will promote social and personal well-being without sacrificing strong academic achievement. Many of the students served at The Spectrum Academy will experience special needs associated with Asperger's Syndrome, high functioning autism, communication disorders and sensory integration disorders. The school will use its unique framework for these children emphasizing social skills development and sensory integration that synthesizes and integrates the best practices currently available in the field.

Philosophy

Our teaching philosophy is based on the following concepts:

- Respect each child as a whole and unique individual and as an active participant in his/her environment.
- Challenge each child by focusing on his/her strengths and encouraging consistent steps towards overall development.
- Observe and respond to the child's emotional, academic and social development.
- Believe in the child's ability and desire to learn and grow.
- Provide vital opportunities for social interaction and sensory integration throughout the child's day.

Methods of Instruction

Methodologies employed within our school, as discussed above, will include a combination of the following:

Tools and training in the methods that promote the education of ASD students, emphasizing intellectual, personal, and social growth, in a multi-sensory classroom environment will be provided to teachers. Faculty members will be sent to a variety of professional development trainings including the Elementary CORE Academy summer workshops, trainings offered in implementation of specified curricular choices listed below, and conferences or seminars in specialty areas such as:

Discover Intensive Phonics for Yourself and *Reading Horizons*, reading programs. These reading programs are a revolutionary approach to teaching phonics.

"How Does Your Engine Run?" is a program that promotes awareness of how we regulate our arousal states and encourages the use of sensorimotor strategies to manage our levels of alertness.

Touchmath is the leading multi-sensory teaching approach that bridges manipulation and memorization.

Some students learn best auditorily, some visually, and some kinesthetically. Our curriculum will be taught using a multi-sensory approach, making it suitable for any style of learning. This method is to involve the use of more of the child's senses, especially the use of touch and

movement (kinesthetic). This will give the child's brain tactile and kinesthetic memories to hang on to, as well as the visual and auditory ones.

Curricula

Language Arts are to be taught with the foundation of the *Utah State Core Curriculum Objectives*. *Discover Intensive Phonics for Yourself* and *Reading Horizons*, reading programs. These reading programs are a revolutionary approach to teaching phonics. Through direct instruction, logical sequencing and multisensory techniques, it accomplishes the primary goal of phonics instruction: learning to recognize words rapidly and automatically. Simultaneously, the students also learn spelling, vocabulary, grammar, handwriting, listening, and thinking skills.

Handwriting Without Tears (HWT) is a simple, developmentally based curriculum that uses multisensory lessons for all learning styles-visual, auditory, manipulative, tactile, and kinesthetic. The innovative method makes handwriting a natural and automatic skill for students of all abilities in Grades K-4. Children who write well and easily do better in school, enjoy school more, and feel good about themselves.

Math: Children with ASD learn best if things are broken down into smaller pieces and taught. In researching the available math programs we feel that *Saxon Math* provides this technique for our students. The authors of *Saxon Math* began developing the series by first breaking complex concepts into related increments, recognizing that smaller pieces of information are easier to teach and easier to learn. Then they systematically distributed the instruction, practice and assessment of those increments across a grade level. Well-established research has shown that this spaced (distributed) approach has produced significantly higher levels of student learning than massed presentations such as those found in programs with a chapter-based approach.

The Spectrum Academy will use *Saxon Math* in conjunction with *TouchMath*. The *TouchMath* method simplifies and clarifies all areas of computation, develops left/right directionality, reduces number reversals, reinforces number values, eliminates guesswork, and helps to develop positive self-image. The powerful teaching strategy supplements any textbook series and complements the manipulative approach.

Science: Textbooks and workbooks will be selected from the Utah State Office of Education recommendations that align with and satisfy 100% of the Utah State core objectives in this essential subject. We feel that it is important to stay with a multisensory approach and offer as many hands-on experiences as possible. We are currently looking at the *FOSS* program. The materials in this program are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the *FOSS* program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

PE: The Spectrum Academy will seek to hire somebody who is knowledgeable about adapted physical education and sport. We will also be working with the different options available in the community for Special Olympics teams.

Special Emphasis

To address the needs of children with ASD, The Spectrum Academy has developed a unique framework emphasizing social skills development and sensory integration that utilizes the best practices currently available in the field. Programs such as *Super Skills*, *Social Stories*, and *Sensory Integration* will be used throughout the curriculum in conjunction with the *Utah State Core Curriculum*.

The school's focus on social skills is essential for our students to become active members of society. For most children, basic social skills (e.g., turn taking, initiating conversation) are acquired quickly and easily. For children with ASD, the process is much more difficult. Whereas, many children learn these basic skills simply by exposure to social situations, children with ASD often need to be taught skills explicitly.

Children with autism, as well as those with other developmental disabilities, may have a dysfunctional sensory system. Sometimes one or more senses are either over- or under-reactive to stimulation. Our curriculum will be taught using a multi-sensory approach, making it suitable for any style of learning. This method is to involve the use of more of the child's senses, especially the use of touch and movement (kinesthetic). This will give the child's brain tactile and kinesthetic memories to hang on to, as well as the visual and auditory ones.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Improve student learning.</p>	<p>1.a. Students will meet statewide performance standards in language arts, math, and science according to U-PASS.</p> <p>1.b. Students will demonstrate annual improvement in reading and math consistent with grade level standards.</p> <p>1.c. Students will achieve mastery of Utah State Core Curriculum relative to grade level.</p> <p>1.d. Use of traditional grading system (A-B-C) in core subjects of language arts, math and science with participatory, grading system used for fine arts, physical ed. and foreign language.</p>	<p>1.a. 80% of continuously enrolled students will score 3 or 4 on the Utah Criterion Test in language arts, math and science.</p> <p>1.b. 75% of continuously enrolled students will score at or above predicted ability/grade level in reading and math as measured by the Iowa Test of Basic Skills.</p> <p>1.c. 75 % of students will score 80% or better on assessment tests.</p> <p>1.d. Teachers of continuously enrolled students, grade K-9, will report 100% in self vs. teacher evaluation of at least 4 consecutive rubric-based projects and assignments by the end of the year in fine arts, phys. Ed. and foreign language.</p>
<p>2. Improve social skills.</p>	<p>2. Students will demonstrate annual individual progress in social skills.</p>	<p>2.a. 75% of continuously enrolled students will show individual improvement as measured by one of the following tests: Walker-McConnell (K-6/7-12) Social Skills Rating System (SSRS) Vineland Adaptive Behavior Scale Scales of Independent Behavior—Revised</p>

<p>3. Improve sensory processing.</p>	<p>3. Students will demonstrate annual individual progress in sensory integration.</p>	<p>2.b. 75% of continuously enrolled students will show individual improvement as observed in self-evaluations and teacher/parent documented observations as completed every 10-12 weeks.</p> <p>3.a. 75% of continuously enrolled students will show individual improvement as measured by the Sensory Integration and Praxis Tests (SIPT).</p> <p>3.b. 75% of continuously enrolled students will show individual improvement as observed in self-evaluations and teacher/parent documented observations as completed every 10-12 weeks.</p>
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Section 4- Comprehensive Program of Instruction (continued)

As a public school in Utah, you are required to align your curriculum to the State standards. Provide complete Unit Lesson Plans with Summative Assessments in one area of the core curriculum that is appropriate to the grade levels you are going to serve.

Lesson Plans and Assessments should reflect alignment both to the State standards and to the Program of Instruction described in this application.

Mathematics – 4th Grade

Utah Math Core Curriculum Standard III:

Students will use spatial reasoning to describe, identify and create geometric shapes.

Objective 1:

Describe, identify, and analyze characteristics and properties of geometric shapes.

Intended Learning Outcomes:

1. Demonstrate a positive learning attitude toward mathematics.
2. Become mathematical problem solvers.
3. Reason mathematically.
4. Communicate mathematically.

Summary:

Students will find some methods to determine if a shape is symmetrical. Students will describe and classify three-dimensional shapes. Students will create the three-dimensional shapes of a cylinder, and rectangular prism from their two-dimensional net.

Unit Instructional Materials:

1. Book: *Let's Fly a Kite*, by Stuart Murphy.
2. Mirrors
3. Tracing Paper
4. Geoboards and rubber bands
5. Overhead transparencies
6. Overhead projector
7. Student math journals
8. Colored pencils
9. *Captain Invincible and the Space Shapes*, by Stuart Murphy. New York: HarperCollins, 2001. (0-06-028022-0). The Captain uses three-dimensional shapes to help him get back to Earth.
10. Copies of the nets for a cylinder and rectangular prism on brightly colored Xerox paper.
11. Glue sticks,
12. Scissors

Background information:

Geometry activities are valuable because they not only develop spatial and geometric ideas but also promote exploration and reasoning. If geometric ideas emerge from the children's physical world, then geometry is both practically useful and aesthetically satisfying.

Connections among geometry, spatial sense, and other areas of mathematics should continue throughout a student's experiences. At the fourth grade level, geometry includes work with symmetry, identifying two- and three-dimensional shapes, and analyzing geometric solids. Our lessons are derived from these important topics. They include a lesson that explores symmetry, a lesson on identifying two- and three-dimensional shapes, and a lesson on determining attributes of geometric solids. These lessons do not represent the entire curriculum, but rather provide glimpses of how, with a more concentrated effort to incorporate the process standards, better mathematics teaching and learning can be achieved.

Geometry is the part of mathematics that deals with shapes and spatial sense. Exploring geometry with lots of hands-on experiences will help students understand geometric formulas and concepts introduced later. Doing geometry requires a student to visualize objects and their relationships to other objects. Activities suggested in this unit outline will help the learner identify basic shapes and see how those shapes fit into the world around him/her.

Lesson One:

Students will be able to identify and describe whether a two-dimensional figure is symmetrical or not and, and if it is, to determine the line or lines of symmetry.

Materials for Lesson One:

1. Book: *Let's Fly a Kite*, by Stuart Murphy.
2. Mirrors
3. Tracing Paper
4. Geoboards and rubber bands
5. Overhead transparencies
6. Overhead projector
7. Student math journals
8. Colored pencils

Linking prior knowledge and vocabulary:

Since students have worked with symmetry in earlier grades, ask them to explain what it means for a figure to be symmetrical.

Vocabulary: *line of symmetry, symmetry.*

Begin the lesson: by telling students that *today they are going to work with symmetry.*
Read, *Let's Fly a Kite*, by Stuart Murphy.

Students will try to find some methods to determine if a shape is symmetrical.

Have some students go to the board or overhead and make drawings to illustrate their ideas about symmetry. A symmetrical figure is one that can be folded in half so that each half is a mirror image of the other. The line along which the figure is folded is *called a line of symmetry*.

Now show the students a rectangle and a scalene triangle (a triangle that each side is a different length). Ask if either of the figures is symmetrical, and if so, where the lines of symmetry are. Students should be able to tell that the rectangle is a symmetrical figure while the triangle is not. Ask students if the rectangle has more than one line of symmetry. They should be able to see that it has two lines of symmetry. Also, ask students how they could prove to their fellow classmates that a figure has a line of symmetry?

As students discuss their ideas, list their methods for telling if a figure is symmetrical. Have students discuss the merits of each method. If they do not list the following two methods, suggest them.

