

New CHARTER SCHOOL PROPOSAL

Life Prep Academy



Life Prep Academy

Preparing our students for life beyond the classroom

Technical Components:

Proposed Charter School Name:

Life Prep Academy

Name of Applicant: Irene Summers

Authorized Agent: Amanda Fung

Main Point of Contact: Irene Summers

Phone Number: 801-361-9582

Point of Contact Email Address: summersirene6@gmail.com

Proposed Charter Location (city/area): Saratoga Springs/Eagle Mountain

Proposed Charter School Location's School District(s): Alpine School District

Proposed Charter School's Reported Grade Configuration and Maximum Authorized Enrollment:

Projected Number of Students to be Served in Each Grade for Annual Projection Counts:

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment
Year 1	45	54	63	75	84	84	96	96	96	0	0	0	0	693
Year 2	54	63	69	75	84	84	96	96	96	0	0	0	0	717
Year 3	63	69	75	75	84	84	96	96	96	0	0	0	0	738
Year 4	69	75	75	75	84	84	96	96	96	0	0	0	0	750
Year 5 +	75	75	75	75	84	84	96	96	96	0	0	0	0	756

Does the proposed grade configuration match the district of residence grade configuration? Explain.

Yes, our proposed configuration matches the district resident grade configuration.

Are you proposing waiver(s), special treatments, or priority consideration allowable by statute or rule? Explain.

We are not proposing waivers for special treatment, or priority consideration allowed by statute or rule.

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school

status and funding is hereby submitted with the full approval and support of the applicants and governing body of the proposed charter school.

Name of Authorized Agent: Amanda Fung

Signature of Authorized Agent: 

Name of Charter School Board Chair: Irene Summers

Signature of Charter School Board Chair: 

Provide a 1-2 page overview of the “big ideas” of your proposed charter school. Be sure to include:

a. Proposed mission and vision statements.

Mission Statement:

Life Prep Academy seeks to inspire lifelong learners through life-based learning opportunities! Students experience firsthand that education isn't about preparing you **for** life, rather, life itself **is** education. By following a Life-Based Educational Model, we combine academic knowledge, rich social-emotional learning, hands-on career exploration, and essential life skills in a way that cultivates happy, healthy humans that are enthusiastic about their personal interests and skills, excited about being active members of their communities, and optimistic about the limitless possibility of their futures.

Vision Statement:

Access to a comprehensive, life-based education will equip each student with the knowledge, skills, and intrinsic motivation to become valuable, engaged citizens of their communities. By fostering safe spaces to identify and strengthen their personal interests, skills, and values, students will invest in themselves as whole humans, while narrowing down career and vocation options. An education from Life Prep Academy will allow students to find their personalized pathway to a life that offers purpose, engagement, variety, meaningful relationships, and safe, healthy home and work environments.

b. How the proposed school promotes the SCSB's mission and vision.

Life Prep Academy promotes the Utah SCSB's mission by offering an innovative, high-quality educational option for families in and around the area of Saratoga Springs, UT. A Life-Based Educational Model includes: personalized pathways, integrated life skills, experiential and real-world learning opportunities, self-directed learning, an emphasis on well-being and mental health, a focus on collaboration and communication, practical application of knowledge, and continuous learning and personal growth. As the first school in the state to offer a Life-Based Model of Education, LPA absolutely embodies innovation in education by providing relevant, applicable, high-quality academics, essential life-skills, career exploration, and social-emotional learning.

LPA is a direct reflection of the Utah SCSB's vision! We believe wholeheartedly that each student can become the best version of themselves when given the right tools, at the right

time, and the opportunity to explore those tools with a personal lens. At LPA, we strive to meet students where they're at; as this looks different for every learner, so will our approach to their education. With an emphasis on healthy educator-student relationships, prioritizing both social-emotional learning and essential life skills (such as collaboration, communication, critical thinking, etc.), and providing an evidence-based curriculum that is widely-accessible (and easily differentiated), we aim to create an environment of educational excellence for each student as they travel their personal path.

c. Which method the proposed school is utilizing most to meet the purposes of Utah's charter's schools (choose one), and explain how it is being done by the proposed school:

ii. Encouraging the use of different and innovative teaching methods

At LPA, we utilize a combination of methods to meet a variety of purposes of Utah's charter schools. Of the listed methods provided, we most strongly align with **"encouraging the use of different and innovative teaching methods."**

Life Prep Academy brings to the table a unique Life-Based Educational Model. Implementing this model will require a shift in the teaching methods of a traditional public education; we are committed to spending the time and resources necessary to find educators that excitedly embrace this new method of teaching, with an eagerness for change, and a willingness to learn and grow alongside their students.

Recognizing that academics are just one of several facets of a well-rounded, comprehensive education, teachers will view state-standards as less of a roadmap to a successful education, and more of mile-markers along each student's personalized path of academics. When viewed as a *singular measure*, the data provided by these mile-markers (standards) **provide snapshots of the view** of the journey ahead. When viewed as a *set of guiding measures* along each student's personalized path in academics, keeping track of these mile-markers (standards) **provides us with a panoramic view** of the journey ahead, helping us see any exits we may have missed along the way, allowing us to measure the distance of how far we've come thus far, and supplying us with an anticipated trajectory of where we can go if we follow that path.

d. Describe the defining characteristics that make the proposed school unique, which will become key elements of the model and mission of the proposed school.

The defining characteristics that make Life Prep Academy a unique educational experience include:

- **Clarity:** As humans, we get to where we're going faster when we understand why we

need to be there, and how being there will benefit us. Thus, with a focus on creating a personal connection between the student and the “why” behind learning a skill or concept, students will identify how or why the skill or concept is (or will be) applicable in their lives, and regularly practice building their capacity for intrinsic motivation.

