

Board Meeting Documents
February 25, 2026

MINUTES OF THE BOARD MEETING – FEBRUARY 12, 2026

The Board of Education of the Lake Mountain School District met in a board meeting on Thursday, February 12, 2026, at 6:00 PM. The board meeting took place in the boardroom of the Lake Mountain School District Office in Saratoga Springs, UT.

Board members present: President Julie King, Vice President Matt Isaacson, Charity Judkins, Joylin Lincoln, Julie Myers, Melissa Sauser and Ilene Strong.

Also present: Superintendent Carter and Deputy Superintendent Bollinger. There were approximately 14 others in attendance.

President Julie King conducted the meeting.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Principal Adam Huffaker.

INSPIRATIONAL THOUGHT OR REFLECTION

An inspirational thought was given by Superintendent Carter.

PUBLIC COMMENT

Laura Whitney of Saratoga Springs, shared that friends in Washington, D.C., have been posting on social media about participating in demonstrations. She stated that she recently took children to the Capitol and observed demonstrators carrying inappropriate signs. She also referenced a social media post from a mother in her neighborhood whose seventh-grade student asked about attending a demonstration. Ms. Whitney asked how LMSD is addressing situations in which students may want to use school time to participate in demonstrations. She also referenced House Bill 399 related to character development. She expressed appreciation for the district's special needs program, noting that it does an exceptional job fostering character development and emotional growth in students, which she believes often exceeds that of their peers in traditional public schools. Additionally, she mentioned a book Choosing Civility by P.F. Forni and described a project focused on examining cultural and societal norms that contribute to a civilized society. She expressed hope that LMSD would continue to distinguish itself by promoting civility in public schools, particularly given the significant property tax contributions made by community members.

INNOVATION SPOTLIGHT

Derek Reynolds and Christian Adkinson of Cedar Valley High School presented a program implemented at CVHS called True North. They explained that the program was developed in response to ongoing concerns with truancy and the limitations of traditional in-school suspension, recognizing a need for greater positive reinforcement and structured intervention. They noted the recent implementation of a digital hall pass system, which has been highly effective, and explained that it is now paired with the True North program. Rather than removing students from school for behavioral issues, the program is designed to be inclusive and supportive, addressing academics, behavior, and attendance. They emphasized that strong leadership is critical to the program's success and credited Bob Hampton for effectively guiding the initiative. They shared research indicating that out-of-school suspension often leads to negative outcomes, reinforcing their focus on improving attendance, academic accountability, and behavior. To support these priorities, the team developed Canva-based instructional modules and introduced a behavioral framework titled "Aviators Up," which stands for Show Up, Stand Up, and Lift Up. This framework promotes self-respect and respect for others. Students enrolled in True North are assigned structured lessons that include reading specialized content, responding to questions, and completing short written reflections. Each day begins with a 15–30 minute organization period during which students identify their two lowest grades and list two assignments requiring assistance. Students are required to email their teachers to notify them that they will be working in True North on those assignments. Program modules address topics such as theft, vandalism, alcohol, marijuana, and the school's cell phone policy. Presenters emphasized that the program's success depends on collective staff support, not solely the efforts of

Bob Hampton and administration. They reported strong parent support following presentations about the program. True North operates on a progressive “flight plan” model, providing clear expectations and earned privileges. Students must demonstrate progress to transition out of the program, and parents are regularly informed throughout the process. While the team continues refining and strengthening the curriculum, they described the program as a significant success and expressed appreciation for the opportunity to help students regain focus and achieve positive outcomes.

Amy Johnson and Sarah Jennings, first grade teachers in the Spanish Dual Language Immersion (DLI) program at Mountain Trails Elementary, presented an overview of the program. They explained that DLI is not limited to teaching Spanish as a subject, but delivers academic content through Spanish. Students receive instruction in Spanish for half of the school day and in English for the other half. The presenters emphasized that the program promotes cultural awareness and helps students understand that the world extends beyond their immediate community. As students develop social skills within this bilingual environment, they are better positioned for long-term success. Research indicates that students who learn two languages simultaneously often achieve higher academic outcomes, demonstrate increased resilience, develop stronger problem-solving skills, and are better equipped to navigate life’s challenges. The program fosters cognitive flexibility that prepares students for future academic and personal endeavors. They noted that the program begins in first grade because young learners are especially receptive to language acquisition. At this age, students naturally develop pronunciation and listening comprehension skills and build strong literacy foundations in both languages. The instructional model was described as innovative while remaining fully aligned with Utah State Core Standards. Instruction is intentional, structured, and designed to ensure both content mastery and language development. The program also directly supports Mountain Trails’ four core values: Respect, Safe, Responsible, and Aware. Students gain an understanding that language connects people, while recognizing that different communities may speak, think, and experience the world in diverse ways. The classroom environment encourages students to take academic risks without fear, building confidence and a sense of support. The teachers reported strong outcomes within both the student body and the broader school community. Students are speaking and writing entirely in Spanish. Families have been highly supportive, providing additional cultural and language experiences outside of school to reinforce learning. The program collaborates with middle school and high school Spanish classes, including exchanging written correspondence and co-authoring a book project with middle school students. High school students have also engaged with participants to discuss the long-term benefits of bilingualism. Throughout the year, students celebrate holidays and cultural milestones from various Spanish-speaking countries, reinforcing that the global community is broader than their local surroundings. A recent parent survey yielded overwhelmingly positive feedback, with families reporting that their children are excited to attend school and are demonstrating increased confidence. The presenters concluded that continued investment in the DLI program will not only support higher academic achievement but also prepare students to contribute meaningfully in an increasingly global society as adults.

ROUTINE BUSINESS

Board president King recommended that the Board approve the consent agenda. Board member Sauser made the motion to approve the consent agenda, and it was seconded by Board member Judkins. The Board voted in favor and the motion passed unanimously.

