

Office Manager Report

December 21, 2009

The days are flying by -quickly; it is hard to believe that we are almost to our half way mark. We are healthy, happy and excited for the holiday break! Below is a brief overview of the projects and tasks the office has been involved in.

- December 15th Clearinghouse - Entered all SCRAM data and submitted report 29 days early
- Immunization compliance - sent letters to parents of students not in compliance, completed report on November 30th
- Lottery Preparation for 2010-2011 open enrollment season.
- Lakeview enrollment history monthly comparison
- DWA training and Utah Write training
- Special Education Training - on going training due to complaint decision
- Utah Consolidated Application - Due November 30th
- Decorating for the Holidays - Thanks Autumn and Melissa!
- Report cards printed November 30th
- 2nd Quarter schedule preview for parents
- Accreditation visiting team training

This year is the best so far, we are enjoying the friendships that exist between the office personnel, work isn't hard when you find yourself amongst friends.

Elementary Director Report

IOWA Report

Education Coordinator

Thinking-Based Learning

Teachers have been consistently practicing teaching the "Thinking-Based Learning" skills to their students. The students are becoming familiar with the Compare/Contrast, Decision Making, Problem Solving and Determining Parts-Whole Relationships skills. The teachers are also asking their students to practice metacognition (thinking about their thinking). Our teachers are teaching at least one formal lesson a month using a Thinking-Based Learning skill as well as infusing parts of the thinking skills across the curriculum consistently throughout all lessons, i.e. social studies, science, math, language arts, etc.

K-3 Reading Achievement Grant

Awarded \$33,533 - to be used to pay salaries for STAR tutoring Coordinator, aides, STAR materials and the beginnings of a Take-Home Library

Science Engineering Day-

(University of Utah) will be held during the day on January 28 for all K-6 students. Each grade level will have specific lessons and activities provided by "experts" from University of Utah. The content chosen will be taken from the Utah State Science Core. Middle School will have an assembly presented by this group of experts beginning at 2 PM.

Kindergarten

Kindergarten would like to thank Melissa Nelson and everyone else who has helped with our Wrapping-Up Christmas wrapping paper drive. The students were really excited to help those in need and make their Christmas a little sweeter! We are in the middle of our Winter Holiday Unit. Students have been learning about winter holidays around the world. We have learned about the 7 continents and colored our own maps showing the land and water of the world. So far we have "traveled" to Sweden to celebrate St. Lucia day and to Mexico for Los Posadas. We had fun learning about Jerusalem and the miracle of Hanukkah. Students really enjoyed

playing the Dreidel game. In January we will discover Africa and the roots of Kwanza and then head east for a Chinese New Year.

First Grade

Cooking Class

First graders are on a fun adventure every Friday! They are learning how to read a recipe and by following the directions they are creating a fabulous product. In this mini class we are making strawberry short cake, thunder cake, blue berry muffins and apple pie. The first graders are learning to work together, measure ingredients using measuring cups and spoons, comprehending what they read and some basic rules of the kitchen. Each recipe has a fun book that ties what the finished product is with a literature-rich book. They listen to the reading of the book while enjoying their finished product. It is a great and exciting experience for the first graders.

Tall Tales

Right now we are learning about American Tall Tales. The children are learning about the fun stories that helped inspire, give hope and encourage people along their way. Some of the famous tales they are learning are John Henry, Paul Bunyan, Johnny Appleseed and Pecos Bill.

Drama/Puppetry

In our mini-class we are learning about using our voices and faces to make the stories come alive. We use puppets and make some of our own. We do Reader's Theaters so that our voices and faces make the story come alive. We also do charades so that our bodies and faces tell the stories and others can guess what we are portraying.

Second Grade

Second grade ended November with experiencing the first Thanksgiving Feast. We have continued with our holiday traditions presentations for the month of December. We have been learning about traditions from Sweden (Mrs. Bateman), Korea (Mrs. Jensen), Scotland (Mr. McPherson), and the United States (Mrs.

Smith). Thanks to our wonderful parents for their help. Math has been exciting as Mr. Stone has taken the time to teach each second grader how to use Cuisenaire Rods to help them better understand fractions (adding and subtracting).

Third Grade

Hello Lakeview Academy Friends! The wonderful Third grade has been quite busy. Here are some of the things that we have been up to lately. For Enhancement we have been working on a fantastic Christmas gift, and we would tell you what it is, but it is a surprise! The kids have put a lot of effort into their work and we are very proud of them. Also, on Enhancement Day we have been learning about different places on the moon, comparing languages that came from Latin, and we will be doing an experiment with yeast very soon!

In Science we have been learning about heat and friction and have done some interesting experiments to find conclusions to our hypotheses! During technology the students have been working from the SMARTBOARD using the state UTIPS (Utah Test Item Pool) solving math problems to prepare for the end of the year assessments, as well as *practicing, practicing, practicing* keyboarding. In P.E. we began basketball. We have done many drills and have practiced hard so that we can play a scrimmage game soon! We hope that you all have a wonderful Holiday among loved ones near!

Fourth Grade

The 4th grade traveled the world this month during Enhancement mini-classes called "Christmas Around the World". The students "visited" Italy, Sweden, and Germany, learning about each country's Christmas traditions, music, and food.

We also had a special visit from the Utah State Museum of Natural History who came to our school and presented interesting classes on the Great Salt Lake, rocks and minerals and Utah animals. We have a lot of "budding" scientists in the 4th grade!