- **A Growth Mindset:** By creating a school and classroom environment where we celebrate our failures, we foster safe spaces for students to explore, make mistakes, and come to conclusions at their own pace, in their own way. Failure leads to success, mistakes are proof you're trying, and corrections are proof you're learning; we want students to understand that the true reward, the joy, is found *while traversing their learning path*, not only once they've completed it.
- **Life-Based:** Our educational approach is based on preparing students for the real world. We believe in nurturing the whole human, and strive to cultivate well-rounded, self-aware, self-sufficient, happy, healthy humans. Instead of focusing specifically on preparing students to become academically ready to attend college, we aim to prepare students in academics, social-emotional skills, essential life skills, and career exploration in an effort to have more students ready to *live their lives*.

e. Describe the expected academic outcomes of the school that will show the model and mission is successful.

The outcomes that will show our model and mission are successful are multi-faceted, encompassing: academics, life skills, career exploration, and social-emotional capacity.

- **Academics:**
 - Our student body as a whole will meet or exceed the state average for proficiency in reading, mathematics, and science, as measured by RISE testing.
 - We'll accomplish this goal through the use of a mastery-based grading system to track each student's personal proficiency levels as related to the grade-level standards.
 - We will use standards-aligned curriculum to teach content, with an intentional focus on the life-based application, the “why,” behind the skill or concept.
 - Student data will be recorded and frequently monitored in order to drive instruction, provide differentiation, dictate MTSS needs, and inform our Special Education department.
- **Life Skills:**
 - Students will show mastery of basic life skills that are necessary for self-sufficiency. These include (but aren't limited to): cooking, cleaning, nutrition and meal planning, budgeting, exercise, personal health and hygiene, communication (calling to schedule a doctor's appointment, ordering at a restaurant,

bargaining at a garage sale, mediating a situation where tensions are high, etc.), changing a tire, maintaining a schedule, and so on.

- We'll accomplish this goal through the use of a mastery-based grading system to track each student's personal proficiency levels in life skills broken (as broken into developmental stages).

- **Career Exploration:**

- Through use of the RIASEC framework, students will take career indicator surveys, increasing the level of self-awareness students have about their personal skills, interests, and work values.
- Each year, students learn about one high-demand career in each of Holland's Six Occupational Types:
 - Realistic: Doers
 - Investigative: Thinkers
 - Artistic: Creators
 - Social: Helpers
 - Enterprising: Persuaders
 - Conventional: Organizers
- World of Work provides a framework for grades K-8 that allows students to progress through the exploration of 54 different careers. This is done through targeted curriculum, teachers being explicit in making connections between the careers they are working on at that time and their core curriculum lessons, hands-on projects, and community partnerships (to provide in-class demonstrations, and in-person visits to local workplaces).
- As students progress through grades, they will create personal portfolios that detail their thoughts, feelings, questions, and experiences surrounding different careers they explore through the World of Work curriculum. Students will use these reflections to help chart their own personal life path.
- In addition, the Beable literacy curriculum ties career exploration and explanation with literacy acceleration and core content mastery.

- **Social-Emotional Learning:**

- SEL outcomes include a campus with a culture of "seek first to understand." This will be reflected by:
 - Students will self-initiate "Peace Walks" to help resolve conflict and practice empathy and understanding
 - Students will participate in daily meditation, affirmations, and self-reflection
 - Lower rates of office-referrals for behavior
 - Attendance rates will exceed that of the state average (reported to be 75% in the 2022-23 school year)

2. Provide a 2-3 page overview of the educational program. Be sure to include:

a. An explanation of the overarching educational philosophy that is supported by cited research and/or evidence.

At Life Prep Academy our educational philosophy is to have students that are well rounded human beings to embark on a joyful and purposeful life beyond the classroom. To do this focusing on building relationships, hands on and purposeful teaching, along with career and life preparedness will allow students to achieve their deepest aspirations.

b. A description of how the Utah Core Standards will be taught and assessed.

Utah Core Standards will be integrated into all subject areas, at each grade level, using standards-aligned curriculum and teacher created curriculum that aligns to the Utah Core Standards and meets the criteria above. Life Prep Academy students will participate in a variety of assessments, including formative and summative assessments, surveys, localized school based testing, and State Standardized tests. Curriculum and instruction will be driven by data collected through all forms of assessment, ensuring each student masters the skills and content of the Utah Core Standards to transition smoothly into the next level of learning.

c. A description of the intended educational program that includes evidence-based or research-based cited methods of instruction and either sample curriculum choices or a description of how the curriculum will be selected/developed.

Reading:

Ready Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Through ELA instruction, students are immediately engaged by the variety of real-world source texts, from ELA books to literature and poetry to blogs and news articles. *Ready Reading* supports students and teachers with a wealth of on- and off-grade level resources. The ELA reading program:

- Develops skills and strategies for ELA reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the Utah State Standards across K–8 for a coherent path within and across grades

Math

Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction,

students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. This math program's instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners.

Ready Mathematics:

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade
- *Ready Mathematics 6–8*, ©2020 Edition provides additional features for supporting English Learners, such as:
 - English Language Development guidelines on scaffolding language use during instruction to benefit students at different levels of English proficiency
 - Language routines that integrate language and mathematics
 - Concept development activities that allow students of varying mathematical and English language abilities to build on familiar concepts

helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. This math program's instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners.

Social Studies:

Life Prep academy will use Utah Core Standards to teach Social Studies along with teacher made unit lessons as well as formative and summative assessments.

Science:

FOSS (Full Option Science System) Kits are comprehensive science education resources designed for hands-on, inquiry-based learning. Developed by the Lawrence Hall of Science, these kits cover a wide range of scientific topics meeting our Utah State Standards, SEED and are intended for elementary and middle school students. Detailed lesson plans, and assessment tools will facilitate interactive and engaging science experiments and activities that promote critical thinking and understanding of scientific concepts.