- Place a mirror on the line of symmetry. If the figure appears the same when looking at the paper and in the mirror, the figure is symmetrical along that line of symmetry. With this method it may help to trace the figure first so the students can compare the traced figure with what they see on the paper and in the mirror.
- Have students trace the figure. Then have them make the external lines of the figure dark so these lines can be seen through the tracing paper. Then fold the figure along the line of symmetry and see if the halves match.

Organize students in pairs and give each pair a copy of two-dimensional figures, a mirror device, and tracing paper. Tell them that first they need to determine whether or not the figure is symmetrical. If they think the figure has a line of symmetry, they should use one of the methods discussed above to confirm their belief. Have students draw the lines of symmetry with dotted lines so the lines can be recognized as different from the other lines in the figure. Instruct students to keep a record of their work. This should include both notes and their tracings.

While students are working, circulate around the room and discuss with them what they are doing. Ask them how they initially decide whether the figure is symmetrical. Ask them which test they will use to see if their ideas are correct. Ask them how they can be sure that a figure is not symmetrical. Also ask them what could be done to make the figure symmetrical. These questions will help students deepen their understanding of symmetry.

When students have completed analyzing their shapes, bring them back together and have them discuss their results. They should tell whether or not each figure is symmetrical, how many lines of symmetry it has if it is symmetrical, and how they confirmed their conclusions. Make sure that students justify all their conclusions, including those where they decide a figure is not symmetrical. Justifying a conclusion that a figure lacks an attribute will help them develop their ability to reason. Students are often asked to show why something fits a condition, but rarely are they asked to back up their beliefs when they say something does not fit a condition.

Either or both of the following activities may be used to reinforce or to assess the student's understanding of the concepts of symmetry.

Activity 1

Have students go through the uppercase letters of the printed alphabet and find the letters that have lines of symmetry and those that don't.

Activity 2

Have students put a rubber band down the middle of a geoboard. Using this as a line of symmetry, have one student make a figure on one side of the geoboard. Have another student complete the figure so that it is symmetrical.

Assessment:

You had opportunities to assess students' grasp of the concept of symmetry as they determined whether or not a figure was symmetrical and as they identified lines of symmetry. You also listened and observed students as they convinced others of their ideas and reasoning. At the end of the lesson, you were able to assess the students' ability to state what it means when a figure is symmetrical and what a line of symmetry is. As the students analyzed their two-dimensional figures it gave you a chance to evaluate a student's individual work.

Materials for Lesson Two:

1. Collection of three-dimensional shapes (cube, rectangular prism that is not a cube, pyramid, sphere, cone, cylinder) in paper bags (one set per group of students).
2. Student math journals

Lesson Two:

Students will describe and classify three-dimensional shapes.

Begin the lesson by placing one of the bags of shapes at the front of the room. Tell students that you are going to have different students come up to the front of the room and put their hands in the bags. They are going to describe the objects by feel and see if the class can guess what the objects are. Depending on your class's knowledge of shapes, and how difficult you wish to make the activity, you may or may not wish to show or tell the group what shapes are in the bag.

Have a student come up and put his or her hand in the bag and grab an object to describe. Have the student focus on the characteristics of the object. If he or she says it is like a box, have him or her tell what that means: *What is it that makes it like a box?* Once students have guessed correctly, have the student pull the figure out. Review some of the clues, and ask students for other characteristics that might not have been mentioned. Repeat this until all the shapes have been identified.

Now turn the discussion to the attributes of the figures. Have students list the different types of attributes they saw in the different figures. Try to come up with a class definition for each

characteristic. If the characteristics below have not been mentioned, suggest them yourself and list them.

What Students Might Say:

- Edge: the line segment formed by the meeting of two faces.
- Corner or vertex: the point where three edges meet.
- Face: a flat two-dimensional part of the figure.
- Shape of faces: the two-dimensional figures of each face.

(Note: Make sure students know that a cube is also a rectangular prism. They may best be able to relate this to the fact that, in the two-dimensional world, a square is also a rectangle.)

Tell students that they will be working in small groups with the following figures: cube, rectangular prism, pyramid, sphere, cone, and cylinder. It may be helpful to leave a set labeled with each shape's name at the front of the room. Tell students they will need to look at each shape and tell about as many characteristics of each as they can. Their chart should include:

Name of the Shape	Illustration of the Shape	Number of edges	Number of corners (vertices)	Number of Faces
1.				

After students have completed the chart, tell them to add other attributes that describe each shape. The attributes they add do not have to be shared by all of the shapes. Encourage students to be as creative as possible in defining attributes. Suggest that they ask questions about each shape as a strategy for identifying possible attributes. For example: *Can I stack the shape? Does the shape roll? Does the shape come to a point?*

When students have finished, spend a few minutes reviewing what they have done. Their work needs to be accurate for them to complete the next assignment. Have the students identify each of their three-dimensional figures by writing their definition or description of each of the shapes. Tell them that the class will test their definition by having them read the definition and seeing if students can determine what the figure is.

Let students work either in pairs or individually to complete this activity. Encourage them to refer to their charts and to the figures. As you circulate, read their definitions and ask them questions, such as: *How would someone know you are not describing a cube? When students are finished, call them back together to discuss their definitions or descriptions.*

Have a student read a description and see if the class can identify the figure that the student has described. Also, ask questions that focus on students' reasoning and reinforce their knowledge of the figure. For example: *How do we know that isn't a cylinder? What would we have to change about the description to make it one for a pyramid?*

After you have spent some time on this, create a list on the board of descriptions that the class and you feel will be helpful for the students to use. Consider having a group of students make this list into a poster.

If time permits, have students create riddles that they can ask the class about the figures. For example: *I have more faces than either edges or corners and I can sit on either end. What am I?* (Cylinder)

Assessment:

You were able to assess students' understanding of shapes as they described characteristics and tried to guess the shapes. Also, you saw if students understood the characteristics of shapes as they tried to create definitions of shapes.

Materials for Lesson Three:

1. *Captain Invincible and the Space Shapes*, by Stuart Murphy. New York: HarperCollins, 2001. (0-06-028022-0). The Captain uses three-dimensional shapes to help him get back to Earth.
2. Copies of the nets for a cylinder and rectangular prism on brightly Xerox paper.
3. Glue sticks,
4. Scissors

Lesson Three:

Students will create the three-dimensional shapes of a cylinder, and rectangular prism from their two-dimensional net.

Begin the lesson by reading the story, *Captain Invincible and the Space Shapes*, by Stuart Murphy. After reading the story, place a copy of the nets for the cylinder and the rectangular prism on the overhead projector. Tell the students that they are going to cut these nets, or two-dimensional figures out and finger press each of the lines on their net.

Explain that it will be their learning goal to discover what three-dimensional, or solid figure, or space figure they will create from each of the nets.

After the students have created their cylinder and rectangular prism, we create the same chart that they used in the previous lesson and identify each of the characteristics of these solid figures. Direct students to describe each shape and to include as much information as they can. As you circulate, ask questions that focus on the problem-solving aspect of the activity. *How do you know you've found all of the attributes? Your description for this shape is a lot like your description for that one. Can you add more to show the differences between them?*

Invite individual groups to share their descriptions with the class. As they present their information, prompt the students to incorporate the terminology introduced earlier. Instruct the class to listen carefully, evaluate each description and suggest additions or words that might be eliminated because they are incorrect, ambiguous, or unnecessary. Record agree-upon definitions in chart form on the board for students to copy.

Close the lesson with the "Name Me" game. Ask students to write clues that will identify one of the geometric solids from the lesson. Each clue should be short and describe only one attribute. Clues should be given one at a time. Remind students to use appropriate terminology in their clues.

Assessment:

As small groups examined solids to create descriptions of their attributes, you were able to observe whether students were solving problems, applying reasoning, and communicating their ideas. Class discussion provided an additional opportunity to check students' understanding of the lesson concepts. As students shared their writing, drawings and explanations you listened for any misconceptions.

Alternative Assessment:

You may ask your students to create a "spaceship" of their own, using only geometric shapes. Ask your students to identify the names of the shapes they used as well as a drawing the nets of each three-dimensional shape they used.

Differentiation (To meet individual needs):

- **Learning Center Suggestion:** Label several pages of blank paper with the names of three-dimensional objects, (cones, spheres, cubes, cylinders, etc.) Look through old magazines and catalogs for these shapes. Cut them out, and glue them under the correct label. Discuss with another student their similarities and differences.

Home Connection:

- Cut a square-or any other basic shape—from construction paper. Make several straight cuts across it to create a puzzle. Put it back together with your child.
- Use blocks of wood to build three-dimensional shapes.
- Because symmetry and proportion are in the world around us, look for examples in your home and community. Point out the symmetry of building, clothing, toys etc. Investigate the proportion of features in your home; for example, height of ceilings and doors. Ask your child about other shape activities we have done at school.
- The teacher will select exercises from the textbook which give students the opportunity to practice this skill.

Additional Children's Literature Connections for Standard 3: Geometry-

Neuschwander, Cindy. *Mummy Math: An Adventure in Geometry*. New York: Henry Holt and Company, 2005. (ISBN 0-8050-7505-4)

Emberley, Ed. *The Wing on a Flea*. Boston: Little, 2001, 1971 (0-316-23487-7). The world is full of many different shapes, colors and sizes.

Brown, Jeff. *Flat Stanley*. New York: Scholastic Inc., 1992. While Stanley is sleeping in his bed a bulletin board falls on him and makes him flat. He has to go through his days being flat.

He helps solve a crime but he doesn't like being flat. His family gets a bicycle pump and inflates him.

Burns, Marilyn. *The Greedy Triangle*. New York: Scholastic Inc., 1994. A greedy triangle is not happy with the number of sides that he has. He goes to the Shape Sorter to have another side added. He then continues to have sides added. Finally he decides to go back to being a triangle.

Friedman, Aileen. *A Cloak for the Dreamer*. New York: Scholastic, Inc., 1994. The tailor has three sons that help him in the shop. One day he calls them together and tells them they must show him if they are ready to be tailors. Two of the sons make beautiful cloaks but the third son is not successful. He tells his father that he wants to go to America. The family is sad. They get together and fix the youngest son's cloak as a gift before he goes away.

Hoban, Tana. *Shapes, Shapes, Shapes*. New York: Mulberry Paperback Book, 1986. This is a wordless book with photographs of everyday items that help the children discover shapes in their world.

Pluckrose, Henry. *Shape*. Chicago: Childrens Press, 1995. This book shows photos of buildings and the world. Children can see shapes in things in the world around them.

Tompert, Ann. *Grandfather Tang's Story*. New York: Crown Publishers, Inc., 1990. Grandfather Tang and Little Soo are sitting under a tree. Little Soo wants her Grandfather to tell her a story. He tells her a story about two foxes that keep changing into different animals. Grandfather Tang uses tangrams to tell his story and make the animals.

Neuschwander, Cindy. *Sir Cumference and the Great Knight of Angleland*. New York: Scholastic, 2001. Helps young people understand angles and how they are part of their world as told in this story about knights.

Ellis, Julie. *What's Your Angle, Pythagoras?* Charlesbridge, 2004. (ISBN 1-57091-150-9). In ancient Greece, young Pythagoras discovers a special number pattern (the Pythagorean theorem) and uses it to solve problems.

Unit Summative Assessment:

As the students determined if a shape was symmetrical, identified the lines of symmetry or determined if the figures had not lines of symmetry, described, classified and created three-dimensional shapes of a cylinder, and rectangular prism from their two-dimensional net you were able to determine those students at mastery and those students that needed additional instruction.