We have also been learning about weather in Science, and covered wagons and pioneers in social Studies. We've made our own Utah State Flags and honey bees. It's a lot of fun to be in the 4th grade at Lakeview Academy!

Fifth Grade

Fifth grade students have been learning about self-control in Character Education. They hear different stories about someone showing self-control and then participate in self-control activities. They are also writing anti-tobacco ads to be entered into an ad competition.

In science, students are studying magnetism and how it is used. They have discovered shapes of magnetic fields, things that are and are not magnetic, and the variety of things that use magnets. The magnetic science unit leads right into the electricity unit.

Fifth grade students will now participate in a writing assessment. Previously, they weren't assessed until 6th grade. They should all have a login and password for the website where they will be practicing their writing and will be graded. The assessment is to write a persuasive paper.

Sixth Grade

The sixth grade has had a busy time since the last news letter. The enhancement string art was a big hit and some are now trying to carry the process into an Egyptian project. All Egyptian notebooks have been handed in and graded. Science debate papers were terrific. On Friday, January 8th NOVA (Nurturing, Opportunities, Values, and Accountability) will begin. More information will follow about this program. Everyone is excited about the Christmas Concert. Our final enhancement project will correlate to the styles of architecture used to make "ginger bread houses". Happy Holidays to all!

Middle School Director Report

These past 2 months have been filled with lots of rehearsals and practices for upcoming and recently past culminating events at Lakeview. Drama club students are performing "A Christmas Carol." Choir, orchestra and band students performed an amazing showcase of music at the Christmas Concert. The cheerleaders are preparing for a competition in January. Ski/Snowboard club had a wreath selling fundraiser and twenty students (including 6th graders) are participating at a fabulous discounted rate put together by Charlie Soper and Brighton Ski Resort. Chess, Art, Geography, Math and Spelling Bee clubs have all been meeting this quarter as well. So a variety of student skills and talents are being developed and needs met. Lakeview Academy has been chosen to participate in a robotics competition in May by Utah Valley University. Laci Jensen has consented to do it as a club after school. There were no parents who volunteered to take on our basketball program. So at the very last possible moment, Justin Moore and Brent VanTassell volunteered to sacrifice their time to assist. We are very grateful for their willingness. Practices and games have resumed.

In attempts to address concerns and bolster morale two events have taken place. On November 20th, Jason Webb provided a very educational assembly on energy drinks. For Christmas, I and a few hand-picked student elves, have used this season to spread good cheer and help middle school students think of others this holiday season. Secret Santa names were drawn with each student having a stocking wired to their locker with their picture attached. Wonderful service has been rendered amongst students and staff for the last 8 school days of December.

Professionally, the Administration team has met several times with various state special education officials. And I've attended three state Director's meetings in Salt Lake and one in Orem. A Language Arts rep from the state department of education provided a DWA training for our Language Arts teachers.

Also, meetings with Tina, April, Lincoln, Lisa Smith, and Andrea McOmber have occurred. Marketing brochures have been printed.

Enhancement Day schedule change

After evaluating the successes and challenges of the fall 2009 Enhancement Day schedule, it was unanimously voted upon by staff to return to last year's schedule.

Some of the challenges included:

- organizational and logistical issues for number of students in unbalanced class sizes.
- students with teachers they do not have in their regular classes makes it difficult for grade accountability and relationship continuity
- disconnect of projects to core for some classes
- two hours is too long for students to be engaged in one class
- students dislike of the new schedule
- elimination of monthly all-school assemblies

Some of the positives gained by the fall schedule:

- integrating with at least two subject areas by assigning two teachers for each class to work together
- project focus of the four classes offered (Technology/PE, History/Language Arts, Science/Art, Math/ Science)

Teachers will continue to partner with each other on projects. And after meeting with Lisa Smith, a founding member, we will provide opportunities for more student input and buy-in. Working on two all-school culminating events (one each semester) will also be a goal to further implement the vision of the charter.

December/January 2009-2010 Calendar

December 11th Secret Santa Project begins with kick-off assembly

December 17th Christmas Concert

December 22nd "A Christmas Carol" performances

January 8th, 15th, 22nd, 29th, February 5th, 19th Ski/Snowboard Club Dates to Brighton Ski Resort

January 15th End of Quarter Field Trip to the Legacy Center and Hutchins Museum

January 21st Science Fair

January 22nd New Enhancement Schedule will be implemented

January 28th Science Day sponsored by University of Utah here at Lakeview

February 6th Tentative Date for Middle School Enrollment party and Valentine's Dance

February 10-11 Parent-Teacher Conferences and Book Fair

Technology Grant

UTAH STATE OFFICE OF EDUCATION
OFFICE OF EDUCATIONAL TECHNOLOGY

250 East 500 South

P.O. Box 144200

Salt Lake City, Utah 84114-4200

in partnership with

QWEST COMMUNICATIONS

250 Bell Plaza #1604

Salt Lake City, Utah 84111

UTAH TEACHERS & TECHNOLOGY MINI-GRANT

Application and Manual

CLOSING DATE

December 18, 2009

State Office of Education Representative

Rick Gaisford, Educational Technology Specialist

801-538-7798

Qwest Communications Representative

Tyler Dallas, Community Affairs Director

801-237-3905

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Introduction

The Utah State Office of Education (USOE) received \$50,000.00 from the Qwest Foundation for Education to award to Utah's K-12 technology pioneering teachers who demonstrate innovative uses of technology in the classroom.