Career:

World of Work is an educational framework designed to help students explore various career options and develop essential skills for future employment. It connects classroom learning with real-world experiences, allowing students to understand different professions, workplace expectations, and the skills required for success in various fields. The program typically includes activities such as job shadowing, internships, guest speakers, and hands-on projects to provide students with practical insights and prepare them for their future careers.

SEL:**Choose Love:**

Choose love is a Character Social Emotional Development Program (CSED) that is suited for all ages of life. The choose love curriculum empowers students to create a safer and more loving school community. "Nurturing, Healing, Love," are the foundational values for the movement. Their individual meaning comes from a profound and powerful formula for choosing love: **Nurturing** means loving, kindness, and gratitude; **Healing** means forgiveness; and **Love** is compassion in action.

d. Explanation of the proposed graduation requirements and their alignment with the current graduation requirements for the state of Utah.

Life Prep Academy Academy does not have a high school component at this time.

e. A description of any special programs such as CTE, distance or online education, community partnerships, etc.

Life Prep Academy Academy does not have special programs such as CTE, distance or online education, or community partnerships at this time.

4. Provide a 2-3 page detailed description of the research-based or evidence-based cited instruction for special populations that will be provided to students as required by federal law (ie, students with disabilities, multi-language learners, students who are economically disadvantaged, students who are migrant, etc.):

During enrollment, families will inform Life Prep Academy if their child has an IEP or 504 plan. The parent/guardian may provide a copy of the documents or Life Prep Academy will obtain the documents from the previous school. Upon enrollment, the special education team will review the evaluation report and IEP from the previous school district. After consultation with the student's parent/guardian, the school will immediately implement the student's existing IEP, including any comparable services. A case conference committee will be convened within 10 instructional days of enrollment to adopt or amend the existing IEP (per 511 IAC 7-42-5(a)(3)). For a student with an existing 504 Plan, Life Prep Academy will convene a 504 team meeting with the parent/guardian as soon as possible, but no later than 30 days after enrollment. In addition to being active participants in the case conference committee and 504 team meetings, the parent/guardian will be provided with a copy of the Procedural Safeguards Notice.

Life Prep Academy will use multiple approaches and processes to identify special populations of students to best support their needs. Life Prep Academy believes our life-based model will naturally support a diverse learner population. Some special populations of students will be identified through their academic records from previous schools and/or the Home Language Survey. Additionally Teachers will follow the Child Find Process to identify those who may have not been identified in previous learning environments. Teachers and leadership will implement a Multi-tiered System of Supports (MTSS) if appropriate. Data from many of the curriculum and enrichment resources will also indicate students who may have gaps in learning, need additional support or accommodations, or who are gifted and talented.

Life Prep Academy will have a continuum of special education services and range of placements available to ensure it is providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Related services (for example: occupational or physical therapy, counseling) will be provided on site depending on the needs of each student and as provided in the student's IEP.

Life Prep Academy will meet the needs of English Language Learners as required by State and Federal law. Gifted and high ability students will be identified through a placement process

and provided the most appropriate grade-level curriculum, pacing and teaching approaches from day one.

Provide a 2-3 page market analysis. A market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:

a. Justification of why the proposed school is needed in the selected location, and what sets it apart from other schools in the proposed location:

The most pressing need for Life Prep Academy to be located in our proposed location is that Saratoga Springs, UT is the epicenter of growth in the state of Utah. Populations are rising at an unprecedented rate, and schools in and around Saratoga Springs are at present already over-capacity. With no district elementary schools currently on the docket, there is an *immediate* need for more local school options.

Of local public school options, 19 of the 25 are district schools with a traditional model of teaching. There are six charter schools, of which four have a traditional model of education, one has a Schoolwide-Enrichment Model (Ascent Academy), and one has a Waldorf Model (Mountain Sunrise). Life Prep Academy is set apart from all of the local schools in the area by offering a Life-Based Educational Model, which is unique to this area. LPA focuses on life-based learning in the four focus areas of: academics, social-emotional skills, life skills, and career exploration. By broadening our focus from academic scores alone, to the personal growth measures of students in these four focus areas, we can foster whole, well-rounded humans that are adequately equipped with skills that will allow them to be successful in their lives, their careers, and in maintaining healthy relationships.

b. The proposed school's target demographics, including the population and development trends in the area.

Life Prep Academy has a target demographic of students ages five to fourteen years old, as corresponds to grades K-8. As our model takes a more broad approach to education, we anticipate appealing to a wide population-base; at this time, we have no other stipulations regarding our target demographic.

With a current population of approximately 58,000 residents, and an expected growth rate of 35% within the next 5 years, the population of Saratoga Springs, UT is predicted to (at least) double within 10 years. That said, at present, the city is growing far ahead of prior projections.

The most recent population trends show that approximately 47% of residents are ages 18 or younger, totaling around 27,000 children. With an expected growth rate of 35% in 5 years, we have an expected population of children ages 18 and younger around 37,000 in 2027, totaling a massive increase of around 10,000 new children.

c. Performance and models of nearby competing public schools (district and charter).

Based on the most recent US News Report, of the 727 reported traditional public, charter, and magnet elementary schools in Utah, competing local schools range in performance rank from 49 to 461, with a median ranking of 174.

Research shows that when new charter schools open, local district schools rise to the occasion. Statistically, there is a correlation between the creation of new charter schools and improvement in local district schools in the following ways: the closer the charter school, the greater the academic boost; the students that are most at risk are the students that benefit the most ("...Impoverished students and children with disabilities do as well or better when a charter school locates"); traditional district schools see an increase in student engagement and safety, and teachers find an elevated academic expectation, as well as a greater level of cleanliness and respect among the student population and within the school campus; and per-pupil spending increases in ranges from 2% to 4.4%.