You also chose items from the end of chapter tests in the textbook that gave the students opportunity to identify symmetry, lines of symmetry and solid figures and their characteristics in the format they will be tested on standardized testing.

Section 4- Comprehensive Program of Instruction (continued)

Discussion and examples of how the Program of Instruction will be monitored to include:

- **How the school and staff will disseminate information regarding student performance to track students' progress toward mastery of State standards over time.**

Spectrum Academy will administer the Iowa Test of Basic Skills, Utah State Core Course End-of-Level Tests, and any other tests as required by the State according to the designated testing schedule.

Besides tests, Spectrum Academy will utilize the student portfolios to track students' progress. This portfolio may include interviews, assignments, projects or other items that demonstrate students' progress and mastery. Teachers will be encouraged to use a mastery-based rubric to help students learn to evaluate their own work when possible.

Information regarding student performance will be available to staff and parents through the school's website. This data collection will allow staff and administration to print reports and access needed information as needed. Likewise, parents will be given a password, which will allow them to track their children's academic progress and attendance on a continual basis. In addition parents will receive formal progress reports on a quarterly basis. In grades K-6, these reports will be based on specific grade-level requirements evaluated on a continuum to assess mastery with a narrative report to clarify areas of strength or weakness. Beginning in grades 7-8 students will also receive grades according to the traditional "A, B, C" grading system to ensure consistency in transfer of transcripts and in preparation for high school.

Parents will be invited to participate in at least two parent/teacher conferences each school year. This will provide the opportunity to discuss the students' performance, set improvement goals and assess progress.

- **How the school will ensure that teachers integrate standards into instructional practices.**

Prior to beginning instruction Spectrum Academy will provide professional development training. This will include arrangements with the Carmen B. Pingree School for children with autism in Salt Lake City. The teachers will be allowed to observe the children at Pingree with observation rooms that are built into each classroom. After several observations have been made and any questions answered they will then get hands-on training in the actual classes. This is in an effort to not only have them understand the method but to have experience using it with actual students before they are on their own. In addition to this training teachers will develop a yearlong plan for implementation that integrates the school's curriculum with district and state guidelines. They will also develop a month-by-month planning guide and work with trainers to revise and modify the provided daily lesson plans to include state and/or district standards and skills.

Teachers will be given weekly planning time to collaborate with their associates in this process. As part of their evaluation, teachers will demonstrate that they are covering required curricula.

- **A School calendar outlined in semesters, trimesters, or quarters which is in compliance with State Board requirements on minimum school days outlined in R277-419.**

Spectrum Academy will open in the Fall of 2006 and follow a Standard School Year, which will include 180 days and a minimum of 990 instructional hours. The School intends to closely align its calendar with that of the Davis School District's traditional school year calendar.

For grades 1-8, the school day will begin at 8:30 a.m. and end at 2:45 p.m., Monday through Friday. There will be 2 supervised recesses in the day as well as a 30- minute break for lunch. There will be a morning and afternoon session of Kindergarten. The morning session will last from 8:30 am to 11:20 am. The afternoon session hours will be from 11:55 am to 2:45 pm.

- **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.**

As the majority, if not all, of the Spectrum Academy students will be considered special education under the federal regulations of the IDEA, our special education program is essential for each student's success. The school will hire a trained professional that meets or exceeds Utah requirements in Special Education and possibly one full-time Special Education Assistant with preferred certification or 2 years relevant experience. We will build upon identification procedures like Child Find to locate all students with mild to moderate to severe learning disabilities. Additional aids may be hired as needed or designated to assist in classrooms or with individuals under the direction of our Special Education Director. Qualifications of aids are listed in the employee hiring section, but additional training will be given to those designated by the IEP team. Our goal is to keep to the laws of inclusion/integration as much as possible by recommendation of the trained professional hired. Efforts are being negotiated to offer integration during recess breaks with "neuro-typical" peers by transporting our students to the nearby Wasatch Peaks Academy. Negotiations are also in process to see if other elementary schools in the local area will allow our students the same opportunity. With Wasatch Peaks Academy's curriculum focusing on service, they are interested in integrating their students into our environment as well, and those details will be worked out with our future school principle/director and Dr. Vivian Powell, the principle of Wasatch Peaks Academy. With pull-out groups being offered school wide in the most basic core subjects of Reading and Math, providing for natural accommodation of varied levels of abilities, we hope to allow for more individualized methods across the board. The Special Education Director, working under our school principal/director and in encouraging collaboration with the entire teaching staff, will

provide periodic in-service training at The Spectrum Academy. This will apply annually at the beginning of each school year, with a specialized workshop given to teachers in the entry level grades of K-2. Teachers will be trained to identify students with special needs and be provided with a clear means of referral to the special education teacher. Other in-service meetings may be recommended on a smaller scale as the year progresses, new students arrive, or as the Special Education Director proposes to the principal/director. Ongoing professional development through the CSDP offered through the USOE will be provided.

The special education teacher will provide preliminary evaluations of each child. The Spectrum Academy will have a full-time speech pathologist on staff to assist in evaluations in social skills and speech needs. The speech pathologist will assist the classroom teacher in social skills training of all of the students and social skills groups that might be offered through after-school programs. They will also assist in training the parents to assist their child at home with social skills, etc. With this collaboration The Spectrum Academy hopes to provide parents with the knowledge to continue the student's learning opportunities outside of the classroom. As one of the most vital parts of our curriculum is in social skills the speech pathologist will also be trained in autism spectrum disorders and effective teaching methods for autistic students. The Spectrum Academy board has made arrangements with ASD Connections to hire one of their staff members to work at the school. ASD Connections is a group of individuals that have been trained in the different teaching methods that work for autistic children. They are experienced in behavior modification, discrete trial, TEACCH, PECS, and other effective models of treatment. They currently offer treatment plans, which is a comprehensive educational/behavioral/communication plan, for families with autistic children. They also have experience in running successful social skills groups for children with autism.

The Spectrum Academy will be hiring a part-time occupational therapist to assess each student and help prepare a "sensory diet" for each student. This "diet" will be the sensory areas that each student needs to work on. As almost every student will have areas that need to be addressed we have been in contact with the University of Utah's occupational therapy department. Nancy John's, Director of Occupational Therapy, will provide the school with two occupational therapist interns in an effort to meet our student's needs in this area and help control costs.

The Spectrum Academy will engage a psychologist and will potentially be working with Weber State University's psychology department to arrange for services with their interns.

The special education teacher will coordinate any necessary assessments and contact the family of the identified student to inform them of their rights and obtain any necessary information and consent. Under the direction of the Special Education Director the IEP team, which will involve the classroom teacher, the school principal/director, parents of student, and any other specialists needed, will meet to discuss and develop an individualized plan for that student. The IEP team will determine what, how, where, and by whom the services will be provided. The written IEP will include learning goals for the child and specify the services provided by Spectrum Academy and any other related professionals. Non-traditional grading systems done on a participation and self-evaluation scale will be used to foster personal attitudes of accomplishment and enthusiasm.

Students selected by the SED will be given standardized assessments or the Utah Alternate Assessment as selected and recommended by the Special Education Director, SED.

The special education teacher, in conjunction with the IEP team, may use a variety of approaches in providing needed services. These approaches may include hiring specialists, contracting with a school district, contracting with third parties, or pooling resources with other schools. The specific method to retaining a specialist will be determined by recommendations from the IEP team. The special education teacher will be responsible for evaluating and monitoring each student's IEP. He/she will coordinate services and arrange for appropriate review and revision of the IEP consistent with state and federal laws.

The Spectrum Academy encourages an "out-of-the-box" approach to address the uniqueness of the challenges that our students possess. With this methodology in mind we do not endorse just a single method of teaching our students. We will be assessing our students on a 10-12 week interval to see if progress is being made with the current method that is being used. If no progress is being seen we feel that crucial time should not be wasted on continuing the same method but other methods should be tried.

The Spectrum Academy will particularly focus on at-risk children such as those who have challenges related to neurological or developmental disabilities or challenges. Part of the school's outreach will include clear communication with the public that these children are welcome at the school. Once there, these children will find accommodation spearheaded by the SED, who will ensure that they are integrated into the system and enjoy the same benefits of the unique philosophy of the school as the rest of the student body.

Section 5: Detailed Business Plan

Start-Up Plan

The Spectrum Academy plans to manage the start-up phase of the school efficiently. The plan should unfold as follows.

The Spectrum Academy Charter School will advertise for student recruitment and for job applicants by some or all of the following activities; word of mouth, organized activities, local newspapers, through local businesses, direct mailings and on the Internet. Local colleges may also be notified for teacher recruitment efforts.

Open application for enrollment will extend from January to February 2006. If needed, because the school is oversubscribed, an enrollment lottery will be held during March 2006. Remaining applicants will be placed on an enrollment waiting list according to the lottery results.

Following the seating of the Board of Trustees, policies and procedures will be adopted and approved as soon as appropriately possible. More details can be found under the Organizational Structure and Governing Body section of this application.

Members of the Board of Trustees will be responsible for the selection process of the principal, who will then assist with the hiring of teachers. Teachers will be selected before or during June 2005. Teaching staff, where appropriate, will then be required to attend training necessary to help the school achieve its mission and goals.

Start-up funds will be necessary for the preparation of the school prior to opening. Such expenses include, but are not limited to, staff salaries and benefits, academic costs, facility costs and operating expenses, among others.

The Spectrum Academy Charter School will request start-up funds in accordance with ESEA Title X funds set aside to assist new charter schools in the first three years of operations. The Spectrum Academy Charter School may request from the State or Federal Government any other funds set aside to assist in the start-up phase for Charter Schools. The Spectrum Academy Charter School may also seek private contributions, grants and other funds to assist in the start-up phase. Each of the aforementioned funding sources may be requested according to their respective requirements and schedules, while complying with State and Federal regulations.

Before the first day of the academic school year, parents and students will be required to attend orientation activities during or before August 2006 to gain a greater understanding of volunteering opportunities and the school's policies, procedures, dress code and other guidelines.

Operational Budget

[See Attachment A].

Section 6: Organizational Structure and Governing Body

Administrative Principles

The Spectrum Academy's administrative policies are governed by principles of open and active representation. From the founding and advisory members to the faculty, parents and student body, all those involved with the school are entitled to participate in the decision-making process. Spectrum intends to comply with both the spirit and letter of Utah State Law in the administrative process being open to all involved.

Board of Trustees

Upon approval of the charter, the four founding board members of Spectrum Academy, Inc. will become board members of the Board of Trustees for the new school. In addition, a parent representative will be elected for a one-year term to the Board. At such time as a position on the Board is available due to resignation or term expiration, the Board will then receive applications from individuals desiring to fill the now available position. The applications will be considered and the position will be filled by majority vote of existing Board Members.

The founding member Board seats will be two-year positions and will rotate out on opposite years (two positions becoming available each year). This will be accomplished by having two seats serve for an initial period of three years for the first term of office thus setting up the alternating change of members. There will be no limit to the number of terms a founding board member may serve. The Board will appoint members to fill the following positions on the board: President, Vice President, Secretary, and Treasurer.