DISCUSSION/ACTION ITEMS

1. Resolution #2026-003: 16 Vehicles as Excess for Disposition
President King stated that pursuant to SB188 requirements, ASD is not permitted to dispose of property without the consent of all three boards. She noted that buses were declared surplus at the previous board meeting. She clarified that the items in question are part of the district’s white fleet—vehicles that are in disrepair and need to be disposed of.
Vice President Isaacson motioned to approve Resolution #2026-003: 16 Vehicles as Excess for Disposition, and it was seconded by Board member Strong. The Board voted in favor and the motion passed unanimously.
2. Lake Mountain Charter Authorization Application

Board Member Lincoln explained that under Utah state code, school districts may serve as Charter Authorizers. She presented an application for LMSD to submit to the Utah State Board of Education pursuant to Utah Code 53G-5-205, which allows a local school board to act as a charter authorizer with defined responsibilities for oversight, accountability, and performance monitoring. She stated that the application outlines a rigorous and transparent process aligned with USBE rules, Granite School District's technical review model, and NACSA's 12 Essential Practices. The proposal emphasizes strong accountability for student outcomes, responsible financial stewardship, and protection of the public trust. She noted that becoming an authorizer would provide an additional strategic tool to expand high-quality educational options, potentially accelerate facility development through charter funding streams, and support innovative models such as Dual Language Immersion (DLI) programs. The original application deadline was the 24th; however, USBE has indicated submissions received by March 3rd will still be accepted. As a result, the Board may consider the item for discussion and make revisions or proceed with submission as presented. She outlined the process moving forward: the application will be submitted to USBE for review. If approved, it will be placed on the April 4th USBE agenda for formal approval. State code requires a six-month waiting period following approval before a district may authorize a school; however, a prospective school may prepare documentation during that time. She explained the accelerated timeline. If approval is granted in April, the six-month waiting period would conclude October 1st, which is also the deadline to submit for funding. Therefore, to initiate a charter school for the 2027 school year, authorization must be secured by October. The current timeline is structured to ensure all required milestones are met within these statutory deadlines.

President King recommended striking the first paragraph on page two, noting that the information is already addressed earlier in the document. She also referenced language on page four regarding the separation of roles, which states that charter schools remain independent public schools and local education agencies (LEAs), while the District provides oversight and monitoring rather than managing day-to-day operations. She asked whether the District would be permitted to enter into contracts with charter schools for services such as payroll, shared business administrator duties, or other support functions, and whether the District could facilitate those services. **Board Member Lincoln** responded that the District may contract to provide such services and expressed the intent to offer support to its charter schools. She stated that the language would be updated to clarify this intent and that the contract would reflect the District's commitment to providing support services where appropriate.

President King referenced Jordan School District's experience with the Real Salt Lake-affiliated charter school, noting that one district board member served on the charter board. She asked whether LMSB could require, at the outset, that a district board member serve on the governing board of any authorized charter school. **Board Member Lincoln** responded that such a requirement could be included in the charter agreement and that the structure and expectations of that relationship would be clearly defined within the contract. **President King** stated those were the only feedback items she had. She added that serving as a charter authorizer presents an opportunity to access building funds, as charter schools operate under a different facilities funding model than traditional district schools. She noted this approach could create partnership opportunities and potentially expand school options without increasing property taxes. She expressed appreciation to Board Member Lincoln for the research and preparation of the application, stating that it opens significant opportunities for the District.

Board Member Lincoln asked whether, if the first sentence previously identified for removal is deleted and the "Separation of Roles" section is updated, the Board would be able to approve the item tonight.

President King replied that she is agreeable to striking the line and that the Board can proceed with approval.

Board Member Strong asked about expansion and noted that the criteria presented are strong, inquiring whether charter schools must be located within the District. **Board Member Lincoln** explained that state code limits charter authorization to schools within the District's boundaries. She added that, for example, if a Dual Language Immersion (DLI) program is successful, it could be expanded to another campus, but the new location would still need to be within the District.

Board Member Sauser raised a question regarding the proposed changes to the "Separation of Roles" language, specifically the section addressing scaling. She asked whether this refers to the Charter School Superintendent or the District Superintendent. **Board Member Lincoln** clarified that it refers to the

District Superintendent, noting that the District would not expand charter schools beyond what the Superintendent is able to support. **Board Member Sauser** requested further clarification on the separation of roles and the authorization process for expansion. **Board Member Lincoln** explained that under state code, once a charter school is authorized, it becomes the responsibility of the authorizing entity to ensure the school fulfills its mission and vision. For example, a DLI charter cannot unilaterally convert to a STEM-focused program. If a charter school fails to meet the terms of its agreement, the District may intervene and, if necessary, take steps to close the school. **Board Member Sauser** asked whether other independent school districts follow a similar model. **Board Member Lincoln** responded that at least three districts in Utah actively serve as charter authorizers and highlighted examples from other states, such as Denver, where charter authorization is limited to local school districts, illustrating both national and state-level precedents.

Vice President Isaacson asked whether there is an opportunity for a local education agency (LEA) to facilitate Professional Learning Community (PLC) collaboration with other schools within the District. **Board Member Lincoln** responded that such partnerships are possible even if the District does not authorize a charter school. She cited Davis School District's approach, called a "Den Meeting," where area principals are brought together for collaboration days. She noted that a similar model could be implemented within the District.

Board Member Strong asked whether starting a second charter school, such as a music-focused program, after a successful DLI charter would fall under the District's expansion efforts. **Board Member Lincoln** clarified that a second charter school would require separate authorization since it would have a different mission and vision, making it a distinct charter. **Board Member Strong** then asked whether the District would apply to the state for that school. **Board Member Lincoln** explained that the school would apply to the District, as the District is seeking state approval only to serve as a charter authorizer within its boundaries.