By permitting the creation of Life Prep Academy, we will not only increase school choice and benefit the students that we enroll, we will also help the entire student population in our area by creating competition that drives results.

d. The proposed school's forecasts, along with supporting data.

Our proposed forecast is currently in process. Within the next eight weeks, we plan to participate in various market research opportunities, including (but not limited to): focus groups comprising local parents and community leaders, focus groups comprising student-aged children, focus groups comprising local community business leaders and college admission administrators, and community surveys.

These market research efforts will focus on parent involvement, expectations, needs, and ideas; student interests, engagement, needs, and ideas; soft skills (emotional skills, life skills,

specific academic skills) desired by local business leaders and college admission administrators, as well as ideas on effective recruitment for community partnerships by way of classroom career explanations, hands-on job-based explorations, and preparation / internship opportunities within community businesses.

The results of our market research will provide us with actionable data that will help refine some of our processes and procedures, solidify our curriculum choices, teaching methods, and physical structure (floor plan and layout) of LPA, and complete our forecast. We are excited to present these findings alongside our complete application.

e. Any risks, barriers, or regulations that may impact a proposed school's success.

The main barrier impacting LPA's success is the physical facilities component. While the three founding board members are experienced educators, none of us have taken on the task of starting a charter school from scratch; an area in which we lack expertise is in finding funding, procuring land, and building the physical facilities.

To this end, we plan to partner with One West Construction for our facilities, and have partnered with AW Services (formerly Academica West). We have made a conscious effort to set LPA up for success from the get-go by partnering with experts in the fields we are otherwise unfamiliar with. With their input, guidance, and direction, we will be able to ensure we adhere to all rules and regulations, meet (and exceed) all industry and government standards, and

Governing Board:

Members of Governing Body: (add additional rows if needed)

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Irene Summers	Chair	Education,	Canyon Grove Charter School Lakeview Academy John Hancock Charter School
Amanda Fung	Vice Chair	School Operation & Administration, Special Education, Charter Governance, Education, Curriculum & Instruction	Kamalani Academy John Hancock Charter School
Lindsey Miller	Secretary	Education,	John Hancock Charter School
Marion Cline	Treasurer	Education	Alpine School District
Jeanne Purinton	Member	Education	American Leadership Academy
Sarah Prestwich	Member	Education, Music	Lakeview Academy John Hancock Charter School
Katie Purinton	Member	Psychology/ Business	John Hancock Charter School

Appendix B: Articles of Incorporation

- a. **The name of the corporation:** Life Prep Academy
- b. **The business purpose or purposes of organizing the corporations, including important language required by the IRS for federal tax exemption:** Public K-8 Charter School
- c. **A statement declaring whether or not the corporation will have "voting members."** Life Prep Academy will have three (3) voting board members: Irene Summers, Amanda Fung, and Lindsey Miller,
- d. **The number of shares the corporation is authorized to issue. If more than one class of shares is authorized, each class must be designated along with a description of the preferences, limitations and relative rights of each class. For additional information, see 16-6a-202 of the Utah Code:** Life Prep Academy will issue three shares of the corporation evidencing membership. The shares will not be divided up among classes.
- e. **The number of directors constituting the initial governing board [at least three (3)] and may list the name of each of those directors (optional with Articles until first annual report):** There are three directors of the initial governing board: Irene Summers, Amanda Fung, and Lindsey Miller.
- f. **For Non-Commercial Registered Agents: The Utah street address of the business entity's initial registered office and the name of its initial registered agent at such address. For Commercial Registered Agents: The name of the commercial registered agent and the registration number. A Utah street address is required:**
Irene Summers (initial registered agent)
2858 Village Ct.
Saratoga Springs, UT 84045
- g. **The name, street addresses and verified signatures of each incorporator (at least one).**
Irene Summers: 2858 Village Ct., Saratoga Springs, UT 84045
Amanda Fung:
Lindsey Miller:
- h. **The street address for the principal office (optional with Articles until first annual report).**

Appendix C: Governing Board Bylaws

BYLAWS OF Life Prep Academy

ARTICLE I - NAME, OFFICES, and PURPOSE

Section 1.1 Name. The name of the Corporation shall be Life Prep Academy Charter School, (hereinafter referred to as the "Corporation"), and the name of the charter school governed by the Corporation shall be Life Prep Academy (hereinafter referred to as the "School"). The Corporation is a nonprofit corporation organized under the Utah Revised Nonprofit Corporation Act (the "Act").

Section 1.2 Business Offices. The principal office of Life Prep Academy will be temporarily located at 2858 Village Court Saratoga Springs, Utah 84045. The Corporation may have such other offices within Utah, as the governing board of directors may designate or as the affairs of the corporation may require from time to time.

Section 1.3 Registered Office. The registered office of the Corporation required by the Act may, but need not, be the same as the Corporation's principal business office in Utah. The initial registered office is the office of record referenced above, but is subject to change from time to time by the governing Board of Directors (sometimes referred to herein as, the "Board of Directors"), by the officers of the Corporation, or as otherwise provided by the Act.

Section 1.4 Purpose. As set forth in the Articles of Incorporation of the Corporation, the Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, and specifically to provide a public charter school education under the Utah law.

ARTICLE II - MEMBERS

Section 2.1 No Members. The Corporation shall have no members. The membership provisions of these bylaws may be altered from time to time in accordance with the Act, the Corporation's Articles of Incorporation, and these bylaws, to provide for the classification,

qualifications, privileges and appointment of members as may be determined by the governing Board of Directors.

ARTICLE III - BOARD OF DIRECTORS

Section 3.1 General Powers. The business and affairs of the Corporation shall be managed by its governing Board of Directors, except as otherwise provided in the Act, the Articles of Incorporation, or these bylaws.