Responsibilities of the Board include:

- Defining Spectrum School Board policy.
- Appointing the Director/Principal and other key administrators
- Assisting in hiring the faculty and staff (the Director/Principal and other key faculty will be approved by the Board of Trustees)
- Overseeing of school finances and purchases
- Overseeing of school facility management
- Defining operational school policy
- Approving school volunteers
- Ensuring that required assessments are held
- Assisting in district and state reporting

Advisory Council

The Advisory Council consists of volunteers who are specialist advisors, having expertise in particular fields such as law, education, business and government. These individuals may offer professional advice to the Board of Trustees and perform assignments to accomplish specific objectives of the charter.

Responsibilities include:

- Contributing professional, experienced opinions to the Board of Trustees
- Offering oversight to the Board of Trustees regarding policy decisions
- Offering assistance to the School Board to accomplish objectives

Principal/Director

The Director/Principal will be responsible for managing the school's day-to-day operations. The Director/Principal will be the principle administrator for the school, and will be guided by the policies defined by the Board of Trustees. The Director/Principal will be the key figure head for the school and will be the example to follow in upholding school values and standards at all times.

Responsibilities include:

- Promotion and oversight of the Spectrum school curriculum
- Policy changes and recommendations to the Board of Trustees
- Oversight assistance of school finances
- Spokesperson for the school as regards public relations
- School personnel changes and recommendations to the Board of Trustees

Parent Organization

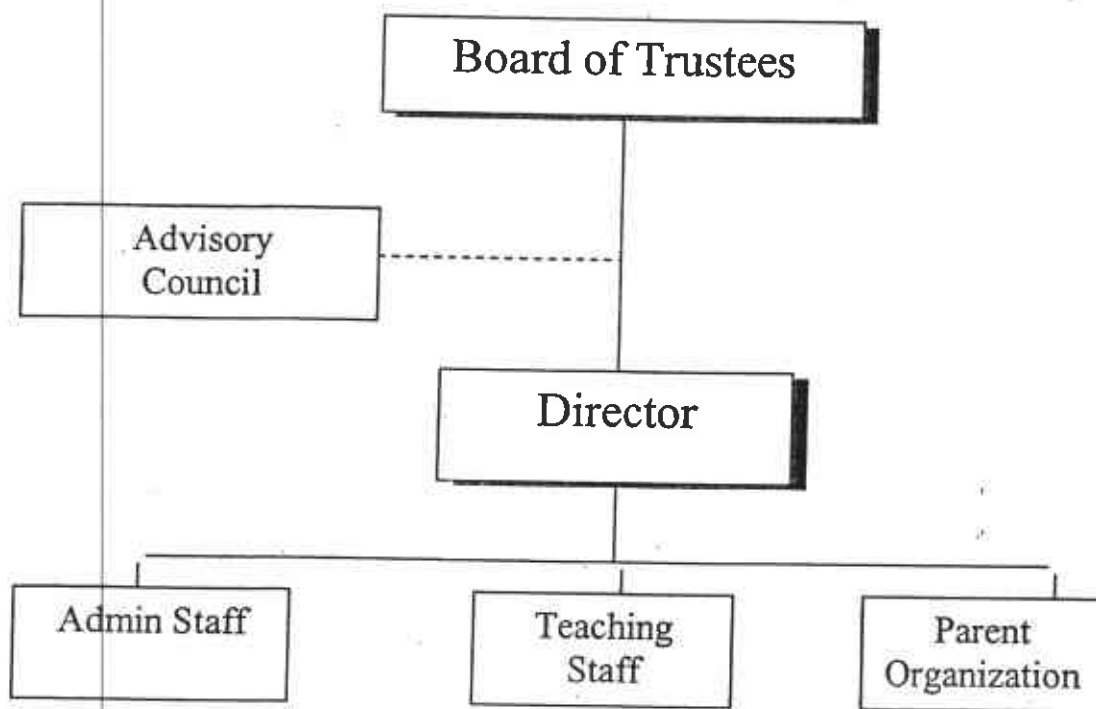
The Parent Organization is comprised of parents whose children are registered to attend the school.

Responsibilities include:

- Coordinate volunteers for classroom help, field trips, assemblies, etc.
- Assist in child's classroom with learning projects, 1 on 1 instruction and practice
- Lead or participate in an enhancement subject - art, physical movement, computers, music, etc.
- Extend learning by helping to arrange experiences in the community
- Serve on an advisory or decision making committee
- Increase financial resources available to the school
- Participate in information sharing strategies - calling parents, newsletters, etc.
- Offer courses for parents - parenting skills, communication skills, etc.
- Organizing elections to fill vacancies
- Organizing annual "uniform exchange"
- Assist in fundraising

Spectrum Academy

Form of Governance and Flow of Information



7. Background Information and Resumes

[See Attachment B]

8. Articles of Incorporation (including copy of by-laws)

[See Attachment C]

Section 9- Admission (including your lottery plan) and dismissal procedures, including suspension procedures. If the charter school will follow a district's discipline/suspension policy, attach a copy of the policy from the district. 53A-1a-508(3)f

Admission Procedures

Initial enrollment will be based on a first come first serve basis after a 45-day minimum enrollment period has expired. In the event the number of applicants exceeds the established ceiling, the first priority for enrollment will be given to students whose parents participated in the formation of the school (referred to as founders). After which students will be selected by random draw. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for re-enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants. If state and federal guidelines permit, teacher's children will receive the same preference as the sibling preference. As long as the Spectrum Academy is in existence, founding member's children and/or grandchildren are eligible to attend the school exempt from enrollment restrictions.

Student Conduct

A handbook on school rules and discipline will be distributed to every child and parent at the beginning of school. The following School Rules will be promoted in each classroom:

- Students and teachers will acknowledge the rights of others.
- Students will take responsibility for their learning and behavior.
- Students will respect each other, the teachers and the school.
- Students will use appropriate language and behavior in the school and on the playground.
- Sexual harassment or bullying is not allowed. The Spectrum Academy Charter School takes these issues seriously and will take immediate action.
- Students will comply with school uniform policies and dress code.

A school constitution may be created and ratified by the students at the beginning of each year. This constitution will help govern the students.

Discipline Philosophy

Our goal is to promote self-regulation and intrinsic motivation in students. We believe in focusing on the positives and when necessary we will determine the cause of inappropriate behavior and develop appropriate solutions. Our stance is oriented toward problem solving.

The Spectrum Academy Charter School will emphasize respect among students, teachers, and staff, consideration for others, and friendliness. The school will have clear expectations, shared with teachers, parents and students about appropriate behavior.

Discipline Procedures

Under most circumstances the following is carried out:

- 1st level – warning from teacher or supervisor
- 2nd level – teacher discipline, parent notified
- 3rd level – mandatory teacher, parent, child conference. Discipline may include:

- After school study hall
- Parent attends school with child for one day
- Suspension dependent on the infraction

4th level – principal discipline

6th level – **mandatory** principal, parent, teacher, child conference

7th level – temporary suspension for less than five days (student, parent, teacher, principal conference required)

8th level – long term suspension (more than five days), due process

Illegal behaviors may be referred to the police or sheriff's department with immediate notification to the parents and possible disciplinary action.

A student may be expelled indefinitely, at any time, if the student continues to violate school rules or if the severity of the student's behavior poses a physical, emotional or educational threat to themselves or others. All State and Federal regulations will be followed during the consideration and execution of disciplinary actions. Due process protections under IDEA will be observed.

Attendance

If a student is ill or if there is an emergency, the parent will be required to call the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for teachers and inhibit academic growth for both those absent and those who have to have learning delayed because of make up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time and not use children for babysitting during the school day. Parents will be encouraged to schedule all student health appointments outside of school time if possible.

Section 10- Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled. See <http://www.usoe.k12.ut.us/sars/rules/NewGrules.pdf> for guidance in preparing this section. 53A-1a-508(3)(g)

Parents will voice complaints with the person(s) involved. If it is not resolved a parent may file a complaint with the director/principal. If the director/principal deems it necessary, the complaint may be elevated for discussion by the governing board at their next monthly meeting.

Complaints

If there are state or district policies governing the handling of complaints, they shall take precedence over school procedures. Otherwise, the following shall apply:

If parents have a complaint or disagreement concerning the school, the following procedure will guarantee that the problem will be heard:

1. First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level.
2. If the parent prefers, a meeting may be arranged directly with the director/principal. The director/principal is there to help mediate disagreements.
3. If the parent still feels that the problem has not been properly addressed, he/she may appeal to the governing board. The appeal will not be heard unless step #2 has been accomplished and only if the Board chooses to hear the appeal. The case should be stated in writing with specifics.

It is recognized that the Utah State Office of Education (USOE) is also a resource that may be approached to help resolve special problems or issues that may arise after steps 1-3.

Section 11- Opportunities for parental involvement. 53A-1a-508(3)(h)

All parents/guardians are encouraged to be involved in their children's education. At the semi-annual parent-teacher conference, parents will be invited to set personal goals relative to their participation in their children's education personally and the student's learning environment collectively. This will allow each parent to select goals that are within his/her comfort and ability level. It will also allow for creativity based on individual experience, talents and abilities. We will not require specific hours of service. Our hope is to inspire parents to choose to participate in helping their child reach his/her potential in ways and at times that they feel are reasonable.

Parental involvement will:

- Allow teachers to focus more on their teaching instruction by relieving them of some of the everyday secondary tasks required in the classroom,
- Provide parents a feeling of ownership in the school and their children's education,
- Develop strong parent – teacher relationships that will be effective in enhancing and maximizing the learning experience of every child.

Many of the opportunities for involvement will be communicated to parents through the school web site, postings at school and/or school newsletters. Parents will be encouraged to volunteer in a variety of ways that can include, but are not limited to:

Classroom Helper	Tutor/Mentor
Grading Papers	Field Trips
School Parties	Room Mothers
Photocopying	Lunch Coordinator or Lunch Room
Bulletin Board	Play Ground
Assemblies	Library
Special Productions	Technology
Committees	Office Help
Fundraising	Parent Organization
Safety Patrol	
Extra Curricular Activities	

Parents who work will not be excluded from the opportunity for volunteering for the school. Arrangements will be made for them to volunteer time on tasks that may be performed at home, off hours, or on weekends.

Section 12- Description of how the school will secure the following insurance: \$2 million in liability; property insurance; comprehensive/collision; and employee dishonesty bond. If coverage will be provided outside of State Risk Management, provide a letter from the insurer indicating a willingness to provide the coverage mentioned above. Insurance expenses should be included in the school's budgeted expenses. School must provide, before opening date and annually thereafter, a certificate of insurance. 53A-1a-508(3)(i)

Spectrum Academy will purchase an insurance policy through the State Risk Management and has included the premiums in the budget. Written evidence of insurance will be provided to local and state agencies as required.

Section 13- Agreements or plans developed with school districts regarding participation of charter school students in extracurricular activities within the school districts. If no agreements have been reached, applicant may describe the school's plan for providing extracurricular opportunities.

Spectrum Academy will consider all opportunities that arise for participation in extracurricular activities within the local school district; however, the school plans to provide a variety of extracurricular activities that will be approved and coordinated by members of the Board and Parent Organization. These programs will be provided before or after school and will be created around the interests of the student body. These activities may include:

- Computer keyboarding
- Basic computer programming
- Music related classes such as band, choir, and orchestra
- Chess
- Art
- Foreign Language classes

Students may have opportunities to participate in field trips, service projects, and/or other community sponsored clubs and activities.

Section 14- Qualifications to be required of the teachers.