The grant's purpose is to recognize, at the classroom level, those teachers integrating technology into their daily curriculum and to help expand or enhance their students' learning experiences using technology. Applicants are encouraged to create innovative teaching and learning projects and activities that take advantage of today's technology tools and resources to improve teaching and learning. Applicants are encouraged to incorporate cross-over between subject areas, engage students in project-producing events with measurable results, use distance education mediums, and persuade other teachers and administrators to follow their example.

Eligible teachers may submit for one grant award. Grant funds may be used to purchase technology and/or supplies, pay for distance education expenses, or to support professional development needs; however, funds may **not** be used to pay salaries or to pay stipends.

Funds are awarded to the teacher at the classroom level. All materials and services purchased with Qwest Foundation funds as a result of this award are the property of the school district / charter school.

A panel representing the USOE and Qwest will meet in January 2010 to determine which applications will be funded. Grant funds must be expended by June 30, 2011.

The application deadline for this grant is December 18, 2009.

Mini-grant goals:

- improve student achievement using today's technology
- build real-world team problem-solving environments
- lay groundwork for future technology integration projects

Mini-grant purposes:

- recognize and reward innovative teachers
- reward out-of-the-box thinking
- leverage classroom technology outside of the standard "brick and mortar" resources
- encourage student use of real-world communicative mediums and development of problem-solving skills crossing-over between different subjects
- set examples of technology integration's limitless possibilities in strengthening student achievement

Grant Guidelines

Application Due Date

Grant applications must be postmarked by midnight December 18, 2009. Grants submitted after that date and time are returned to the sender unopened.

Eligibility and Agreements

- All Utah certified K-12 public school teachers employed by a school district or charter school in Utah are eligible to apply.
- It is the responsibility of the applicant to inform and gain permission from the school district / charter school administration before applying.

- Teachers awarded the grant agree to provide to the USOE and Qwest a status report of the project's progress or completion by June 30, 2011.
- Teachers awarded a grant agree to attend the UCET Conference on February 26-27, 2010 and to participate in presentations during the UCET 2011 Conference.
- Previous Qwest mini-grant recipients are NOT eligible for this program.

Technical Assistance

For assistance completing the application, please contact Rick Gaisford at the USOE at (801) 538-7798 or via e-mail at rick.gaisford@schools.utah.gov. Additional grant writing resources and information about the Qwest Teachers and Technology Mini-Grant program can be found at <http://my.uen.org/39> (see Grants and Qwest Grant tabs).

Award Process

- This is a competitive grant application. Grant readers include representatives from the USOE, Qwest, government officials, and statewide community and business leaders. The grant-scoring guide is included with this application.
- Grant funds up to the amount available are awarded by the grantor to the top scoring applications. The USOE and Qwest notifies the winning applicants of their status during January/February 2010.
- All materials and services purchased with Qwest Foundation funds as a result of this award are the property of the school district/charter school.
- Awardees will work with their local district/charter school to acquire materials and services and to submit the proper forms to USOE for reimbursement.

Maximum Award

\$2,500 per grant

Grant Application Instructions

Please complete the following steps:

Step 1: Complete the Teachers & Technology Mini-Grant assurance sheet.

Step 2: Prepare a project narrative, up to three pages in length, describing the project's ambitions, including:

- Types of technologies to be used
- The number of students impacted
- Subject area(s)
- How this project integrates technology into the curriculum and improves student performance.
- How does this project change/improve the current use of technology in your classroom.
- How you will sustain the project after the initial funding expires.

Step 3: Complete the budget form and narrative detailing project expenditures.

Step 4: Submit one copy of the signed mini-grant assurances sheet, project narrative, budget narrative, via regular mail postmarked on or before midnight December 18, 2009 to:

Rick Gaisford
Educational Technology Specialist
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

Step 5: E-mail one copy of the project narrative and budget form/narrative by midnight December 18, 2009 to:

Bonnie.Smith@schools.utah.gov

Utah Teachers & Technology Mini-Grant Assurance Sheet

Project Title:

Dollar Amount Requested:

District / Charter School:

School Name:

Partners in the Project and their Affiliation:

Content Areas Involved in the Project:

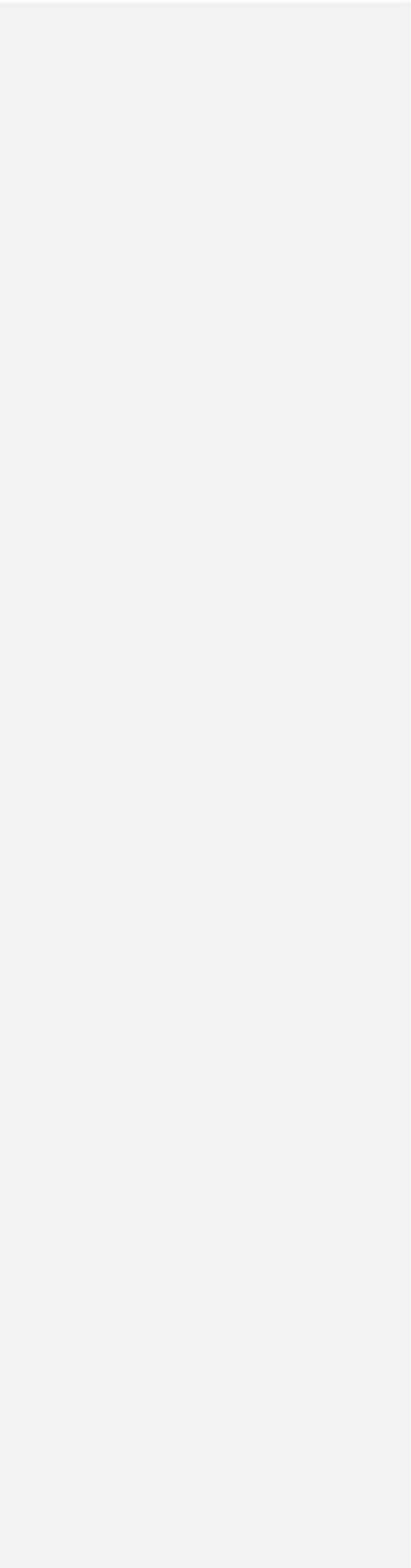
We, the undersigned, certify that all participants listed in this proposal have equally shared in the project's conception and agree to complete the project as described.

Project Teacher's Name (printed)

Project Teacher's Signature

Principal's Name (printed)

Principal's Signature



Project Budget/Narrative

Project Name: Upgrade Middle School Computer Lab

Item	Amount
Laptop for Technology Teacher	\$1,299.99
Server for Filmmaking	\$1200.01
	\$
	\$
	\$
	\$
	\$
TOTAL	\$2500.00

Budget Narrative:

Project Summary/Narrative:

Describe your proposed project in significant detail. Please consider the following in this section: (Maximum Length: 3 pages)

1. How will this project impact your teaching?
2. How will this project impact students in your classroom?
3. Include a description of the different technologies involved, specific content areas impacted, specific learning activities where the technology will be used, and the number of students and teachers involved.
4. Describe how the items and services being acquired align with the goals and purposes of the Teachers and Technology Grant Program.
5. Describe how this grant will change and improve the current use of technology in your classroom.

Lakeview Academy places special emphasis on Science, the Arts, and Technology. We have ten teachers in the middle school, with the help of several aides, who specialize curriculum for the needs of approximately 120 students. Access to 3 stationary computer labs, 2 mobile computer labs, 4 video and 4 digital still cameras, as well as Smart Boards in every classroom allows us to incorporate technology into the everyday classroom, which is an important aspect of our charter. Integrating video projects into core and specialized curriculum will improve student achievement using today's technology, build real-world team problem-solving environments, and lay groundwork for future technology integration projects. Using the funding available, we would purchase a new server that would strictly be used for the students' multimedia projects related to all subject matters and would also purchase a new laptop with upgraded technology to enhance curriculum and project requirements.

It is our mission to develop capable, confident, and contributing members of society through learning experiences which foster growth, creativity, and character development. As technology advances, digital media continues to expand as a popular and creative way to communicate. Having the capabilities that enable middle school-aged students to create video projects is a valuable experience that exposes them to something new and allows them to learn and express themselves in ways that other areas cannot. Whether it's an English assignment or a cross-curriculum project between technology and history, students can film prepared skits, school-wide functions, or aspects of their own lives to relate to those specific areas of study.

The methods of capturing and editing video footage take up a lot of storage space, and the current editing process is inadequate because the computers freeze and students spend too much time waiting for the system to catch up with the software commands. Also, in order for any editing to be possible, students have to connect to a computer system in a specific classroom, which doesn't allow other classes access to video editing. Having our own server for multimedia, we will have ample storage space for our projects, all classes will be able to incorporate video projects into curriculum, and we won't bog down the server that is used by the rest of the school, which includes three stationary computer labs and two mobile labs,

all consisting of twenty-five computers. In addition, capturing footage from the video cameras that we have requires certain hardware, specifically, FireWire (IEEE 1394), and our computers are not equipped for this. By getting a new laptop that is capable of a 4-pin FireWire (IEEE 1394) connection, we will be able to capture footage without problems.

It is our goal to not only increase the ability of students to handle complex technology related tasks, such as video editing, but also to increase their general knowledge of how technology works in their day to day lives. We feel that this will give them an advantage when entering high school, college, and in their future professional goals. Technology and computers are becoming an indispensable part of all facets of the professional world, and we want to provide our students with the confidence to be capable in the future as well as contribute to the learning of those around them by being able to explain better why and how things with technology work.

Teachers And Technology Mini-Grant Scoring Guide

Integrating Technology into the Curriculum and Improving Student Performance

Project Narrative: (15 points possible)

Describes the proposed accomplishments, how the project aligns with the goals of this competition, including a description of the different technologies involved, specific content areas impacted, and the number of students and teachers involved.

Describes the proposal effectively, including how the project aligns with the purposes of the competition; improves student performance; and changes and improve the current use of technology in the classroom.

Indicates a high probability of technology integration into the curriculum as well as innovative uses of networks, communication, and out-of-classroom connections.