Section 3.2 Number, Election, Tenure and Qualifications. The number of directors of the Corporation may be a maximum of nine (9) voting members, but shall not be less than five(5).

- a. Each director shall serve for a term of three years. Initial directors shall serve staggered one-, two-, or three- year terms as designated by the Initial Board of Directors.
- b. Any director may be removed at any time, with or without cause, upon majority vote of the Board of Directors.

Section 3.3 Vacancies. Any director may resign at any time by giving written notice to the Chair of the Board Directors, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

The Board of Directors may or may not elect to fill Board of Directors vacancies above the minimum number of three (3) directors. If the Board of Directors elects to fill Board of Directors vacancies, they will solicit applications from persons willing to fill a Board of Directors vacancy. The Board of Directors will set timelines for such solicitation and review of applications. Upon consideration of applications, the Board of Directors may appoint additional directors or may choose not to appoint additional directors. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors or may choose not to appoint additional directors. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though that number of directors may constitute less than quorum. The Board of Directors shall elect a Chair and Vice-Chair from the board membership and may appoint a Secretary need be a voting member of the Board of Directors.

One director shall be a parent of a student of the School. This shall be the case as long as it is required by Utah State statute.

Section 3.4 Authority and Duties of Directors. The directors of the Corporation shall have the authority and shall exercise the powers and perform the duties provided in Utah Code, the duties specified below and those duties as may be additionally specified by the Chair of the Board of Directors, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

- a) *Chair of the Board of Directors.* The Chair of the Board of Directors is the Chief Administrative Officer and shall (i) preside, when present, at all meetings of the Board of Directors; (ii) see that all orders and resolutions of the Board of Directors are carried into effect; and (iii) perform the duties incident to the office of of the Chair of the Board of Directors and as from time to time may be assigned to the Chair of the Board of Directors.
- b) *Vice Chair.* The Vice Chair of the Board of Directors shall (i) in the absence of the Chair of the Board of Directors, preside at all meetings of the Board of Directors; (ii) perform all other duties incident to the office of the Vice Chair as from time to time may be assigned to the Vice Chair by the Board of Directors.

Section 3.5 Regular Meetings. During the start-up phase of operation, defined as that period of time commencing with the granting of a charter until the first day of school, regular meetings of the Board of Directors shall be held at such times and places as may be determined by the Chair of the Board of Directors.

After commencement of the first day of school, regular meetings of the Board of Directors will be held monthly, or at least as often as required by Utah law, as scheduled by the Chair of the Board of Directors. All meetings shall comply with Utah's Open and Public Meetings Act.

Section 3.6 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board of Directors or a majority of the directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place as the place for holding any special meeting of the Board of Directors called by them.

Section 3.7 Notice. Notice of each meeting of the Board of Directors stating the place, day and time of the meeting shall be given to each director by written notice by personal delivery, first-class mail, or email at least two (2) days prior thereto (and the method need not be the same as to each director). Notice of each meeting shall be publicly made by posting the place, day and time of the meeting twenty-four hours in advance at the school. Additional public notice shall also be made if required by Utah law.

Section 3.8 Quorum and Voting. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice. No director may vote or act by proxy at any meeting of directors.

Section 3.9 Electronic Meeting Participation. Members of the Board of Directors may participate electronically at meetings. The Chair of the Board may call a virtual meeting where no physical location for such a meeting is provided, if allowed by Utah law. Venues for an electronic meeting may be via email communication, video conference (such as Zoom or Google Meet), or phone call. When members of the Board of Directors participate electronically, votes may be cast both audibly, visually using "thumbs up" or "thumbs down", or via text such as a text message or message sent through a chat board.

Section 3.10 Compensation. The Board of Directors may adopt and amend Board compensation schedules, including but not limited to necessary expenses.

Directors as such shall not receive compensation for their services.

Section 3.11 Committees. The Board of Directors may appoint from its members chairpersons who will organize, direct and supervise volunteers comprising committees whose purpose is to advance the work of the Corporation. Numbers and types of committee shall be determined by the Board of Directors.

ARTICLE IV - OFFICES AND AGENTS

Section 4.1 Number and Qualifications. The Board of Directors may elect to conduct the business of the Corporation by hiring officers or by contracting with an education management corporation which will provide services that will oversee the business of the Corporation, including the duties of the Corporate officers.

Section 4.2. Term of Office. If the Corporation elects to hire officers, the officers of the Corporation shall serve at the pleasure of the Board of Directors.

Section 4.3 Compensation. If the Corporation elects to hire officers, the compensation of the officers shall be fixed from time to time by the Board of Directors. However, during any

period in which the Corporation is a private foundation as described in section 509 (a) of the Internal Revenue Code, no payment of compensation (or payment or reimbursement of expenses) shall be made in any manner so as to result in the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 4.4 Removal. Any Officer appointed by the Board of Directors may be removed by the Board of Directors at any time with or without cause, by a majority vote of the Board of Directors.

Section 4.5 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the Charter or Secretary of the Board of Directors. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.6 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified by the Chair of the Board of Directors, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) *School Director.* School Director shall, subject to the supervision of the Chair of the Board of Directors and the Board of Directors, (i) have general responsibility for all day-to-day operations of the Corporation; (ii) propose, prepare and present to the Board of Directors specific programs and activities that will further the Corporation's purpose; (iii) direct and supervise the implementation of the programs and activities approved by the Board of Directors are carried into effect; and (iv) perform all other duties incident to the office of School Director and as from time to time may be assigned to the School Director by the Board of Directors.

Section 4.7 Surety Bonds. The Board of Directors may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as shall be satisfactory to the Board of Directors, conditioned upon the faithful performance of such person's duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in such person possession or under such person's control belonging to the Corporation.