Spectrum Academy will hire teachers who hold valid Utah Professional Educator Licenses or who have met State Board requirements for alternative licensing. The School's Board will verify that all teachers are licensed or qualify for alternative licensing. Spectrum Academy will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability. In addition, the school will seek out individuals who:

- Are familiar with the school's curriculum and teaching methodology.
- Skilled in the use of technology in a classroom environment.
- Have previous teaching experience.
- Demonstrate an ability and desire to learn new teaching philosophies and curricula.

In compliance with state law, the Board will disclose the qualifications of our teachers to the parents and students through the schools' website or provide a hardcopy of this information upon request. This will be available by November of each new school year.

Section 15- The school's intention to create a library with a description. The description may include location, size, staffing, and estimates of size and types of collection.

Because of space and financial limitations, The Spectrum Academy intends to establish an agreement with the nearby Wasatch Peak Academy to use its library/media center. Students will be transported by bus or car pool to and from the school to use the library.

Section 16- The school's plan for providing administrative and supervisory services.

Spectrum Academy's *director/principal* is responsible for the day-to-day management of the school including general staff and teachers. He/she is also responsible for student welfare (i.e. discipline) and performance. As part of student performance responsibilities, he/she will ensure Spectrum Academy's compliance with Utah State U-PASS requirements. He/she will also make recommendations to the Board of Trustees for all hiring, terminating, disciplining, and employee raises. The director/principal will complete evaluations for employees and serve as their instructional leader. He/she will fulfill the duties of a curriculum coordinator (if a separate coordinator is not on staff). The director/principal will oversee the completion of necessary state and federal reports and may assign these duties to the Board or secretarial staff.

Under the supervision of the director/principal, a *custodian* will be responsible for physical plant, custodial, and grounds maintenance. A staff will be provided and/or contracts made to assist the custodian in his duties.

A *secretarial staff* will be maintained to assist administrative and teaching staff as needed.

Section 17- The school's fiscal procedures. These may include policies around the governing board's budget process, limits on appropriations, monthly budget reports, the school's policy on making appropriations in excess of estimated revenue, expendable revenue, policy around undistributed reserves, policies around interfund transfers, and policies around emergency expenditures. 53A-1a-308(3)(q)

Fiscal Policies:

Spectrum Academy will adopt fiscal policies and procedure's to safeguard assets, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Generally these policies will be as follows:

- A. Spectrum Academy will follow all the relevant laws and regulations that govern Utah charter schools. Additionally, any state or federal government laws and/or regulations from private sources that relate to grant funding will be adopted as the grant funding is received.
- B. To provide accurate and auditable records of all financial transactions, Spectrum Academy will maintain all books, records, and accounts in conformity with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards.
- C. The State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah Schools will be applied in administering and reporting school revenue and expenditures.
- D. The director/principal, with the help of the Board, shall be responsible for preparing and submitting all financial and school reports to the state. This will include, but is not limited to, the State Accountability Report, Financial Audit Report and the Financial and Enrollment Report as required by the State Office of Education.
- E. Spectrum Academy will retain an accounting firm to provide monthly accounting needs. This will include, but is not limited to payroll, monthly reports, quarterly taxes, and tax returns.
- F. The director/principal and treasurer of the Board prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed by and approved by the Board of Trustees, and may be modified, as necessary.
- G. The Board of Trustees shall have the authority to approve and will record in its minutes:
 - a. approval of the annual operating budgets,
 - b. incurrence of debt, mortgages,
 - c. investments and/or purchase or sale of property,
 - d. opening up or closing checking or savings accounts,
 - e. selection of a certified public accountant, and
 - f. other activities associated with the operations of the Charter School.
- H. Financial statements displaying budget vs. actual results will be prepared by the school's accountant and reviewed by the director/principal and treasurer of the Board each month. The treasurer of the Board will present a budget update to the Board at each monthly/quarterly board meeting.

- I. The Board of Trustees will arrange for an independent certified public accounting firm to conduct an audit of the Charter School's financial statements annually.

Fiscal Procedures:

The following procedures will govern the appropriation of funds approved in the annual budget.

- A. The President and/or the Chief Financial Officer/Treasurer of the Board of Trustees and the director/principal are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$250 will require dual signatures prior to check issuance.
- B. Petty cash payments are made from a fund not to exceed \$150, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$75. The director/principal will manage these funds and will provide a monthly statement to the accountant to replenish these monies as needed.
- C. Employees will be reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
 - All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.
- D. All short-term and long-term debt must be approved by the Board of Trustees and may not exceed the duration of the charter.
 - When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
 - All debt incurred must be accompanied by a realistic repayment plan that is consistent with the approved budget. The Board of Trustees reserves the right to pay off debt sooner if budget allows.
- E. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the President of the Board of Trustees. The agreement will identify all the terms and conditions of the lease.
- F. The School reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than the budgeted amount, to the extent allowed by law and the guidelines of the funding source.

Budget Policies and Procedures:

The following policies relate to the development and implementation of the yearly budget.

- A. The School's fiscal year will run concurrently from July 1 to June 30.
- B. Revenue
 1. Start-up Funds-
 - The School requests federal start-up funds set aside to assist new charter schools in the first three years of operations.

- We also request from the state any state funds that may be earmarked to assist with the establishment of new charter schools.
- In addition to these funds, Spectrum Academy will pursue additional funding opportunities through public and private grants, corporate sponsors, and fundraising.
- Spectrum Academy reserves the right to financing of certain expenditures within our start-up budget and/or the right to make budget modifications, should these funds not be available.

2. Operating Funds-

- Spectrum Academy's operating funds will be generated from state WPU programs, on-going state programs (as determined by the legislature), federal funds and grants, private grants and donations.
- Fundraising may be done, but will not be part of the annual budget for Spectrum Academy.

C. Expenditures

1. The School retains the right to purchase goods and services through the contracts in effect with the state and its vendors.
2. In order that the School shall function on a balanced budget, the charter granting agency agrees to pay all funding to the School in an appropriate and timely manner.
 - If the charter-granting agency fails to make proper payments to the School and the School incurs any fees as a result of said late payments, the charter-granting agency will be held liable for all late fees and/or costs incurred due to the breach of payment.
3. Any undistributed reserves at the end of a fiscal year shall be added to the next year's budget.
4. The School will include in its budget, reserves to meet any unexpected or emergency expenditures.

D. Responsibility

1. The School agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and make such records available to the state and district as requested.
2. The School agrees to engage and participate in an independent audit by a certified public accountant of all its financial and administrative operations on an annual basis.
 - The results of the audit will be provided to the Board of Trustees and the state in written form within the statutory time limits required by the state and shall be published and posted as required by law.
 - Any cost associated with the audit of the School shall be borne by the School.
 - The School will maintain a comparison of actual expenditures to budgeted expenses.

Section 18- The school's policy and procedures regarding employee termination. Policy may include policies on hearings, appeals, dismissal procedures, and necessary staff reductions.

Spectrum Academy reserves the right to terminate or suspend the employment of any employee at anytime as long as it is not for unlawful reasons. Termination may occur if the employee has failed to fulfill the duties and responsibilities outlined in their annual contract or if there is a need to reduce staff size because of a drop in enrollment or shortage of funds. If the director/principal deems it necessary, he/she will recommend employee termination and the Governing Board will make final decision.

If it is necessary to dismiss an employee, 2 weeks notice will be given unless concerns for the health, safety or welfare of the school or students requires immediate dismissal. In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the school as soon as possible and at least 2 weeks before the effective date of resignation. At Spectrum Academy's sole discretion, employees who give notice or are given notice may not be required to work any or all of the remainder of their employment.

The director/principal will report and be accountable to the Board of Trustees. The Board of Trustees reserves the right to dismiss and/or discipline the director/principal in the event he/she does not fulfill the duties and responsibilities outlined in their annual contract.

Any dispute, claim or controversy concerning employment or the termination of an employee's employment or any dispute, claim or controversy arising out of or relating to any interpretation, construction, performance or breach of the employee contract, shall be settled by arbitration.

Section 19- The school's policy and procedures regarding employee evaluation. These may include frequency, components, deficiencies, staffing for evaluation, remediation, notice, and criteria.

The Board shall be responsible for evaluating the performance of the school's Director on an annual basis. The Director and the Board will review all contracts periodically. At its discretion and, operating through its Board and the Director, Spectrum shall establish policies, guidelines, and regulations for the operation of the school. When the school, at its discretion, determines that progressive disciplinary steps, or warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment. Teachers shall understand and acknowledge that Spectrum retains its status as an at-will employer at all times. Spectrum shall not have the authority, by virtue of such policies or procedures or other action of the Board, to change the "at-will" nature of the employment relationship.

Section 20- The school's policy and procedures regarding employment of relatives.

The following guidelines have been developed to help us avoid any real, potential and/or perceived conflicts of interest with regard to hiring. The definition of "relative" includes: spouse, child, parent, brother, sister, niece, nephew, aunt, uncle, cousin, grandparent, grandchild, in-laws or any person sharing the same household with the person in question.

- No person may work under the direct supervision of a relative.
- Indirect supervision is allowed and refers to situations where one relative supervises another through one or more levels of management.

Section 21- For conversion charter schools. 53A-1a-504(2)

Explain if the school is total or partial. If a total conversion, provide evidence of having secured the required 2/3 signatures of licensed educators and parents or guardians of the school. If a partial conversion, provide evidence of having secured the required majority signatures of licensed educators and parents or guardians of students at the school. Provide information regarding whether the local school board approved the conversion and how students opting out of the charter school have access to a comparable public education alternative.

Not Applicable

Section 22

Utah State Board of Education **UTAH CHARTER SCHOOLS** **Assurances**

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

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Controller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

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

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

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

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

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

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

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

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

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

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

BB. The charter school will maintain accurate student transcripts.

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

Name (type): Natalie Longson

Title (type): President Spectrum Academy, Inc.

Signature: Natalie Longson

Date: 12/10/15

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 Spectrum Academy Charter School except those allowed by law.

Spectrum 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

Spectrum 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

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

Nonsectarian Statement

Spectrum 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 Spectrum 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.

Natalie Longson
President/CAO (please print)


President/CAO's Signature

6/10/5
Date

Section 23

Waivers from State Board Rules

No waivers from the State Board Rules are being sought.

Section 24- Letters of Support (optional)

We will not be submitting any separate letters of support.

Section 25- A statement as to whether the school will participate in the Utah State Retirement System.

Spectrum Academy is intending to participate in the Utah State Retirement System.