Board Member Sauser asked about the next steps, specifically whether charter schools apply to the District or if they can apply elsewhere. **Board Member Lincoln** explained several scenarios: a group of parents could work with the District to request authorization for a charter school; a group might come to the District organically to propose a charter; or the Utah State Charter Board could authorize a charter school anywhere in the state, which would be outside the District's control but still within District boundaries. **Board Member Sauser** expressed support for the idea but raised concerns about the time commitment for Board members and the Superintendent. **Board Member Lincoln** responded that the application process would require a typical level of involvement. If a need for a charter school is identified, one Board member could potentially lead the application process. Once a school is approved, staff time would focus on ensuring the charter remains academically and financially stable, similar to the oversight currently provided for all district schools.

Board Member Judkins asked whether there would be any drawbacks to completing the application process and obtaining approval if the District ultimately decided not to proceed. **Board Member Lincoln** responded that there is no drawback; completing the process simply provides options that the District may choose to pursue or not. **Board Member Judkins** then asked, if the District does move forward and receives approval, what the next steps would be to effectively market the opportunity and inform the community. **Board Member Lincoln** acknowledged that she had not yet considered a formal communications plan but suggested that the Communications Committee could take on that responsibility. She added that her initial focus was on initiating the process to create opportunities for new schools and help alleviate overcrowding in existing schools.

Board member Strong motioned to approve filing the Charter Authorization application with the State Utah Board of Education, and it was seconded by Vice President Isaacson. The Board voted in favor and the motion passed unanimously.

ACTION ITEMS

1. Resolution #2026-002: Easement with Rocky Mountain Power

President King noted that Resolution #2026-002 was included in the Board packet and pertains to an easement in the Wander community. She explained that Board approval is required before ASD can grant final approval. She added that the Board regularly reviews and approves similar easement requests.

President King motioned to approve Resolution #2026-002: Easement with Rocky Mountain Power, and it was seconded by Board member Judkins.

Board member Strong asked why the Board was voting on the item and whether it was because the property is located within their area.

President King responded that the ASD Board's position is that when a matter falls within their geographic area, they initiate the action and the ASD Board provides supporting approval.

Board member Sauser asked whether establishing the utility easement would ensure access to those utilities if a future school site were developed on the property. **President King** confirmed that it would.

The Board voted in favor and the motion passed unanimously.

BOARD MEMBER REPORTS

Board member Strong reported that the Branding Committee met earlier that morning and plans to hold a more in-depth meeting in two weeks to further define the district's identity, direction, and strategy. The committee is working with Jostens to help clarify messaging and assist with logo development. She stated that the upcoming meeting will focus on refining these elements in greater detail. The committee is using the district's existing mission and vision document as a foundation and intends to develop cohesive options to present to the Board for review.

ADJOURNMENT

On motion by Vice President Isaacson and it was seconded by Board member Lincoln, the meeting adjourned at 6:50 PM. The Board members who voted in favor were President Julie King, Vice President Matt Isaacson, Charity Judkins, Joylin Lincoln, Julie Myers, Melissa Sauser, and Ilene Strong. The motion passed unanimously.

LAKE MOUNTAIN SCHOOL DISTRICT BOARD OF EDUCATION
Resolution # 2026-003

**A RESOLUTION OF THE LAKE MOUNTAIN SCHOOL DISTRICT BOARD OF EDUCATION
AUTHORIZING AND APPROVING ALPINE SCHOOL DISTRICT TO DECLARE
SIXTEEN (16) MISCELLANEOUS VEHICLES AS SURPLUS PROPERTY FOR DISPOSITION,
AS IDENTIFIED ON THE ATTACHED LIST.**

WHEREAS, it is deemed desirable and in the best interests of the Alpine School District to declare certain district-owned property as surplus and no longer needed for district operations; and

WHEREAS, the Alpine School District has identified sixteen (16) miscellaneous vehicles as surplus property, as further described in the attached list;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Lake Mountain School District hereby authorizes and approves Alpine School District to declare sixteen (16) miscellaneous vehicles, as further described in the attached list, as surplus property.

BE IT FURTHER RESOLVED that this approval is granted in accordance with applicable law, including Utah Code §53G-3-302(6)(d) related to district reconfiguration, and authorizes Alpine School District to take all actions necessary to declare the listed vehicles as surplus property for disposition.

APPROVAL

Passed and Adopted this _____ day of _____, 2026

Board President

Date

Drafted: 2.2.26
ASD Business Services Admin. _____
For Board Meeting: FEB. 12, 2026

	Date	Item	Location	Year	Make	Vin#	Additional Information	Contact Name
1	1/22/26	K20	Facilities	1986	CHEVROLET	1GCGK24M4GJ108319	103,779	Frank Pulley
2	1/22/26	SWS HTP	Facilities	1994	TOYOTA	4TARN81A2RZ307415		Frank Pulley
3	1/22/26	S-10	Facilities	2001	CHEVROLET	1GCDT13W51K177289		Frank Pulley
4	1/22/26	PICKUP	Facilities	2004	CHEVROLET	1GCDT198348176619		Frank Pulley
5	1/22/26	VAN	Facilities	2005	FORD	1FTRE14W75HB40908		Frank Pulley
6	1/22/26	F250 PICKUP	Facilities	2006	FORD	1FTNF20525EC24487		Frank Pulley
7	1/22/26	VAN	Facilities	2006	FORD	1FTNE24L56DA79173	212,837	Frank Pulley
8	1/22/26	VAN	Facilities	2007	GMC	1GTGG25U571230218		Frank Pulley
9	1/22/26	F150	Facilities	2007	FORD	1N65SD11S0TC347055		Frank Pulley
10	1/22/26	Sierra 3500	Facilities	2007	GMC	1GDJC34U27E128453	156,800	Frank Pulley
11	1/22/26	UTILITY	Facilities	2007	FORD	1FDWF36507EA56557	121,290	Frank Pulley
12	1/22/26	Sierra 2500	Facilities	2007	GMC	1GTHC24U17E194148	232,000	Frank Pulley
13	1/22/26	Sierra 2500	Facilities	2007	GMC	1GTHC24K87E596683		Frank Pulley
14	1/22/26	500 FLATBED 4X	Facilities	2012	DODGE	3C7WDTAT8CG232213	Bad Motor	Frank Pulley
15	1/16/26	Mini Van	Mail	2007	Kia	KNDMB233586241204	Mileage: 124,196	Heath Mills
16	1/16/26	1-ton Flatbed Tr	Transportation	1996	Chevrolet	1GBJC34R8TE262835	121,895	Cody McDade

LAKE MOUNTAIN SCHOOL DISTRICT

Charter School Expansion Request Process

INTRODUCTION

This document provides procedural direction to existing Lake Mountain Board authorized charter school boards and leadership in formally requesting approval for an expansion of their Lake Mountain School District approved charter school. This is based on the [USBE Administrative Rule R277-552-6](#). The section of the rule that is related to a request an expansion is provided at the end of this document.