ARTICLE V - STANDARDS OF CONDUCT FOR OFFICERS AND DIRECTORS

Each director and officer with discretionary authority shall discharge his or her duties in good faith, with the care an ordinarily prudent person in like position would exercise under similar circumstances, and in a manner the director or officer reasonably believes to be in the best interest of the corporation. In discharging duties, a director or officer is entitled to rely on information, opinions, reports, or statements, including financial or employees of the corporation whom the director or officer reasonably believes to be reliable and compete in the mattes presented; (ii) legal counsel, a public accountant, or another person as to matters the director or officer reasonably believes are within such person's professional or expert competence; or (iii) in the case of a director, a committee of the Board of Directors of which the director is not a member if the director reasonably believes the committee merits confidence.

A director or officer is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance otherwise permitted by the above unwarranted. A director or officer is not liable as such to the corporation for any action taken or omitted to be taken as a director or officer, as the case may be, if, in connection with such action or omission, the director or officer performed the duties of the position in compliance with this Article V.

ARTICLE VI - DIRECTORS' CONFLICTING INTEREST TRANSACTIONS

Section 6.1 Conflicting Interests Transactions. As used in this Article, "conflicting interest transaction" means: a contract, transaction, or other financial relationship between the Corporation and a director of the Corporation, or between the Corporation and a party related to a director, or between the Corporation and an entity in which a director of the Corporation is a director or officer or has a financial interest.

Section 6.2 Prohibition Against Loans to Directors or Officers. No loans shall be made by the Corporation to its directors or officers. Any director or officer who assents to or participates in the making of any such loan shall be liable to the Corporation for the amount of such loan until the repayment thereof.

Section 6.3 Voidability of Conflicting Interest Transactions. No conflicting interest transactions shall be voidable or be enjoined, set aside, or give rise to an award of damages or other sanctions in a proceeding by or in the right of the Corporation, solely because the conflicting interest transactions involves a director of the Corporation or a party related to a

director or an entity in which a director of the Corporation is a director or officer or has a financial interest or solely because the director is present at or participates in the meeting of the Corporation's Board of Directors or of the committee of the Board of Directors that authorizes, approves, or ratifies the conflicting interest transactions or solely because the directors vote is counted for such purpose if: (a) the material facts as to the relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board of Directors or the committee, and the Board of Directors or committee in good faith authorizes, approves, or ratifies the conflicting interest transaction by affirmative vote of a majority of the disinterested directors, even though the disinterested directors are less than a quorum; or (b) the conflicting interest transaction is fair as to the Corporation.

Section 6.4 Approval of Conflicting Interest Transactions. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors of a committee which authorizes, approves, or ratifies the conflicting interest transaction.

Section 6.5 Party Related to the Director. For the purpose of this Article VI, a "party related to a director" shall mean a spouse, a descendent, an ancestor, a sibling, the spouse or descendent of a sibling, an estate or trust in which the director or a party related to a director has a beneficial interest, or an entity in which a party related to a director is a director, officer, or has a financial interest.

ARTICLE VII - INDEMNIFICATION

Section 7.1 Indemnification. To the extent permitted or required by the act (as defined below) and any other applicable law, if any director or officer (as defined below) of the Corporation is made a party to or is involved in (for example as a witness) any proceeding (as defined below) because such person is or was a director or officer of the Corporation, the Corporation (i) shall indemnify such person from and against any judgments, penalties, fines (including but not limited to ERISA excise tax), amounts paid in settlement and reasonable expenses (including but not limited to expenses of investigation and preparation, and fees and disbursements of counsel, accountants or other experts) incurred by such person in such proceeding, and (ii) shall advance to such person expenses incurred in such proceeding.

The Corporation may in its discretion (but not obligated in any way) to indemnify and advance expenses to an employer or agent of the Corporation to the same extent as to a director or officer.

The foregoing provisions for indemnification and advancement of expenses are not exclusive, and the Corporation may at its discretion provide for indemnification or advancement of expenses in a resolution of its directors, in a contract or in its articles of incorporation.

Any repeal or modification of the foregoing provisions of this article for indemnification or advancement of expenses shall not adversely affect any right or protection stated in such provisions with respect to any act or omission occurring prior to the time of such repeal or modification. If any provision of this article or any part thereof shall be held to be prohibited by or invalid under applicable law, such provision or part thereof shall be deemed amended to accomplish the objectives of the provision or part thereof as originally written to the fullest extent permitted by law, and all other provisions or parts shall remain in full force and effect.

As used in this Article VII, the following terms have the following meanings:

- (a) Act. The term "act" means the Utah Revised Nonprofit Corporation Act as it exists on the date this article is adopted, and as the Utah Revised Nonprofit Corporation Act may be thereafter amended from time to time. In the case of any amendment of the Utah Revised Nonprofit Corporation Act after the date of adoption of this article, when used with reference to an act or omission occurring prior to effectiveness of such amendment, the term "act" shall include such amendment only to the extent that the amendment permits a Corporation to provide broader indemnification rights than the Utah Revised Nonprofit Corporation Act permitted prior to the amendment.
- (b) Director or Officer. The term "director" or "officer" means (i) a director or officer of the Corporation and (ii) while an individual is a director or officer of the Corporation, the individual's serving at the Corporation's request as a director, officer, partner, member, manager, trustee, employee, fiduciary, or agent of another domestic or foreign Corporation, nonprofit Corporation, or other person or of an employee benefits plan, and (iii) any other position (not with the Corporation itself) in which a director or officer of the Corporation is serving at the request of the Corporation and for which indemnification by the Corporation is permitted by the act.
- (c) Proceeding. The term "proceeding" means threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative or investigation, and whether formal or informal.
- (d) Code. The term "Code" means the Internal Revenue Code of 1986, as amended from time to time.