Attachment A

Charter School Name: Spectrum Academy

	First Year		Second Year		Third Year	
	# of Staff	@ Salary	# of Staff	@ Salary	# of Staff	@ Salary
Number of Students (ADM):		150		150		150
Revenue						
State Funding						
Federal & State Projects						
Private Grants & Donations						
Loans						
Federal & State Startup Grants						
Total Revenue		\$ 973,118		\$ 1,002,312		\$ 1,032,381
		\$ 150,000		\$ 150,000		\$ 150,000
		\$ 1,123,118		\$ 1,152,312		\$ 1,182,381
Expenses						
Salaries (100)						
Director (Principal)	1.00	\$ 75,000	1.00	80,000	1.00	80,000
Teacher-Regular Ed	10.00	\$ 30,000	10.00	33,000	10.00	34,000
Teacher-Special Ed	1.00	\$ 40,000	1.00	40,400	1.00	40,800
Instructional Assists	9.00	\$8.25/hr x 990	9.00	\$8.25/hr x 990	9.00	\$8.25/hr x 990
Secretary	1.00	\$ 29,500	1.00	30,500	1.00	31,500
Bookkeeper						
Other (Specify) Substitute Teachers		5,400		5,500		5,500
Other (Specify) Specialists		75,000		75,000		75,000
Other (Specify)						
Employee Benefits (200)		133,350		145,920		149,340
Travel (580)		2,000		2,000		2,000
Purchased Professional Services(300)		82,500		82,500		82,500
Purchased Property Services(400)						
Instructional Aids/Books/Library(600)		50,000		50,000		50,000
Supplies(600)		18,500		18,500		18,500
Legal (300)		5,000		5,000		5,000
Auditor(300)		11,000		11,220		11,220
Marketing (300)		3,000		3,000		3,000
Other (printing; postage)		5,000		5,000		5,000
Total Instruction, Administration & Support		908,758		958,048		\$972,868

	Total	Total	Total	Total	Total
Operations & Maintenance					
Supplies(600)	3,500				3,500
Phone/Communications(4530)	6,000				6,000
Custodial Services(433)	20,000				20,000
Advertising (540)	3,000				3,000
Property/Casualty Insurance(521/22)	20,000				20,000
Utilities(420)	20,500				20,500
Rent(451)	68,000				68,000
Fees/Permits & dues(810)					
Transportation(510)					
Food Service(630)					
Accounting Services(300)					
Land & Improvements (710)					
Building & Improvements (710)	5,000				5,000
Computer Equipment (740)	18,750				18,750
Furniture & Other Equipment (733)	37,500				37,500
Upgrades (Connectivity)					
Leases/Loan Payments					
Other (security, copier lease)					
Total Operations & Maintenance	202,250	155,500			\$155,500
Total Expenditures	\$ 1,111,008	1,113,548			\$1,128,368
Total Revenues	\$ 1,123,118	1,152,312			\$1,182,381
Budget Balance (Revenues-Expenditures)	\$12,111	\$ 38,764			\$54,014

CHARTER SCHOOL WORKSHEET

FY 2005-2006

*****ESTIMATE ONLY*****

School Name

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	10	0.55	5.5
Estimated ADM (1-3)	45	0.9	40.5
Estimated ADM (4-6)	65	0.9	58.5
Estimated ADM (7-8)	30	0.99	29.7
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	10		
Special Ed ADM (1-12) ¹	140		
Special Ed (Self-Contained) ¹	0		
Number of Teachers (K-6)	9		
Number of Teachers (7-12)	2		
WPU Value	\$2,280		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	134.2000	\$ 305,976
Professional Staff	0.02901	3.8931	8,876
Administrative Costs	4.71 per student		707
Restricted Basic School:			
Special Ed--Add-on ²	0.9972	145.0932	330,812
Spec. Ed. Self-Contained ²	1.0000	0.0000	-
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)	132.7 per K-8 ADM		19,905
Total WPU Programs		283.1863	\$ 666,276
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 416.89 per WPU		\$ 118,058
Quality Teaching Block Grant	\$66.9 per WPU		18,945
Local Discretionary Block Grant	\$41		5,502
Interventions-Student Success	\$22		2,952
Special Populations			
Youth at Risk Programs	\$9.67		1,298
Gifted and Talented	\$4		537
Other			
School Land Trust Program	\$13.60 per student		2,040
Reading Achievement Program	\$58 per student (K-3)		3,190
Local Replacement Dollars	Average \$1,051 per student		150,900

Total Non-WPU			\$	303,422
One Time³				
Teacher Materials/Supplies	\$350 or \$275 per teacher (K-6) ⁴	9		2,475
	\$300 or \$225 per teacher (7-12) ⁵	2		450
UPASS On-line Testing	\$3.3 per student	150		495
Total One Time			\$	3,420
Estimated Total All State Funding			\$	973,118
<p>Numbers are based on estimated FY2006 enrollment.</p> <p>¹If you are an existing Charter School, Special Ed funding will be the same for FY06 as FY05.</p> <p>²Per special education determination of the appropriate program.</p> <p>³These amounts are based on one-time funding for FY05. Amounts for future years depend on what is appropriated by the Legislature for the respective year.</p> <p>⁴Steps one through three get \$350; steps four or higher get \$275</p> <p>⁵Steps one through three get \$300; steps four or higher get \$225</p> <p>Questions: Call Cathy Dudley @ 538-7667</p>				

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 Natalie Longson

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

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.

For the last 9 years I have been either part-owner or full-owner of my own business. I manufacture and sell baby blankets, burp cloths, booties, quilts, weighted blankets, etc. I am the one responsible for ordering, manufacturing, advertising, and selling of my merchandise.

I was employed from February, 1995 until September, 1997 as a medical transcriptionist. I was an independent contractor and sought the work out that needed to be done. I have extensive knowledge in medical terms and procedures. The reason I discontinued this work was because I was attacked by a Rottweiler dog that broke and disfigured my right hand. In transcription work you are paid by how many lines you can type and I was unable to type fast enough after my injury had healed.

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.

I have been working with disabled children since the birth of my daughter in 1995. I have extensive knowledge and experience in working with children on oxygen and using a heart monitor. I have worked with an autistic son since his birth 9 years ago. Most insurance companies will not cover anything to help a child with autism. All of the therapy and extra services that my 9 year old son and 2-1/2 year old daughter have received have been from myself. I have attended numerous trainings about the different types of teaching methods used for children with ASD.

During the last school year I was an active participant in homeschooling my son for one day a week. My son attended a private school the rest of the week and I worked hand-in-hand with his teachers to help work through a lot of my son's sensory issues.

I have attended, and received training in, special education law so that I could actively participate in advocating for my son's special education needs. I have assisted other parents in advocating for their children's rights under the IDEA, Section 504, and ADA. I have been an active participant in approaching the Davis School District in seeking specialized education for children with ASD.

I have been to several schools outside of Utah that specialize in teaching children with ASD in the efforts to gather information on effective ways to teach children with ASD. In an effort to improve my son's educational environment last year I approached Superintendent Bowles of the Davis School District with all of the research and training information I had obtained. I went to the District representing several parents of autistic children in the Davis School District.

Following is a list of the training and seminar's that I have attended:

Wrightslaw Special Education Law Boot Camp

"How Does Your Engine Run?"

Floortime/DIR model

ABA/discrete trial training

Sensory Integration

Wilbarger Brushing Technique

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 president of the board and a founding parent of The Spectrum Academy. As a parent with two children with ASD I am 100% committed to this application as it has been written. The reason I feel so strongly about this school's application is due to watching my son trying so hard to succeed socially to only end up failing in the end. I would like to share a personal experience my son had about two months ago. Due to my son's lack of social skills he has a hard time making friends. He has a total of three friends in our neighborhood, all of which are younger than him. One day he went to one of his friend's house and was told he could not play. Across the street is our neighborhood church. In the church parking my son saw four boys playing together with a BB gun. My son rode his bike over to them and asked if he could play with them. One of the boys said no that he would have to go home. Another boy said, "The only way that you can play with us is if you will let us shot you." My son said okay. The boy with the gun shot him in the back with the gun. All of the boys then asked, "Did that hurt you?" My son said, "No, because I have my coat on." The boy with the gun shot my son again in the back of the head. They then asked my son if they could shoot his brand new bike. Because my son's favorite possession is his bike he told them "No" and came home. As a parent this is a horrifying story. As a mother this was not the worst of the story. The thing that terrifies me is that my son did not come home and tell me about this incident. The way I found out about what happened

was later that night I was doing the dishes with my son and he told me that his head had been hurting. I asked him, "Why didn't you tell me your head hurt, I would have given you some medicine." I was thinking he had a headache because of allergies or sinuses. He then said, "Oh yeah, that is where they shot me in the head." I was shocked, surprised, hurt, and upset that my son did not tell me about this incident. I then wondered what else has he not told me about. He does not understand that what they did is not acceptable.

Some nights I lay awake wondering if my son will make it through adolescence. The risk for depression and suicide is very high in children with an ASD. Will my son be picked on to the point that he will refuse to go to school anymore? One day will that BB gun be a real gun, drugs, or a dare to do something illegal? As a parent if I can get him the social skills training he needs and the right learning environment that will help him increase his self-esteem and be able to survive our social world, I will do anything I can to make it happen for him. This is the reason the school is so important to me, and how passionate I feel about our application. If you spend time with other parents that have ASD kids I'm sure they have their share of stories too.

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

NATALIE LONGSON

149 East Shadowbrook Lane - Kaysville, UT 84037

801-593-8652

aplusmcs@msn.com

BOARD PRESIDENT/CAO

Charter School

Patient and caring parent committed to helping autism spectrum disorder students learn. Trained in DIR/Floortime approach, "How Does Your Engine Run?", ABA/discrete trial training, Sensory Integration, and Wilbarger Brushing Technique. Additional training has been received in special education law IDEA, Section 504 and ADA.

EXPERIENCE

Mother and primary service provider to two children on the autism spectrum, a 9-year-old son who has Asperger's Syndrome and a 2-1/2 year old with classic autism.

- Home schooled my son part-time for 1 year.
- Worked with my son's private school teacher's to tailor his educational environment for what worked for him.
- Provided one-on-one intensive autism services for my daughter.
- Researched and trained in effective teaching methods for children with ASD.
- Advocate for my children to assure that they received their rights given to them in IDEA, Section 504, and ADA.

Owner and co-owner in Heaven-Lee Hemstitch

- Manufactured and sold hemstitched baby items.
- Ordered inventory materials to keep in stock.
- Manufactured and sold weighted blankets for autistic children.

Medical Transcriptionist

- Transcribed medical records from pediatric, rheumatology, and internal medicine clinics.
- Proofread and printed medical records to be added to medical records.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Natalie Longson Social Sec. No. 529-96-5512
 Address 149 E. Shadowbrook Lane Kaysville UT 84037
 Street City State Zip
 Phone 801-593-8652 Date of Birth 7/22/68 Place of Birth Bountiful, Utah

<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	
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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>						

Utah State Charter School Board
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 The Spectrum Academy CHARTER SCHOOL.

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

Natalie Longton

Applicant's Signature

Subscribed and sworn before me this 9 day of June Year 2005

County of Davis State of Utah

Notary Public Carol Dee Dutson

My Commission Expires 4-11-2009



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 Melissa Grow

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.

I have worked in various administrative positions doing accounting and payroll.

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.

Associates of Applied Science from Salt Lake Community College. 8/1988 through 6/1991.

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 have a son with Asperger's syndrome and I need to have a school to send him to if he cannot handle the mainstream classroom. It is very important to me to have this school succeed as there are many children who need extra help in the classroom as they do not qualify for special education help and without help cannot be successful.

MELISSA GROW
2612 West Level Drive
Salt Lake City, UT 84118
801-963-5053

SKILLS: Type speed 70 WPM
Word Perfect/Word/QuattroPro/Excel/Various databases
10-Key

EDUCATION:
1995 Transcription LTD., Certificate for Medical Transcriptionist.
1988-1991 Salt Lake Community College, Associates in Secretarial
1991 Salt Lake Community College, Certificate for Legal Secretary.