Budget Form / Narrative: (5 points possible)

Accounting is accurate and complete, aligns with the goals and purposes of this competition, includes only allowable expenditures and identifies the person(s) responsible for managing the budget

Teachers And Technology Mini-Grant Rating Sheet

Teacher Name:

Project Name:

Grant Number:

Total Score _____

_____ **Integration & Student Improvement Project Narrative Score (up to 15 points)**

- 0 - 4 points (low quality, little or no clarity/detail, poorly written)
- 5 -10 points (some quality, some clarity/detail, adequately written)
- 11 - 12 points (quality project, good detail/clarity, well-written)
- 12 - 13 points (excellent project, excellent detail/clarity, very well-written)
- 14 - 15 points (outstanding project, outstanding detail/clarity, very well-written)

Comments:

_____ **Budget Score (up to 5 points)**

- 0 points (no budget breakdown, only a total amount, no narrative)
- 1 - 2 points (budget breakdown is vague or doesn't match project, vague narrative)
- 3 - 4 points (good budget breakdown, budget matches project, adequate to good)

narrative)

5 points (excellent budget breakdown, budget clearly matches project, excellent

narrative)

Comments:

Additional Comments and Suggestions:

Grant Writing Resources:

The following resources provide ideas and strategies for writing successful grants:

1. **Qwest Teachers and Technology Program**
http://www.qwest.com/about/company/community/teachers_and_technology.html
This site gives a brief synopsis of winning grants in states serviced by Qwest.
2. **Education World Grant Writing Resources**
http://www.educationworld.com/a_curr/profdev/profdev039.shtml
3. **SETDA's Grant Writing Resources**
<http://www.setda.org/web/guest/compgrants-grantwriting/>
4. **Teacher Tap's Grant Writing Resources**
<http://www.eduscapes.com/tap/topic94.htm>
5. **Grant Writing Tips**
<http://lone-eagles.com/granthelp.htm>
6. **About.Com Grant Resources**
http://712educators.about.com/od/grantwriting/Grant_Writing.htm

7. Funding Sources and Grant Writing Tips

<http://www.zeecraft.com/funding.html>

Additional resources can be found at <http://my.uen.org/39> (see Grants and Qwest Grant tabs)

Bonding of Treasurer

It is purposed based on the recommendation of Risk Management that we bond James Fillmore with Charter Solutions as our treasurer. This does not mean that James is the board treasurer or that he takes on the responsibilities of treasurer just that we are bonding James because his responsibilities most closely align with the state definition of "public treasurer".

Department of Administrative Services

KIMBERLY K. HOOD

Executive Director

Division of Risk Management

IT AN PCAK DOWNING

Director

October 29, 2009

Dear Charter Schools:

You recently received a letter from Risk advising that pursuant to the laws of Utah your "treasurer" needs to be bonded. This provoked a number of questions as to who exactly in your school was the treasurer who should be bonded since most of you have a board member who has the title of treasurer but the actual handling and safekeeping of funds is provided by an administration member. In other charter schools the duties normally associated with a treasurer are disbursed

among many individuals and you wondered if every board member needs to be bonded if they all share in financial duties.

We have further researched this question. We believe that you should pick the person in your school organization who most resembles the definition of public treasurer: "Public treasurer' includes the state treasurer and the official of any ... school district, political subdivision, or other public body who has the responsibility for the safekeeping and investment of any public funds." This should be a single individual who ideally has the ultimate responsibility for safekeeping and investing funds. We think that in most cases this will be your business administrator (who may be an employee of a management services company such as Academic West or Charter Solutions for example).¹ This person could be someone other than your business administrator if they have the ultimate responsibility to safeguard funds, such as the board member with the title of "treasurer," but don't let the title alone dictate your decision.

In no circumstances do you need to designate and bond more than one person even if some treasurer type duties are shared, you should pick the position that comes closest to having the ultimate responsibility for safekeeping and investing funds. That person should then be bonded in accord with the procedures set out in the previous letter.

We would appreciate it if you could set forth why you chose the person you did and share that with Sol Garcia here at Risk so that we can keep a record of that. This will help us establish in the event of a theft that the law was complied with and that the Crime Policy covers all others at your school.

Thank you for your help with this matter. Obviously charter schools are still new enough that we have issues that still need to be worked out but we will continue working through them with your help and support.

Sincerely,

Morris Haggerty

Assistant Attorney General

Salary Wage Agreement Template

SALARY/WAGE AGREEMENT—TEMPLATE

SECTION ONE

Parties and policies

- A. This Salary/Wage Agreement ("Agreement") is between _____ ("Employee") and Lakeview Academy ("School" or "Lakeview") a charter school located at 527 W 400 N, Saratoga Springs, UT 84045, for the period of _____ through _____. This Agreement identifies the dollar amount Employee will be paid for work, and how payment will be made. This Agreement does not represent a guarantee of work for the entire period specified above.
- B. This Agreement represents the entire agreement regarding wages or salary between Employee and Lakeview. This Agreement supersedes any other agreement, either written or verbal. Lakeview is an at-will employer, and this Agreement should not be construed to represent a contract. Either party to this Agreement may terminate the employment at any time with or without notice, for any legal reason, or for no reason.
- C. Employee will follow School policies as outlined in the Employee Handbook, Policy Manual, Job Description, written memos and emails, and any other documents and policies that Lakeview has adopted or may adopt at any time. Lakeview may change policies pertaining to Employee from time to time, but will never change its at-will employment policy outlined in Part B above, and in the Employee Handbook.