ELIGIBILITY CRITERIA

Lake Mountain Board of Education is willing to consider requests for expansion of an existing Lake Mountain authorized charter school if they meet the following eligibility criteria:

- a. Charter School is in compliance with all aspects of its charter school agreement,
- b. Request is consistent with charter agreement,
- c. Charter School is meeting or exceeding its own stated academic goals,
- d. Charter School is financially stable and has reported revenues in excess of its expenditures for at least 3 of the last 4 years,
- e. If the proposed expansion requires additional physical facilities, maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years, and
- f. Charter School satisfies requirements of all federal and state laws, regulations and USBE administrative rules, including but not limited to:
 - a. Title 53E, Chapter 9, Student Privacy and Data Protection;
 - b. Title 53G, Chapter 7, Part 5, Student Fees;
 - c. Title 53G, Chapter 9, Part 7, Suicide Prevention;
 - d. Title 53G, Chapter 8, Discipline and Safety;
 - e. Title 52, Chapter 4, Open and Public Meetings Act;
 - f. Title 63G, Chapter 6a, Utah Procurement Code;
 - g. The IDEA and Rule R277-750, with no unresolved audit exceptions;
 - h. Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies;
 - i. Section 53G-9-207, Child sexual abuse prevention; and
 - j. Subsection 63G-7-301(3) and Rule R277-322;

See below for directions on providing evidence of the criteria listed above.

APPLICATION

As outlined in USBE Administrative Rule R277-552-6, the requesting charter school must provide the following:

1. Submit a written request that includes the following:
 - a. Name of the existing Charter School;

- b. Name of the school administrator
- c. Name of local school district
- d. To whom and when this application was submitted to the local school district
- e. The name, position, period of service as board members, and current charter affiliation of current governing board members
- f. Minutes of the board meeting authorizing the application for expansion. (Indicate link or page number if submitting as a packet.)
- g. The following **Statement of Assurance** signed by the Chair of the Governing Board:

“The Governing Board for the Charter School applying for the proposed expansion certifies that all information contained within this application is complete and accurate. The Governing Board understands that any misrepresentation could result in disqualification from consideration and/or the revocation of authorization or award.”

Signature of Board Chair

Printed Name of Board Chair

Date

*Submit the following documentation to determine eligibility and/or support request:

- 2. Population and Enrollment Information
 - a. Statement indicating applicant understands that enrollment policies must be consistent with state law and Board rule, and that increased enrollment of students cannot begin until the Expansion application is approved.
 - b. Grade levels to be served
 - c. Projected maximum enrollment (include breakdown by grade level)
 - d. Responses about the following:
 - i. Compare the proposed target population’s demographic profile with the local school district’s demographic profile (include minorities, students with disabilities qualifying for SPED services, economically disadvantaged, ELL, academic performance)
 - ii. Provide explanation for any changes in current enrollment practices, processes, and policies that will occur with this proposed expansion.

- 3. Market Analysis Information
 - a. Rationale for the requested increase. Include:
 - i. Enrollment data that shows school(s) has maintained for each of the last 3 years,
 - 1. A re-enrollment rate of at least 80%
 - 2. a waitlist of at least 40% of its annual enrollment, or
 - ii. Other evidence of market demand (i.e., current enrollment trends, waitlist trends, population and development trends, capacity of surrounding public schools, and parent demand)
 - b. Identify any possible challenges to the requested expansion

4. Submit Charter Fidelity Information
 - a. Statement indicating school is meeting all terms of its charter agreement
 - b. List key elements and goals of the charter agreement and how the school is implementing and meeting these measures.

5. Submit Compliance of All Applicable Legal Obligations (Federal/State/USBE) Information
 - a. If evidence is provided in a packet, indicate page numbers for each listing that follows. If not, provide a website link to demonstrate compliance.
 - b. State Law
 - i. Title 53E, Chapter 9, Student Privacy and Data Protection;
 - ii. Title 53G, Chapter 7, Part 5, Student Fees;
 - iii. Title 53G, Chapter 9, Part 7, Suicide Prevention;
 - iv. Title 53G, Chapter 8, Discipline and Safety;
 - v. Title 52, Chapter 4, Open and Public Meetings Act;
 - vi. Title 63G, Chapter 6a, Utah Procurement Code;
 - c. Federal Law
 - i. The IDEA and Rule R277-750, with no unresolved audit exceptions;
 - d. USBE Rules
 - i. Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies;
 - e. Multiple
 - i. Section 53G-9-207, Child sexual abuse prevention; and
 - ii. Subsection 63G-7-301(3) and Rule R277-322; Code of Conduct
 - f. Provide a statement, signed by all board members, certifying there are no outstanding lawsuits, judgments, or liens against the charter school.

6. Submit Academic Success Information
 - a. Include a statement that the school is academically successful, provides educational services consistent with state law and board rule, administers statewide assessments consistent with state law and board rule, and provides evidence-based instruction for special populations as required by federal law.
 - b. Provide academic data for the last five years (or if there is not five years of data, as many years as possible but not less than two.)
 - c. Explain how data shows school is academically successful; provide disaggregated data by subgroup for the last year, minimum
 - d. Describe how the school meets each of the requirements listed in section R277- 552-6-4C (highlighted below)

7. Submit Operational Success Information
 - a. Provide statement regarding:
 - i. Having adequate qualified administrators and staff;
 - ii. Having adequate, engaged Governing Board members;
 - iii. Compliance with all applicable school legal obligations; and
 - iv. Appropriately dealt with student safety issues, if any.