EMPLOYMENT:

- 2005-present University of Utah, Department of Geology and Geophysics. Works as an accounting clerk. Duties include purchasing, campus orders, purchase orders, check requests, requisitions.
- 1999-present Medquist. Working presently as a medical transcription. I transcribe various types of medical documents from various hospitals/clinics. Responsible for proofing and typing accurately.
- 2004-present Columbia College. Presenting registering students for courses, maintaining student files, posting payments to student accounts, answering phones, correspondence.
- 2001-2002 EmerGen. Worked as a research assistant. I contact and enrolled family members in genetic research studies, developed pedigrees, tracked down medical records, and kept family files organized so we knew what still needed to be done with each family member in the study.
- 1999-2000 University of Utah, DNA Lab. Worked as an administrative assistant. Prepared budgets, handled payroll, reconciled accounts, made purchases for the labs, handled billing and deposits for the lab, worked as contact person for outside labs.
- 1995-1999 University of Utah, Department of OB/GYN. Worked as a faculty clinic coordinator. I acted as liaison between doctors and patients, scheduled patients, scheduled meetings, typed IRB's, prepared research grant proposals, made travel arrangements, coordinated the fellowship program for maternal-fetal medicine, prepared check requests, purchase orders, campus orders, medical transcription, helped coordinate research projects.
- 1991-1995 University of Utah, Department of Geology and Geophysics. Worked in the capacity of secretary, administrative secretary, executive secretary, and administrative assistant. In these various titles, I performed payroll tasks, reconciled accounts, handled Chairman's correspondence, worked with graduate students getting them keys to rooms and access to various needs at the University, types up purchase orders, campus orders, check requests, did travel arrangements and reimbursements.

*The information and resume provided will be subject to verification by the board.
AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Melissa Grow Social Sec. No. 529-21-1533

Address 2612 West Level Drive, Taylorsville, UT 84118

Street _____ City _____ State _____ Zip _____
 Phone 963-5059 Date of Birth 4/25/70 Place of Birth _____
Salt Lake City, Utah

<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 data-bbox="267 1333 950 1417"> <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	
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<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>						

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 The Spectrum Academy CHARTER SCHOOL.

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

Melissa How

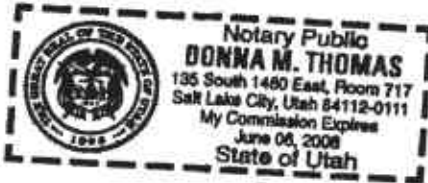
Applicant's Signature

Subscribed and sworn before me this 10 day of June Year 2005.

County of Salt Lake State of Utah.

Notary Public Donna M. Thomas

My Commission Expires June 06, 2008



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: Eulalia O. Miles

Role in School (list positions with school): Trustee

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.

Date: May 1994 – Dec 1995

Position: Manager

Name of Company: Zion's Resort Hotel, Paulista, PE, Brazil

Areas of Responsibility: General Bookkeeping, Marketing. Selection of employees, responsible for their training and discipline. Keeping track of and replenishing materials necessary for hotel.

Date: Feb 1996 – Aug 1999

Position: Partner, Manager

Name of Company: Cultura Brasil – Estados Unidos, Patos de Minas, MG, Brazil

Areas of Responsibility: Bookkeeping, marketing. Selection of, training, and discipline of employees. Selection of teaching materials and development of curriculum. Teaching English as a Foreign Language (EFL.)

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.

High School Graduate: Colegio Contato, 1987, Recife, PE, Brazil

EFL Teaching Certificate: Cultura Brasil – Estados Unidos, 1996, Patos de Minas, MG, Brazil

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.

To insure that the school is being managed in such a way as to maximize its benefit to the students. To insure that the curriculum is appropriate to the student body.

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

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name EVLA LIA O. MILES Social Sec. No. 646-16-1138
 Address 3328W 4630s WVC UT 84119
 Street City State Zip
 Phone 801-9554856 Date of Birth 02/20/70 Place of Birth RECIFE-Brazil

<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	
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<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>						

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 The Spectrum Academy CHARTER SCHOOL.

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

Eulalia Miles

Applicant's Signature

Subscribed and sworn before me this 10 day of June Year 2005

County of Salt Lake State of Utah

Notary Public *Kristine G Higham*

My Commission Expires 2/25/06



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 Diffany Pearce
Role in School (list positions with school) Parent 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.

I will be serving as a parent board member. 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.

I will be serving as a parent board member. 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 would like to serve on the board as a parent.

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

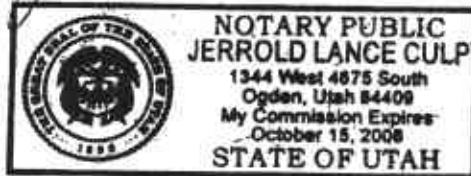
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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Jiffany Pearce
Applicant's Signature

Subscribed and sworn before me this 9 day of June Year 2005
County of Salt Lake State of Utah
Notary Public Jerrold Lance Culp My Commission Expires 10/15/08



6137 Rainsborough Rd
Murray, UT 84121

Phone 801-274-6927
E-mail john.pearce2@comcast.net

Tiffany Pearce

Employment

1999 - current Zurcher Orthodontics Draper, UT
Orthodontic Assistant

- Treat orthodontic patients
- Assist the orthodontist chairside
- Cover the front office duties as needed

1998 - 1999 Law Office of Bradley Neff Sandy, UT
Accounts

- Took collection account payments
- Accounts payable for court costs

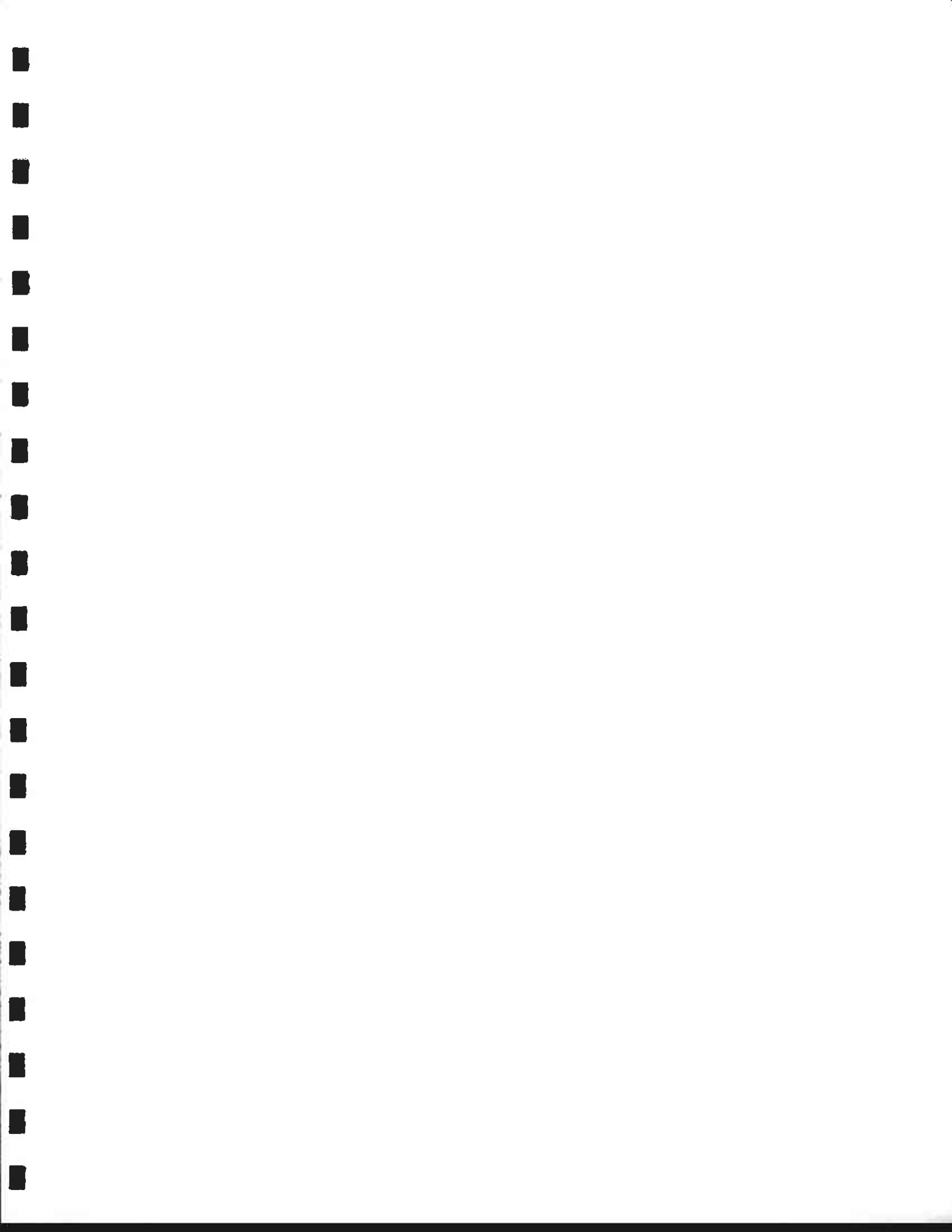
1996 - 1997 Clarke American West Valley City, UT
Customer Service Representative

- Took inbound calls from banks to place customer check orders

Education

2002 - 2004 Salt Lake Community College SLC, UT
Major: Visual Arts, Photography
38 credit hours completed

1989 - 1996 Jordan High School Sandy, UT
High School Diploma



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

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

Name Tiffany Pearce Social Sec. No. 628-47-1231
 Address 6139 Rainsborough Rd. Murray UT 8412
 Street City State Zip
 Phone 801-274-1927 Date of Birth 11-1-74 Place of Birth SLC, 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 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	
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<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>						

Attachment C

ARTICLES OF INCORPORATION

FOR

Spectrum Academy

(A Utah Nonprofit Corporation)

ARTICLE I
NAME

The name of the corporation is Spectrum Academy, a nonprofit corporation.

ARTICLE II
TERM

The term of the existence of this corporation shall be perpetual, subject to dissolution as authorized by law.

ARTICLE III
PURPOSE

The corporation is organized exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV
MEMBERSHIP

The corporation shall have a single class of membership which shall be for perpetual term, subject to the provisions of the bylaws. Each membership shall not be assignable or transferable, and such membership shall be subject to the fees, dues, assessments, and qualifications set forth in the bylaws, or as otherwise provided by the board of trustees. **NONSTOCK BASIS:** Spectrum Academy is organized on a non-stock basis. This Corporation shall not issue shares of stock.

NONDISCRIMINATION

Charter School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE VI
POWERS

This corporation shall have all powers provided for nonprofit corporations under Title 16, Chapter 6 of the Utah Code (the Utah Nonprofit Corporation and Cooperative Association Act).