SECTION TWO

Assignment and schedule

Employee will perform work as outlined in the Job Description. By signing this Agreement, Employee is also acknowledging receipt of the Job Description and agrees to perform work as described in that document, and as directed by the School Director. This Agreement is in effect only during Employee's proposed teaching assignment of _____ (grade(s) or subject(s)), including additional secondary assignments based on School's need as determined by School Director.

Employee will teach assigned classes on campus during the regular school day, and is required to be on campus from _____ a.m. to _____ p.m. on school days, and on campus during these additional times as scheduled by school administration:

- Parent/Teacher Conferences
- Up to 5 teacher training days
- Occasional after school assemblies and/or activities related to grade(s)/subject(s) taught
- As needed to meet with parents or school administration

Employee will complete non-teaching tasks (preparation, correction, coordination, grading, etc.) either on or off campus.

SECTION THREE

Wages and salary

For the work outlined in the Job Description, performed over 184 (177 School Days and 7 professional Development Days) agreement days Employee will be paid a salary of \$_____, plus \$4200 in legislative salary adjustments, for a total salary of \$_____, which will be paid in equal monthly payments of \$_____ (which is a daily rate of \$_____) beginning on _____ and ending on _____. If Employee's employment is terminated prior to the end of the Agreement period, or if Employee is on unpaid leave at any time during the agreement period, salary will be

prorated proportionate to the number of days worked out of the 184 scheduled days, and the final, prorated payment will be made on the regular pay day for the pay period that includes the date of termination.

SECTION FOUR

Merit pay and bonuses

- A. Employees who are employed through September 15, 2010 and for at least 180 calendar days prior are eligible for Bonus Pay of up to five percent (5%) of actual earnings over the period of this agreement. Bonus Pay is based on teacher evaluations completed three to four times per year by the School Director, Instructional Coach, and other school administrators. Bonus Pay will be paid on October 1, 2010.

SECTION FIVE

Other benefits and compensation

- A. Teachers who are scheduled to work 32 or more hours per week during the school year (full-time teachers) accrue sick leave at the rate of 8 hours for each monthly pay period worked, up to a maximum of 80 hours (10 days) per year. This allowance can be used to offset required teaching or on-campus time missed due to illness. Full-time teachers also receive two personal days that can be used during the school year to offset required teaching or on-campus time missed due to reasons other than illness.
- B. Lakeview Employees who are scheduled to work 32 or more hours per week during the school year are eligible for group health benefits. Refer to information in the health benefits enrollment packet and the Employee Handbook for details.
- C. Employees age 21 or older are eligible to participate in Lakeview's retirement program after 90 days of employment. Refer to the Retirement Program Booklet for details and options.

*Amount is an estimate of funding from H.B. 382 based on current projections (as of April 1, 2007) from the Utah State Office of Education (USOE). Amount may be adjusted slightly (by up to fifteen percent) based on actual funding as calculated by USOE or further legislative action.

Global Executive Limitations Policy

Policy Type: Executive Limitations

Policy Title: Global Executive Limitations Policy

The Director(s) shall not cause or allow any practice, activity decision, or organizational circumstance that is either unlawful, imprudent, or in violation of commonly accepted educational, business and professional ethics. The Board of Trustees grants the Director(s) the ability to make reasonable, acceptable and according to common sense or normal practice, exceptions to policy in such circumstances that comply with the spirit and intent of the policy and still follow all applicable laws and rules. If the Director(s) makes a reasonable exception he/she will notify the Board of Trustees in writing within 48 hours of the circumstance that required a reasonable exception to be made.

Charter Amendment- Assessment Goals

1.a. Students grades K-6 will be assessed no less than three times per year to determine reading proficiency. Student progress will be tracked and monitored.

This will be measured by 80⁵% of students reading on grade level as measured by grade appropriate end of the year CRT scores and 85% or above on grade level exams.

b. Using the Language Arts curriculum, students will have an increased grasp of language, improved grammar and writing skills. Students grades 7-9 will be given benchmark tests no less then three times per year to determine language arts proficiency. All students grades 2-9 will take the end of year CRT's. This will be measured by 80% of students reaching Level 3: Sufficient or Level 4: Substantial Proficiency on the end of the year CRT and 85% of the students achieving benchmark or above on grade level exams.:

1.c. The Science curriculum will provide students with the opportunity to meet and exceed the Utah Core standards. By the end of the year 80% of 5th -9th grade students will demonstrate Mastery or near Mastery on the Science CRT.

1.d. Students will be assessed no less than three times per year to determine mathematical aptitude. This will be measured by 85⁰% of students performing at or above benchmark on grade level exams and 80% of students reaching level 3:sufficient or Level 4: Substantial Proficiency on the end of he year CRT's.

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Global Ends Policies

Policy Type: Ends Policies

Policy Title: Global Ends Policy

Lakeview Academy will serve students in Grades K-9 from the community of Saratoga Springs and the surrounding areas. Upon completion of 9th grade students of Lakeview Academy who have attended at least three years will be Capable, Confident, and Contributing members of society.

Language Arts and Mathematics Ends Policy

Lakeview Academy exists to improve student learning by establishing high standards challenging all students to reach their potential and to provide students with the support they need to succeed.

Accordingly:

1. Students will show proficiency in language arts.
 - a. Students will be assessed with benchmark tests given no less than three times per year and end of the year CRT's to determine proficiency. Student progress will be tracked and monitored and measured by achieving at least 85% at or above grade level on benchmark tests in reading and writing and at least 80% of our students performing at proficiency or higher on the language arts CRT's.