Section 7.2 Limitation. Notwithstanding any other provision of this Article VII, during any period that the Corporation is a "private foundation" within the meaning of section 509 of the Code, or any corresponding provision of any future United States tax law, the Corporation shall not indemnify any person from or against or advance to any person the cost of, such expenses, judgements, fines, or amounts paid or necessarily incurred, nor shall the Corporation purchase or maintain such insurance, to the extent that any such indemnification, purchase, or maintenance would be determined to be an act of self-dealing within the meaning of Section 4941 of the Code, to be taxable expenditure within the meaning of section 4945 of the Code, or to be otherwise prohibited under the Code, unless and to the extent (i) a court orders such indemnification, or (ii) the purchase or maintenance of such insurance can be treated as reasonable compensation for the person.

ARTICLE VIII - LIMITATION ON LIABILITY

Section 8.1 Limitation on Liability. No director or officer of this Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of such person's duties as a director or officer, unless acts or omissions are the result of such person's intentional misconduct.

ARTICLE IX - DISSOLUTION

Section 9.1 Distribution of Assets Upon Dissolution. Upon dissolution of the Corporation, assets of the Corporation shall be distributed pursuant to Utah Code 53G-5-504(7). If, after complying with Utah statutory requirements, additional assets remain upon dissolution, the remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public use.

ARTICLE X - MISCELLANEOUS

Section 10.1 Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors, shall keep at its registered or principal office a record giving the names and addresses of the directors. All books and records of the Corporation may be inspected by any director or such director's authorized agent or attorney for any proper purpose at any reasonable time.

Section 10.2 Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30.

Section 10.3 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignments, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all of substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

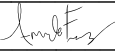
Section 10.4 Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax- exempt purpose, as set forth in the Articles of Incorporation. As so limited, donor- exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor- designated contribution will be accepted for special funds, purposes or uses, and such designations will generally be honored, and will always be honored with regard to constraints made upon such donations received as grants and as proscribed by the grant contributor. The Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof, in accordance with designated constraints. Further, the Corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax- exempt purposes.

Section 10.5 Amendments. The Articles of Incorporation of the Corporation and these Bylaws may be amended, repealed, altered, or new Bylaws adopted in whole or in part at any time by the affirmative vote of a majority of the members of the Board of Directors in office at the time of the vote..

Section 10.6 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provisions were omitted.

WHEREFORE, these Bylaws are adopted by the Initial Board of Directors this 29th day of June, 2024.

Irene Summers Board Chair:  _____

Amanda Fung Vice Chair:  _____

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Amanda Fung

Position on Board:

Vice Chair

Area of Expertise:

Education, Board Governance, Curriculum, Instruction, & Special Education

Statement of Intent Regarding Role on the Board:

Upon starting my career in Education I was viewed as the academic black sheep with the way I taught kids. The combination of a built relationship and the love of learning with all of the students that I have serviced has guided me through my many years in the education field. The love of learning and the ability to show kids that learning is ever lasting through adulthood. When I realized that working in the department of education in the previous state I came from wasnt a good fit for me or my personal children I started to look for other options. I found out that school choice was not all that well known or talked about. I ventured into the charter world with large open eyes and wanted to be a part of making that difference.

I would like to bring life back to learning where kids are able to use their learning to help them in their future. With that ever so open ended question of "Why am I learning this? "And "How am I going to use this when I am an adult?"I want to empower students to see that the sky's the limit. If we as a school can offer every opportunity for all of our students to picture themselves in that dream is so empowering. To offer them engaging learning opportunities and community outreach to spark their interest that may also provide them with everlasting joy and purpose in their lives. Teaching students the skills to be independent members of their community and to use those skills to service their community will also provide individual purpose. Using those impeded career and life skills into their core subject areas will show students how their every day learning will apply to their futures.

As a member of the school board, I will work endlessly to:

Offer a school where student choice and voice is honored.

Advocate for the needs of our students, families, community, faculty and staff; as well as overall best practices in our educational environment.

Build relationships with our entire school community which may include but not limited to: students, families, faculty and staff, close and broader community, and etc.

Follow educational best practices.

Act with integrity

Not-for-Profit History Relevant to Board Role:

Chair of Hawaii Charter School Network
Secretary of Hawaii Charter School Network

Employment History Relevant to Board Role:

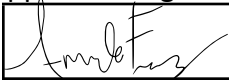
Special Education Teacher
Special Education Director
Instructional Coach
K-8 School Administrator

Education History Relevant to Board Role:

Bachelors of Arts in Elementary Education & Special Education
Masters of Arts in Curriculum & Instruction

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Applicant's Signature:



Date:

06/30/2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Irene Summers

Position on Board:

Chair

Area of Expertise:

Kindergarten Teacher
Dean/ Administration
Child Development

Statement of Intent Regarding Role on the Board:

My intent is to help create a school that empowers students to navigate, with confidence, the world around them.

Not-for-Profit History Relevant to Board Role:

Island Teens Against Tobacco

Employment History Relevant to Board Role:

2014-2016 Canyon Grove Academy
2016-2023 Lakeview Academy
2023-2024 John Hancock Charter School
Present- Canyon Grove Academy

Education History Relevant to Board Role:

BS of Family Sciences /Human Development
Teaching License with State of Utah

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Applicant's Signature:

Irene Summers

Date:

6/30/2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Jeanne Renee Purinton

Position on Board:

Board Member

Area of Expertise:

Elementary Education

Statement of Intent Regarding Role on the Board:

I will listen, share, and collaborate with all those invested in the school, including board members, teachers, parents, and administrators. My intent is to insure the school meets the needs of each individual student, helps them find their passion, and acquire the life skills and academics needed to succeed in the areas they choose to pursue.