- b. Provide general overview of the school's administrative structure and operations.
 - i. Provide data on teacher and administrator qualifications.
 - ii. Describe what changes, if any, will need to be made to account for the proposed growth.
 - iii. If no changes will be needed, explain why.
 - c. Provide a general overview of the school's governing board structure and operations.
 - i. Provide data on meeting frequency and engagement.
 - ii. Describe what changes, if any, will need to be made to account for the proposed growth.
 - iii. If no changes will be needed, explain why.
 - d. Describe any student safety issues that have occurred and how the school has resolved them. If there are any unresolved, please address the school's plan of action.
8. Submit Financial Viability Information
- a. Describe the school's current financial position and how the expansion will impact the school's finances.
 - b. Explain how the board reviews financials, including, the budget, restricted and unrestricted funds, and general financial health.
 - c. Provide the following data:
 - i. most recent annual financial report (AFR);
 - ii. annual program report (APR); and
 - iii. audited financial statements;
9. Submit Charter Facility Information
- a. Include a statement indicating the school currently has, or will obtain, adequate facilities for the proposed increase.
 - i. If the current facilities are adequate and require no changes, describe how the increased enrollment will be accommodated and any anticipated impact on surrounding community.
 - ii. If the current facilities will require a significant structural change or a new facility is required, describe the planned facilities size, capacity and layout. Include:
 - 1. number of classrooms
 - 2. anticipated class sizes
 - 3. potential impact on traffic for surrounding community
 - b. Provide documentation that the charter school has maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years.

ADDITIONAL INFORMATION

- Any misrepresentation or inaccurate or false information submitted may result in disqualification from consideration and/or the revocation of authorization or award.
- Lake Mountain Board of Education/Staff will request input from the State Superintendent and the State Board of Education in regards to the charter schools academic and financial performance.
- If the application is approved, Lake Mountain Board of Education/Staff will notify the State Superintendent of the expansion.

R277-552-6. Charter School Expansion Requests.

(1) An authorization process developed by an authorizer in accordance with Subsection R277-552-2 (2) shall comply with this Section R277-552-5 for a charter school expansion.

(2) An authorizer may only consider an application from a charter school for an expansion if:

(a) the charter school is in compliance with the requirements of federal and state law, regulations, and Board rule, including:

- (i) Title 53E, Chapter 9, Student Privacy and Data Protection;
- (ii) Title 53G, Chapter 7, Part 5, Student Fees;
- (iii) Title 53G, Chapter 9, Part 7, Suicide Prevention;
- (iv) Title 53G, Chapter 8, Discipline and Safety;
- (v) Title 52, Chapter 4, Open and Public Meetings Act;
- (vi) Title 63G, Chapter 6a, Utah Procurement Code; and
- (vii) The IDEA and Rule R277-750, with no unresolved audit exceptions;
- (viii) Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies;
- (ix) Section 53G-9-207, Child sexual abuse prevention; and
- (x) Subsection 63G-7-301(3) and Rule R277-322;

(b) the request is consistent with the charter school's charter agreement;

(c) the expanding school or LEA is performing:

- (i) consistent with or above the charter school's stated academic goals; and
- (ii) at or above the average student performance of other nearby schools on statewide assessments, unless serving a specialized population consistent with the school's charter agreement;

(d) if the proposed expansion will require additional physical facilities, the charter school has maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years;

(e) the charter school's financial statements report revenues in excess of expenditures for at least three of the last four fiscal years; and

(f) the charter school provides any additional information or documentation requested by the charter school authorizer.

(3) An authorizer shall provide documentation of an applicant school's eligibility to apply under Subsection (2) to the Superintendent upon request.

- (4) An authorizer may only approve an application from a charter school for an expansion if:
- (a) the charter school is meeting the terms of its charter agreement;
 - (b) the charter school is academically and operationally successful, taking into consideration at least two years of academic performance data of students at the charter school;
 - (c) the charter school:
 - (i) provides educational services consistent with state law and Board rule;
 - (ii) administers and has capacity to carry out statewide assessments including proctoring statewide assessments, consistent with Section 53E-4-303 and Rule R277-404; and
 - (iii) provides evidence-based instruction for special populations as required by federal law;
 - (d) the charter school has adequate qualified administrators and staff to meet the needs of the proposed student population at the school;
 - (e) the school is in compliance with all applicable school legal obligations;
 - (f) the charter school has maintained for each of the last three years:
 - (i) a re-enrollment rate of at least 80%;
 - (ii) a wait list of at least 40% of its annual enrollment; or
 - (iii) other evidence of market demand satisfactory to the authorizer;
 - (g) the charter school is financially viable, as evidenced by the charter school's financial records, including the charter school's:
 - (i) most recent annual financial report (AFR);
 - (ii) annual program report (APR); and
 - (iii) audited financial statements;
 - (g) the charter school's proposal provides an adequate facility for the school; and
 - (h) the charter school has appropriately dealt with student safety issues, if any.

(5) An authorizer shall:

- (a) approve a proposed expansion before October 1 of the state fiscal year prior to the school year that the intends to expand; and
- (b) provide the total number of students by grade that the charter school expansion is authorized to enroll to the Superintendent on or before October 1 of the state fiscal year prior to the school year that the school intends to expand.

LAKE MOUNTAIN SCHOOL DISTRICT

APPLICATION TO SERVE AS A CHARTER SCHOOL AUTHORIZER

Submitted to the Utah State Board of Education

INTRODUCTION

Lake Mountain School District respectfully submits this application to the Utah State Board of Education seeking approval to serve as a charter school authorizer pursuant to Utah Code Title 53G, Chapter 5, including §53G-5-205(authorization by local school boards) and §53G-5-305 (charter authorization procedures).