This will be monitored throughout year by the board through benchmark and CRT reports.

2. Students will demonstrate proficient mathematical skills as defined by Lakeview Academy and the Utah Core Curriculum.
 - a. Students will be assessed with benchmark exams no less than three times per year to determine mathematical aptitude and given end of the year CRT's. Mathematical aptitude will be measured by 85% of students performing at or above grade level on benchmark test and 80% of students reaching level 3 sufficient or level 4 substantial proficiency on the end of year CRT's

This will be monitored throughout year by the board through benchmark and CRT reports.

Science, Arts, and Technology Ends Policy

Lakeview Academy will place a special emphasis on Science, the Arts, and Technology. This will be done by incorporating technology in the everyday classroom, focusing on science and providing an opportunity for all students to participate and appreciate the arts.

Accordingly:

1. Students of Lakeview Academy will show proficiency in science.
 - a. Each year students will demonstrate adequate mastery of science principles during a science enhancement event.

This will be measured yearly by direct inspection by board members.
 - b. Among students who take the end of year CRT's 80% will achieve proficient or higher by the 2012-2013 school year.

This will be monitored yearly by the board through CRT reports.
2. Students will demonstrate proficiency in the arts.

- a. All students will demonstrate adequate mastery of a broad range of art concepts during a show what you know event.

This will be measured yearly through direct inspection by board members at show what you know events.

- 3. Students will have an understanding and working knowledge of current technology

- a. Students will complete a technology project.

Board members will measure this on a yearly basis by direct inspection of several technology projects at each grade level.

Enrollment Ends Policy

Lakeview Academy will serve students in Grades K-9 with a maximum enrollment of 750 students from the community of Saratoga Springs and surrounding areas.

Accordingly:

- 1. Lakeview Academy will have a full enrolment of 525 students in the elementary school and 225 students in the middle school by 2014 and show a net yearly increase of students each year until 2014. This will be measured externally by the October 1st annual audit.

Parent Satisfaction Ends Policy

When students, parents, teachers, and administration are held accountable for the success of Lakeview, students needs are met at a higher level improving academic outcomes.

Accordingly:

1. On annual parent surveys 80% of parents will rate the school as satisfactory or higher.

This will be measured annually through board produced surveys.

2. Lakeview Academy will have at least a 90% student retention rate.

This will be measured through monthly enrollment reports.

3. Lakeview Academy's Highly Outstanding Teacher retention rate will meet or exceed the average retention rate of teachers in Alpine School District and surrounding Charter Schools.

This will be measured annually through staff retention reports.

Parent Assisted Learning (PALS) Volunteer Policy

We request parents to be involved and volunteer a minimum of 4 hours a month assisting their student's teachers and actively serve on one committee. Any additional service given to Lakeview Academy would be greatly appreciated. Volunteer hours can be logged in the office or on the REN Web.

The purpose and vision of the PALS program at Lakeview Academy is to enable parents to take an active role in the education of their children. As PALS volunteers are integrated into our learning community students will see that gaining education and learning is a life-long journey. As parents share in the learning

experience, they will feel a greater investment in our school and their child's education.

We envision PALS volunteers will play a vital role in assisting students to become capable of tackling academic situations with confidence, while contributing to the communities in and outside of the classroom. By utilizing the strength of our parents we can provide smaller learning groups, more individualized attention, visiting experts and extra support for our students, teachers and administrators. As they interact with different individuals within their own community, the students will notice an increased feeling of community involvement and investment in their future. This interaction between educators and parents will greatly enhance the educational experience at Lakeview Academy.

It is the policy of Lakeview Academy to not allow registerable sex offenders to participate in volunteering on school grounds. They are welcome to volunteer in opportunities where children are not present. School administration will periodically check the Utah State Sex Offender Registry and comply with the laws of the Utah State Sex offender Registry.

PALS volunteers will be divided into two groups: *Level One, and Level Two*

Volunteers at PALS One will have a significant level of interaction with students, yet will still be supervised by the classroom teacher. Their main responsibilities are to assist with small group instruction in math, language arts or any of the additional core subjects as needed. Volunteers at this level would be asked to go through some basic training. This training could include, but is not limited to, basic classroom management, simple overview of Balanced Literacy and Saxon Math and any particular needs for the teacher and students they will be assisting.

Volunteers at PALS Two will have the greatest interaction with students and could potentially be left unsupervised with students. However, they will not be permitted at any time to be alone with any one student. More than one student or another teacher must be in close proximity (for instance, the volunteer may work with a student in the hall -- a public thoroughfare -- with the classroom door remaining open). They could provide the same assistance as a Level One volunteer. Yet the main responsibilities of these volunteers include: after school tutoring,

working with students in class who need individual assistance, substitute teaching, and chaperoning field trips. Training would be required for volunteers at this level. This training could include, but is not limited to, different teaching methods, different learning styles, appropriate adult-student interactions, and first aid. Volunteers at this level will be required to be fingerprinted and have a background check in accordance with Utah Law 53A-3-410. Volunteers whose background check shows convictions for any class A misdemeanor or felony, including pleas in abeyance and diversion agreements; any matters involving arrests for alleged drug related offenses, alcohol related offences, and offenses against the person under Title 76, Chapter 5, Offenses Against the Person (or the equivalent from another state) will not be permitted to be a PALS Two volunteer however; they will be allowed to be a PALS One volunteer. These background checks must be done every two years at the volunteer's expense. Complete detailed information regarding these procedures is available upon request.