Not-for-Profit History Relevant

Non-Profit experiences:

Utah Foster Care

Families Mentoring Families

Church service over 40 years, including directing youth and primary auxiliaries

Co-founder of American Leadership Academy, Spanish Fork, Utah

Employment History Relevant to Board

Owner of a private preschool 1985-1987

Consultus, Spanish Fork, Utah

Substitute teaching 2024 and over previous years

Private Tutoring 2021 and previous years

Education History Relevant to Board Role:

Education:
Bachelors in Liberal Studies, San Bernardino State University, CA
California K-6 Teaching Credential

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Applicant's Signature:

Jeanne Purinton

Date:

06/30/2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Katie-Lynn Purinton

Position on Board:

Board Member

Area of Expertise:

Childhood Education

Statement of Intent Regarding Role on the Board:

I am dedicated to fostering open communication and collaboration among all stakeholders, including parents, teachers, administrators, and community members. By working together, we can create a school environment that nurtures every student's potential and prepares them to thrive in an ever-changing world.

Not-for-Profit History Relevant to Board Role:

South Utah County After Care Team Lead for Operation Underground Railroad 2020-2022

Employment History Relevant to Board Role:

Franklin Discovery Academy 2019-2022
John Hancock Charter School 2023-Present

Education History Relevant to Board Role:

Bachelors in Psychology from Utah Valley University

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Applicant's Signature:

Katie-Lynn Purinton

Date:

06/30/1999

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Marion Cline

Position on Board:

Board Member

Area of Expertise:

Teacher / Parent

Statement of Intent Regarding Role on the Board:

Engaged in a cause that betters the education environment for children.

Not-for-Profit History Relevant to Board Role:

I have helped with the Queen Center non-profit with various social events.

Employment History Relevant to Board Role:

Substitute teacher

Education History Relevant to Board Role:

Bachelor's in Elementary Education

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Applicant's Signature:

Marion Cline

Date:

July 1, 2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Sarah Prestwich

Position on Board:

Board Member

Area of Expertise:

Elementary Education, Literacy Education, Music Education

Statement of Intent Regarding Role on the Board:

As a dedicated educational professional, lifelong learner, and community member, I am committed to helping Life Prep Academy provide a high-quality educational experience for students by using researched based programs, methods, and philosophies, by pioneering new educational horizons, and by expanding opportunities for parent choice and participation.

My vision for our school is one where students engage in a hands-on learning environment that will foster their growth in all areas of development, helping students prepare to be contributing and successful members of society and find joy in creating, learning, and growing. I believe that we should be using the plethora of ever-changing research and knowledge on best practices and programs in education to create a rigorous and fun educational experience for students. I also believe in a school that provides up-to-date, applicable, and informative professional development for its educators, creating an environment for innovation and growth. I desire to be an advocate at Life Prep Academy for innovation, for literacy education based on research proven methods and practices, and for hands-on experiences that will foster creativity, critical thinking, and problem solving. I believe in a school that will give students unique and inspiring educational experiences. I also desire to be an advocate for creating and maintaining a safe, inclusive, and supportive learning environment for students, staff, and families.

As a member of the school board, I will work tirelessly to:

Advocate for the needs of students, families, and educators

Advocate for best-practices in education

Encourage transparency, honesty, and accountability in all decision-making processes

Ensure that Life Prep Academy is equipped with the resources and support needed to provide an outstanding education to students in this community

Foster positive relationships with educators, administrators, and community members by collaborating with others

Support innovative initiatives that leverage research-based practices, hands-on learning, creativity,

technology, and the arts to prepare students for the future

Throughout my career I have engaged in professional development opportunities that have inspired me to want to be a part of paving the way for new and rich educational opportunities for students. I have loved helping students grow, overcome, achieve, and find joy in their learning. I have developed a passion for education and integral leadership and communication skills, which I believe will serve me well in this role. I am committed to being an active and engaged board member, attending regular meetings, participating in committee work, and listening to the concerns of staff, families, and students.

Ultimately, my goal is to help create a school system that is engaging, captivating, innovative, and responsive to the needs of students. I look forward to the opportunity to serve on the Life Prep Academy school board and collaborate with other board members to help this school become one that will cause families to feel and experience the “magic” of a “whole child” education.

Not-for-Profit History Relevant to Board Role:

Primary Children’s Hospital Music Volunteer
Literacy Clinic Tutor at Utah State University

Employment History Relevant to Board Role:

1st Grade Teacher (1 year), Kindergarten teacher (4 years), Program Director of Fort Frontier cub scout camp (1 season)

Education History Relevant to Board Role:

Bachelor of Science in Elementary Education with an Emphasis in Music (Utah State University)
Reading Endorsement (Utah State University)
LETRS Training

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Applicant’s Signature:

Sarah Prestwich

Date:

June 30, 2024

Life Prep Academy Meeting Minutes

June 29, 2024

Virtual Meeting
Via Google Meets

LPA Board Meeting
Saturday, June 29 · 8:30 – 9:00pm
Time zone: America/Denver
Google Meet joining info
Video call link: <https://meet.google.com/iip-nvev-drc>
Or dial: (US) +1 574-213-6347 PIN: 689 445 106#

- I. Welcome and Greetings
 - A. Board Introductions
 1. Board members in E- attendance: Irene Summers, Amanda Fung, Lindsey Miller, and Marion Cline
- II. ACTION ITEM - Approval of Life Prep Academy Bylaws

Chair Summers asked if there were any questions or discussion. There was none.

Approval of Bylaws - Irene Summers, Amanda Fung, Lindsey Miller, and Marion Cline

Approved 4-0
- III. Adjournment

Amanda Fung moved and Irene Summers seconded
Meeting Adjourned