Lake Mountain School District (Lake Mountain) is comprised of the communities of Saratoga Springs, Eagle Mountain, Cedar Fort, and Fairfield. These cities represent one of the fastest-growing regions in the State of Utah. They are communities built by families who expect strong public schools, transparent governance, fiscal responsibility, and local accountability.

Lake Mountain was created through voter approval pursuant to Utah Code Title 53G, Chapter 3, Part 3 (Creation of Local School Districts). From its inception, Lake Mountain School District has been structured around disciplined governance, measurable student outcomes, and responsible stewardship of public resources.

The Board of Education operates under a Results-based governance framework. Student outcomes are defined clearly. Operational guardrails are established in writing. Performance is monitored consistently. Difficult decisions are addressed directly when necessary to protect students and public trust.

As a newly formed district serving rapidly expanding communities, Lake Mountain recognizes that families within district boundaries expect meaningful public school options. Charter schools, when authorized responsibly and overseen rigorously, can provide innovative instructional models and specialized academic pathways within the current public system.

Lake Mountain seeks authorizing authority not to expand institutional influence, but to ensure that public school choice within district boundaries is exercised with clarity, accountability, and measurable academic growth.

MISSION, PURPOSE, AND GOVERNING PHILOSOPHY

Lake Mountain affirms the purposes of charter schools set forth in Utah Code §53G-5-104, including improving student learning, expanding opportunity, encouraging innovation, and establishing accountability focused on measurable outcomes. Lake Mountain's authorizing mission is grounded first and foremost in accountability.

The purpose of authorizing at Lake Mountain is to ensure that every charter school authorized by Lake Mountain delivers measurable academic growth for students,

operates with fiscal integrity, complies with law, and remains accountable under a clear and enforceable performance contract.

Lake Mountain recognizes that charter schools are granted operational flexibility pursuant to §53G-5-303. That flexibility exists within the framework of a binding charter agreement. The charter agreement is not symbolic. It is a performance contract defining:

- Academic expectations
- Financial sustainability requirements
- Governance standards
- Compliance obligations
- Renewal and intervention benchmarks

Lake Mountain's accountability framework will include:

1. Clear Performance Standards Before Approval
Academic, financial, and organizational expectations will be explicitly defined in writing prior to authorization.
2. Annual Performance Monitoring
Schools will be reviewed annually against defined Academic and Financial Performance Frameworks aligned with state accountability measures.
3. Defined Intervention Thresholds
Performance falling below established benchmarks will trigger structured corrective action pursuant to §53G-5-501.
4. Enforceable Revocation Authority
Persistent failure to meet performance standards may result in revocation proceedings pursuant to §53G-5-502 through §53G-5-504.

Lake Mountain will not delay difficult decisions when student outcomes or fiscal integrity are at risk. The role of the authorizer is not to preserve institutions. It is to protect students and public trust.

Charter schools that demonstrate strong academic growth, responsible financial management, and compliance with law will be supported. Charter schools that fail to meet agreed standards will be required to improve, and if necessary, will be closed in accordance with statute.

Accountability is not reactive at Lake Mountain. It is built into the structure of authorization from the beginning.

STATUTORY AUTHORITY AND GEOGRAPHIC SCOPE

Lake Mountain seeks approval under §53G-5-205 to serve as a charter school authorizer within the legally defined geographic boundaries of the Lake Mountain School District.

Charter schools authorized by Lake Mountain must be physically located within district boundaries established pursuant to Title 53G, Chapter 3, Part 3, unless otherwise permitted by law.

Lake Mountain acknowledges that charter schools are local education agencies (LEAs) pursuant to §53G-5-304, and must comply with all applicable state and federal laws unless formally waived under §53G-5-303(3).

Portfolio growth will be capacity-driven. Before approving any new charter, the district will evaluate staffing ratios, monitoring systems, and compliance infrastructure to ensure the district can fulfill its oversight obligations under §53G-5-205(2).

Growth will not outpace oversight.

GOVERNANCE STRUCTURE AND AUTHORIZER CAPACITY

The Lake Mountain Board of Education will serve as the charter school authorizer and will exercise all statutory authority in public session consistent with:

- Utah Code Title 53G, Chapter 5
- Utah Code Title 52, Chapter 4 (Open and Public Meetings Act)

The Board retains ultimate responsibility for:

- Approval or denial of charter applications pursuant to §53G-5-305
- Execution of performance-based charter agreements pursuant to §53G-5-303
- Annual performance review
- Renewal determinations
- Probation and revocation proceedings pursuant to §53G-5-501 through §53G-5-504

ADMINISTRATIVE ASSIGNMENT AND BOARD OVERSIGHT

The Superintendent will designate specific executive-level administrators to carry out the day-to-day monitoring and review responsibilities associated with charter oversight. All monitoring findings, performance analyses, compliance reviews, and recommendations will be formally reported to the Board of Education.

The Board retains ultimate oversight authority and responsibility for all authorizing decisions, including approval, renewal, probation, amendment, and revocation pursuant to §53G-5-303 and §53G-5-501 through §53G-5-504.

Administrative review supports the Board's oversight function; it does not replace it.

Academic Oversight

- Annual review of academic performance data aligned with statewide accountability indicators
- Analysis of student growth, subgroup performance, and achievement trends
- Monitoring of compliance with assessment administration requirements under R277-404

Financial Oversight

- Review of Annual Financial Reports (AFR) and Annual Program Reports (APR)
- Analysis of liquidity ratios, debt service coverage, and sustainability indicators
- Oversight of compliance with R277-113 (LEA Fiscal Policies) and audit requirements

Organizational and Legal Compliance

- Monitoring of compliance with state and federal law, including IDEA and R277-750
- Verification of governing board compliance with statutory requirements
- Oversight of procurement and financial controls pursuant to Title 63G, Chapter 6a (Utah Procurement Code)

Each designated administrator will provide written findings and recommendations to the Superintendent, who will in turn provide formal recommendations to the Board.

Separation of Roles

Charter schools authorized by Lake Mountain will remain independent public schools and separate LEAs pursuant to **§53G-5-304**.