All volunteers will be required to wear a school-designated name badge. Volunteers will check in at the front desk, prior to going to the classroom, to obtain their identification. This will assist the office staff in knowing who is in the building. We feel that having the volunteers wear specific identification is important for students so they may easily recognize whom they can ask for help. This will also help staff to distinguish between volunteers and visitors.

Those interested in volunteering at either PALS level should fill out a simple Volunteer Form and indicate PALS One or PALS Two. This form will be used by the Volunteer Coordinator to facilitate assignments. Scheduling and any necessary training of volunteers will be a joint effort between the Volunteer Coordinator, Academic Group committees, and Education Coordinator.

Thank you for your willingness to positively impact the lives of children at Lakeview Academy!

Study Hall Proposal

Proposal Abstract/details:

Even though 58% of Middle Students received a 3.5-4.0 1st quarter, 59 students have D's and F's. With 30 of our students have D's and F's in at least three courses. Teachers already offer after school tutoring 3-4 nights a week. Because of family commitments, time schedules and multiple aged children at Lakeview (and a variety of schools), this service hasn't worked for a large percentage of students. We also presently offer an elective, Study Skills, to help students with note taking, test taking, organizational and academic tips.

In trying to better address the needs of our students, I would like to propose a study hall class. This class would be by invitation only and kept limited in size. Through a parent, student and administrative conference, a decision would be made on a case by case basis. The administration would meet with teachers before to nominate candidates they feel this study hall course would be of benefit. An elective would be eliminated from the student's schedule. Mr. Gustafson with Justin Moore would be the personnel teaching this class for Spring 2010 semester.

Presently, we offer a study hall for our special education students. This has been a huge asset in providing extra time and tutoring needed for these students to be successful. More of our special education students were eligible to attend the End of Quarter Rewards Field Trip than ever before in large part because of the additional help and communication between students, teachers and families through study hall. Students who struggle but do not qualify for special education services should be given this opportunity as well.

Please provide information to the following questions:

1) Proposal supports the charter by...?(Please site reference page)

Lakeview Academy will improve students' learning by establishing high standards, challenging all students to reach their potential, and providing the support students need to succeed. School connectedness refers to an academic environment in which students believe that adults in the school care about their learning and about them as individuals. Provide opportunities for students who are behind to achieve grade-level performance by creating individual student plans prepared by the grade level team.(page 6 and 7)

2) Are funds being requested? If so how much and from what budget category?

Mr. Gustafson has an additional prep period this semester, so teaching/mentoring this course would be included in his salary. Mr. Moore is assigned to class periods with the highest need. His expertise in math would be extremely helpful for this class. He works very closely with our math department primarily the remainder of the day so the continuity would be another asset.

3) Does this replace a current program or policy? If so, please attach a red-line version of requested changes. No

4) If a new program/policy, please attach the policy or program proposal. See Abstract.

5) Please attach any other options that may be considered. See Abstract.

6) Please attach any relevant information.

A study hall course is a class period dedicated to providing extra academic study time with supervision. No curriculum adoption would be needed. At many schools this study hall course, and in many cases Title 1 funding for additional personnel are hired for resource qualified students (lower performing 25% of population). Lakeview has chosen to not qualify for this funding stream. But the need for students who would qualify for these services still exists. Depending on enrollment and teacher's schedules, how to staff this class would most likely change each semester. I'd like to focus on this spring as a pilot program. And rather than allow these at-risk students to fail one more semester before implementing, I express urgency for the Board's approval.

Fundraiser Proposal

Proposal Abstract/details:

Administration and SAC Fundraising Chair, Corinne Smith have discussed in separate meetings the idea of developing a membership ladder for donations pledged by families and businesses. A pledge letter would be sent to all Lakeview Academy families and area businesses requesting funds. This year's all-school project would be to raise funds for an outdoor electronic marquis.

The membership ladder would also be built so that individual clubs, classrooms, grade levels, extracurricular activities/events committees and departments can approach sponsors to be recognized according to their level of giving. In the letter(s), a variety of options would be listed allowing the sponsor to choose where their funds are allocated. Recognition of donors include names on tiles, banners with logo posted in gym, ad in the yearbook, certificate, etc.

Please provide information to the following questions:

1) Proposal supports the charter by..?(Please site reference page)

By using community experts, knowledgeable parents,, students will experience new ways of learning and see that learning never ends. The possibilities are endless and only limited by our imagination and the resources we can acquire. (page 7)

4. Increase choice of learning opportunities for students: (page 8)

6. Provide greater oportunieis for parental involvement in management decisions at the school level. (page 9)

8. Improve opportunities for extracurricular activites that promote the mission statement of Lakeview Academy. (page 10)

2) Are funds being requested? If so how much and from what budget category?

\$250.00 to print pledge letter and mailing.

3) Does this replace a current program or policy? If so, please attach a red-line version of requested changes. No

4) If a new program/policy, please attach the policy or program proposal.

5) Please attach any other options that may be considered.

6) Please attach any relevant information.

The Marquis average price is \$10,000.

The pledge letter mailing date is in March 2010.