ARTICLE VII
TRUSTEES


The corporate powers shall be exercised by a governing board which shall be known as the Board of Trustees, which shall consist of not more than eleven, and not less than three, individuals. The members having voting rights shall elect the trustees. The term of office of a trustee shall be two years. Subject to the foregoing limitation, upon any vacancy in the Board of Trustees, the replacement member(s) shall be duly appointed by the remaining existing Board of Trustees, and approved by a majority of the members. The initial Board of Trustees shall consist of the following:

<u>NAME</u>	<u>ADDRESS</u>
Natalie Longson	149 E. Shadowbrook Lane Kaysville, UT 84037
Tiffany Pearce	6137 W. Rainsborough Rd. Murray, UT 84121
Missy Grow	2612 Level Dr Kearns, UT 84118
Eulalia Miles	3328 W 4630th S West Valley City, UT 84119

ARTICLE VIII

INCORPORATOR

The name and address of the person appointed to act as the incorporating trustee of this corporation are:

Natalie Longson 149 E. Shadowbrook Lane Kaysville, UT 84037

signature

ARTICLE IX
PRINCIPAL OFFICE

The address of the initial principal office of the corporation is:

149 E. Shadowbrook Lane Kaysville, UT 84037

ARTICLE X
BYLAWS

The Board of Trustees may adopt bylaws for the regulation of the internal affairs of the corporation. If bylaws are adopted, they shall not be in conflict with the Articles and such bylaws may be amended from time to time or repealed by a two-thirds (2/3rds) vote of the members of the Board of Trustees.

ARTICLE VIII
DISSOLUTION

Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational, religious and/or scientific purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

ARTICLE IXII
AMENDMENT

These Articles of Incorporation may be amended in any particular, as provided by the laws of the state of Utah, subject only to the reservation that no amendment may be made that would change the purposes of this corporation so as to include purposes that would not be exclusively charitable or educational within the meaning of the Internal Revenue laws of the United States or that would permit funds or property of the corporation to inure to the benefit of an individual, entity or person or private interest in the activities of this corporation beyond the powers provided in these Articles of Incorporation. In the event that any provision of these Articles of Incorporation or any amendment hereinafter adopted shall be adjudged ultra-vires, or otherwise invalid, the remaining provisions, powers and conditions herein expressed shall be deemed unaffected and in full force and effect, so far as the same may be separable.

ARTICLE XIII
REGISTERED OFFICE AND AGENT

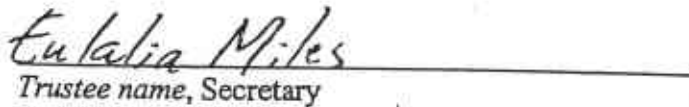
The address of the corporation's initial registered office and the name of its original registered agent at such address are:

Nattie Longson, President 149 E. Shadowbrook Lane Kaysville, UT 84037


signature

In witness whereof, on the 10th day of June, 2005, the undersigned hereby declare under penalties of perjury that the statements herein contained are true and correct to the best of their knowledge, information and belief.


Trustee name, President


Trustee name, Secretary

BYLAWS

OF

Spectrum Academy, Inc.,
A Utah Nonprofit Corporation

ARTICLE 1 OFFICES

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Davis County, as the Board of Trustees ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

ARTICLE 2 PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action, which would otherwise, by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

ARTICLE 4 TRUSTEES

Section 4.1 General Powers

Subject to the limitations of the Utah not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporations Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- h. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election and Term of Trustees

- a. The authorized number of Trustees shall be no less than five (5) and no greater than fifteen (15) until changed by amendment of these Bylaws.
- b. Upon approval of the charter, the four founding board members of Spectrum Academy, Inc. will become board members of the Board of Trustees for the new school. In addition, a parent representative will be elected for a one-year term to the Board. At such time as a position on the Board is available due to resignation or term expiration, the Board will then receive applications from individuals desiring to fill the now available position. The applications will be considered and the position will be filled by majority vote of existing Board Members.
- c. The founding member Board seats will be two-year positions and will rotate out on opposite years (two positions becoming available each year). This will be accomplished by having two seats serve for an initial period of three years for the first term of office thus setting up the alternating change of members. There will be no limit to the number of terms a founding board member may serve. The Board will appoint members to fill the following positions on the board: President, Vice President, Secretary, and Treasurer.

Section 4.4 Resignation and Removal

Any Trustee may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Trustee may be removed with out cause by majority of the Trustees then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.
- b. The Board may declare vacant the office of any Trustee who has been convicted of a felony.

Section 4.6 Place/Notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Utah law shall be posted. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by

notifying in writing, no later than 5 business days prior to the scheduled board meeting, a description shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Trustees and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Trustee has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

One half ($\frac{1}{2}$) of the authorized Trustees plus one (1) of the authorized Trustees then in the office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Trustee who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Trustee's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Trustee has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Trustees shall not receive compensation for their services; however, the Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Trustee's and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Trustee shall perform all duties of a Trustee in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Trustee does not serve as to matters within a designated authority, provided the Trustee believes that the committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary, and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Trustee.

- d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Trustees, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least one member of the Board, to serve at the pleasure of the Board.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Utah shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the corporation's interest.

Section 7.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 8
AMENDMENTS

Section 8.1 Bylaws

These Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Spectrum Academy, Inc., a Utah nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Trustees.

Eulalia Miles

Secretary



**VALLEY
MENTAL
HEALTH**

**CARMEN B. PINGREE SCHOOL
FOR CHILDREN WITH AUTISM**

780 South Guardsman Way
Salt Lake City, Utah 84108
(801) 581-0194
FAX: (801) 581-0193

John Broberg
Utah Charter School Board
250 East 500 South
Salt Lake City, Utah 84114

Dear Mr. Broberg,

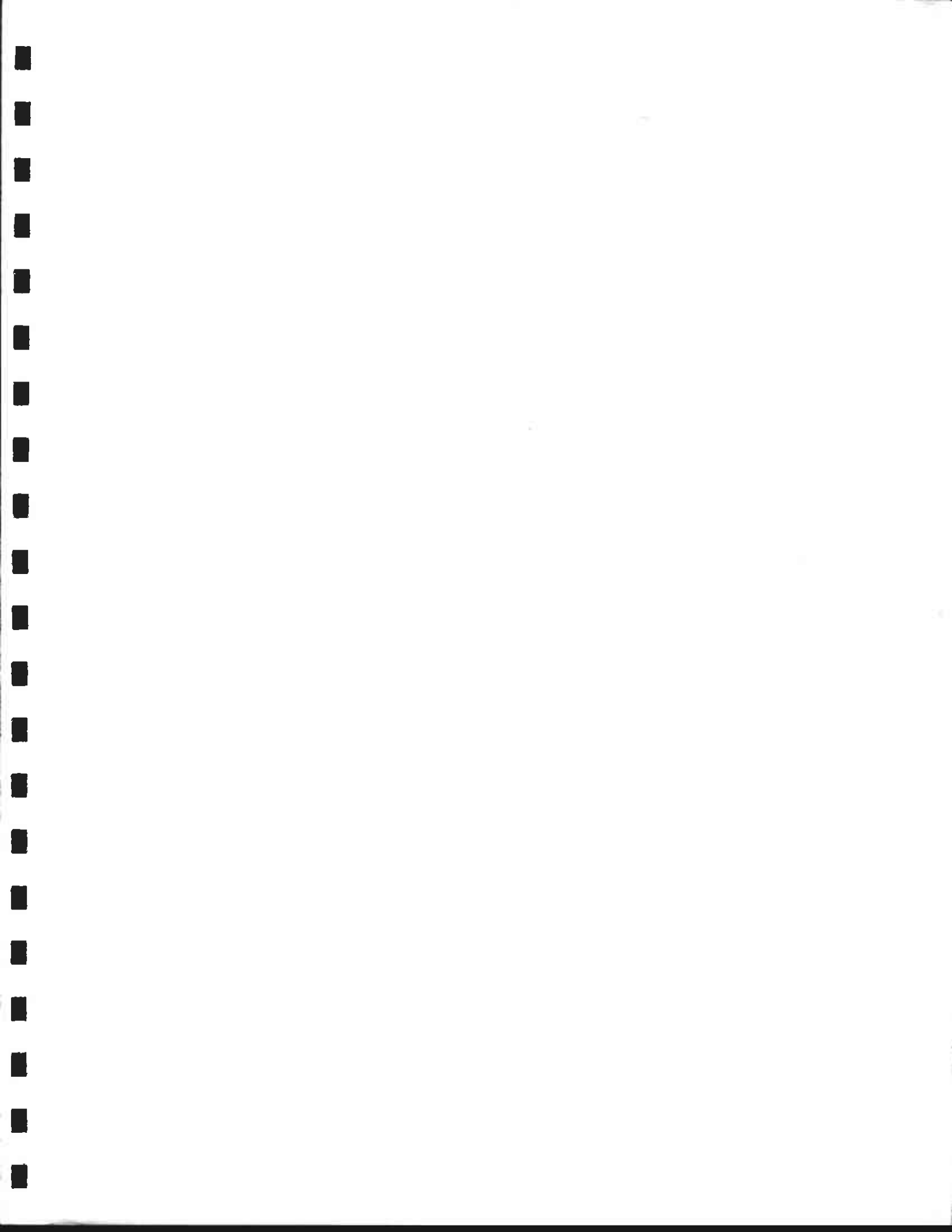
I have had the opportunity to talk with some of the people who are interested in establishing a charter school for children with autism. They are proposing to start a school (The Spectrum Academy) for children with high-functioning autism, Asperger's Syndrome, or Pervasive Developmental Disorders, Not Otherwise Specified. I am the director of the Carmen B. Pingree School for Children with Autism located in Salt Lake City. I have agreed to allow teachers from the Spectrum Academy to visit our school to observe classrooms and teaching styles of our staff that incorporate behavior modification skills.

The need for classrooms treating and educating children with autism grows. The Center for Disease Control in Atlanta, Georgia, now estimates that 1 in every 166 births will result in a child with a diagnosis in the Autism Spectrum which includes high-functioning and Asperger's. The need continues to grow in Utah as well.

I support the concept of adding to our existing autism programs in the state. I believe the Spectrum academy could offer further services to the families in Utah with children with autism disorders.

Sincerely,

Peter M. Nicholas, Ph.D.
Director of the Carmen B. Pingree
School for Children with Autism
Valley Mental Health.





IHC BEHAVIORAL HEALTH NETWORK
A Service of Intermountain Health Care

Primary Children's Center for Counseling
Department of Child & Adolescent Psychiatry
5770 South 1400 West
Salt Lake City, Utah 84143
(801) 765 1000

**PRIMARY CHILDREN'S
MEDICAL CENTER**

August 17, 2005

Charter School Board
250 East 500 South
PO Box 144200
Salt Lake City, UT 84115
Fax No: (801) 538-7729

To Whom It May Concern:

I am writing a letter in support of the Charter School proposal for The Spectrum Academy. I am a licensed clinical social worker with approximately twenty years of Post Masters experience, and I currently specialize in the treatment of children and teenagers with Autism Spectrum Disorders. Additionally, I am a parent of two teens with Autism Spectrum Disorders.

In the course of my work, I have found that the most difficult problem for parents who have children on the Autism Spectrum to solve is that of their education. Although most school districts do what they can to try to accommodate the special learning needs of these youth, what they are able to do is often insufficient. These youth are often highly stressed while they are at school due to the social demands and due to the ways their diagnosis affects their academic performance.

Additional programs that are designed to address their social and academic needs are greatly needed in our community. I fully support the development of education programs that will provide new options for our Autism Spectrum youth. As you likely have been informed, there has been a large increase in the rate of diagnosis of Autism Spectrum Disorders, and it is currently estimated by the Autism Society of America that 1 out every 166 individuals is on the Autism Spectrum. This also indicates a need for increased services to this population.

If you have any additional questions regarding this topic, please feel free to contact me.

Sincerely,

Barbara R. Lester, LCSW
Licensed Clinical Social Worker

BRL:cg