Capacity and Scaling

Before approving any new charter school, the Superintendent will certify to the Board that sufficient administrative capacity exists to provide effective oversight consistent with **§53G-5-205(2)**.

As the portfolio expands, oversight assignments may be adjusted, and additional personnel may be designated to ensure monitoring responsibilities are fulfilled without compromising quality.

Lake Mountain will not authorize beyond its demonstrated capacity to monitor rigorously and consistently.

Accountability requires clarity of responsibility. This structure provides it.

NEW CHARTER SCHOOL APPLICATION PROCESS

Lake Mountain will implement a multi-phase application process consistent with **§53G-5-305**.

Orientation

All applicants will participate in a mandatory orientation reviewing statutory requirements, governance obligations, academic performance expectations, and financial safeguards.

Proposal Phase

The proposal phase will evaluate mission alignment, community need, instructional design, and governance competence.

FULL APPLICATION

Invited applicants will submit detailed documentation including:

- Academic program design aligned to Utah Core Standards
- Growth targets consistent with statewide accountability indicators
- Five-year budgets and cash flow projections
- Facilities plans
- Special education and English learner compliance plans
- Governance bylaws consistent with Title 16, Chapter 6a (Utah Revised Nonprofit Corporation Act)

Applications will be evaluated using objective scoring criteria aligned with statutory purposes.

Capacity Interview

Applicants advancing beyond written review will participate in a structured capacity interview assessing governance literacy, financial oversight competency, compliance awareness, and operational readiness.

Approval decisions will occur in public session pursuant to §53G-5-305(3).
Charter Agreement

Approved schools will enter into a performance-based charter agreement pursuant to §53G-5-303, defining academic, financial, and compliance expectations.

TRANSFERS, EXPANSIONS, AND SATELLITE CAMPUSES

Lake Mountain will implement procedures consistent with R277-552 governing transfers, expansions, and charter amendments.

Formal application documents will be developed and published separately; however, review standards are established herein.

Transfers (R277-552-8)

Transfer applicants must submit:

- Multi-year academic performance data
- AFR, APR, and audited financial statements

- Compliance certifications
- Current authorizer position statement

Transfers will only be approved when sustained academic performance, financial stability, and compliance are demonstrated.

Large Expansions (R277-552-7)

Expansion requests must demonstrate:

- Academic performance meeting or exceeding accountability expectations
- Evidence of closing achievement gaps
- Clean audits and sustainable debt ratios
- Facility and staffing readiness

Growth will not be approved if it risks destabilizing quality.

Satellite Campuses

Replication requests must demonstrate sustained academic success and governance stability sufficient to maintain fidelity across multiple sites.

All approvals will require amendment or execution of a performance-based charter agreement.

PERFORMANCE MONITORING, RENEWAL, AND INTERVENTION

Lake Mountain will conduct annual performance reviews aligned with established Academic and Financial Performance Frameworks.

Academic Monitoring

Academic review will include:

- Statewide assessment proficiency pursuant to R277-404
- Student Growth Percentiles
- Growth of the lowest 25 percent
- English Learner Progress
- Postsecondary Readiness indicators

Disaggregated subgroup performance will be reviewed annually.

Financial Monitoring

Financial oversight will include:

- Liquidity ratios
- Debt service coverage
- Net lease-adjusted debt burden
- Audit findings
- AFR and APR compliance

Corrective Action

If performance deficiencies are identified, the district may impose corrective action plans pursuant to §53G-5-501.

Revocation Authority

Persistent or material noncompliance may result in revocation proceedings pursuant to §53G-5-502 through §53G-5-504.

AUTHORIZE SELF-EVALUATION AND TRANSPARENCY

Lake Mountain will conduct periodic internal reviews of authorizing practices to ensure compliance with statute and alignment with best practices.

Portfolio-level summaries will be made publicly available consistent with transparency expectations under Utah law.

Continuous improvement applies to authorizers as well as schools.

CONCLUSION

Lake Mountain School District seeks authorizing authority with clarity, discipline, and conviction.

Families within our district boundaries expect meaningful public school options. Charter schools, when authorized responsibly and monitored rigorously, can expand opportunity while preserving accountability.

The quality of charter schools depends directly on the quality of authorizing.

Lake Mountain is prepared to:

- Authorize carefully.
- Monitor consistently.
- Intervene when required.
- Protect students above all else.

Pursuant to Utah Code Title 53G, Chapter 5, Lake Mountain respectfully requests approval from the Utah State Board of Education to serve as a charter school authorizer consistent with statute and the highest standards of public governance.

LAKE MOUNTAIN SCHOOL DISTRICT

NEW CHARTER SCHOOL APPLICATION

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LAKE MOUNTAIN SCHOOL DISTRICT

NEW CHARTER SCHOOL APPLICATION

INTRODUCTION

The Lake Mountain Board of Education, in alignment with Utah Code 53G-5-205, will accept applications for charter school authorization, based on completion and approval of all required tasks and requirements. The rigorous authorizing system is consistent with Utah Code and Utah State Board of Education (USBE) Administrative Rules. The goal is to produce increased learning proficiency in K-12 students through innovative charter schools which focus on attaining the highest levels of student learning.

Lake Mountain Board of Education is willing to engage in the application process for new charter schools that meet the following criteria:

- Charter School within the Lake Mountain School District Boundaries

The six required steps in the approval process are:

Step 1 - Proposal - Paper Review*

Step 2 - Proposal Interview (Invited)

Step 3 - Full Application Review (invited)

Step 4 - Capacity Interview – Application Strengths and Needs Meeting (Invited)

Step 5 - Charter Authorization Decision

Step 6 - Charter Agreement Signed

**Applicants are also required to participate in a new school orientation before submitting proposal.*

It is important that all charter school applicants have a clear understanding of the intent of charter schools in Utah, as indicated in Utah state law (53G-5-104). The purposes listed in the law are:

- (1) continue to improve student learning;
- (2) encourage the use of different and innovative teaching methods;
- (3) create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- (4) increase choice of learning opportunities for students;
- (5) establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools;
- (6) provide opportunities for greater parental involvement in management decisions at the school level; and

(7) expand public school choice in areas where schools have been identified for school improvement, corrective action, or restructuring.

All proposed charter schools must align with one or more of these state purposes.

Additionally, charter schools must comply with all Utah Law and USBE Administrative rules related to charter schools, unless formally exempted. The Utah Charter Schools Act is contained in sections [53G-5](#) and [53F-2-7](#) of the Utah Code.

Public Education is governed by State Board of Education through USBE Administrative Rules. These regulations apply to all public education, including charter schools. The administrative rules relating to public education can be found at <https://schools.utah.gov/administrativerules> with specific rules relating to charter schools found in **R277-472, R277-480, R277-494, and R277-550 through R277-555.**

Charter schools must also comply with any Federal laws related to education.

****All individuals and groups preparing a proposal must sign that they have carefully reviewed the Utah Code and USBE Administrative Rules associated with charter schools.***

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 1: Charter School Proposal

The purpose of this document is to help you to develop a proposal for receiving authorization to start a new charter school in the State of Utah. Proposal development is the first stage of a multi-step process that will be described below. When completed, your proposal will be reviewed by Lake Mountain Board of Education (or an advisory committee designated by Lake Mountain of Education). This review will result in an evaluation of the overall merit of your proposal and determine if it warrants an invitation for you to proceed to the next stage of charter authorization. This document is organized to support you in developing an appropriate proposal.

The Lake Mountain will accept proposals from charter schools which:

- will be located in the Lake Mountain School District Boundaries.

The role of authorizer for Lake Mountain School District will be one of support and oversight. To accomplish this, any authorized school must be located within the Lake Mountain School District Boundaries.

Ensuring optimal fit for both the authorizer and the school is very important to produce desired learning outcomes in students. We have designed this initial proposal step to allow for alignment assessment prior to completing the extensive work required in the full application process.

The approval process consists of 6 steps:

Step 1 - Proposal - Paper Review

**Applicants are required to participate in a new school orientation before submitting proposal.*

Step 2 - Proposal Interview (Invited)

Step 3 - Full Application Review (invited)

Step 4 - Capacity Interview – Application Strengths and Needs Meeting (invited)

Step 5 - Charter Application Approved

Step 6 - Charter Agreement Signed

PROPOSAL DEVELOPMENT

All proposing groups must participate in a new school orientation before submitting a proposal. It is recommended that they attend an orientation before creating their proposal. The Lake Mountain Board of Education (or designated readers authorized through the Lake Mountain Board of Education) will be looking for a clear, articulate, coherent, and consistent description of your proposal, which MUST include the following:

1. Background information
 - Name of proposed charter school
 - Name of person or persons applying
 - Authorized agent
 - Full mailing address, phone number, email address of authorized agent
 - Proposed location, including school district
 - Include if school is virtual or in-person
2. Proposed Board members
 - Name, position, and expertise (education, legal, financial) of each proposed board member
 - Previous charter school affiliations of each board member
3. Learning Mission
 - State and describe the proposed school's learning mission
 - Describe the educational need met by the school's mission
 - Describe the academic learning goals of the proposed school
 - Describe additional goals of the school
 - Describe the legislative purpose of the school outlined in UCA 53G-5-104
4. Program of Instruction
 - Describe the research and evidence to support your proposed instructional program
 - Describe the educational philosophy that will support student learning
 - Describe how the student learning goals may be accomplished through this program of instruction
 - Describe how the Utah Core Standards will be taught and how proficiency will be achieved
 - Describe how students with disabilities, English language learners, advanced learners, and students with other educational disadvantages will be served
 - Describe how graduation requirements will be met (9th-12th)
5. Market Analysis
 - Describe the characteristics of an appropriate site
 - Describe how this site will support your overall proposal, including the purpose, mission, and goals of your school
 - Describe process to secure site or locate site, if not identified
 - Describe why the proposed school and educational program is needed in that location
 - Describe any risks, barriers, or regulations that may impact the proposed school's success.
6. Enrollment Model
 - Grade levels served
 - Grade level alignment with district and surrounding districts
 - Target opening school year
7. Funding Plan
 - Describe funding plan for the proposed school; include projections for revenue and expenditures

8. Governance and Operational Structure
 - Describe the proposed operational infrastructure, elements, and process to support student learning
9. Proposed time frame for benchmarks and opening
10. Waivers requested (If applicable)
 - Include rule numbers and titles
11. Signature of Board members and Authorized Agent
 - Assurance all information in the proposal is complete and accurate
 - Code of Ethics Statement
 - Confirmation Utah Law and Rules related to Charter Schools have been read and understood

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 2: Proposal Interview (Invited)

Lake Mountain Board of Education invites you to participate in an interview to discuss your Charter School proposal. If there have been any changes to what you proposed in Step 1, please send a description of those changes to the Board of Education before completing this step.

The proposal interview has multiple purposes. First, it allows the Lake Mountain Board of Education to obtain additional information about your full board and your proposal that is difficult to ascertain from your written proposal and clarify any unclear areas in the proposal. Second, because a close professional relationship between our authorized charter schools and the Lake Mountain Board of Education and staff is vital, we feel it is important to invite you into a face-to-face interview where we can get to know each other. Our capacity to work together is vital. And third, we recognize that some of the most effective learning is socially constructed, and because we may ultimately unite as a learning organization (i.e., charter school authorizer and charter school leadership) getting to know each other and estimating our capacity to jointly form a learning organization is needed.

We want this to be a positive experience, so we ask that you prepare for the following:

- Full Board interviews (30 minutes, approximately)
 - All board members and/or consultants are asked to participate
- Proposal review (30 minutes, approximately)
 - Questions from the Lake Mountain Board of Education/Staff to Applicants
 - Questions from the Applicant to the Board/Staff
- Final Summary Statement from Applicant Group (15 minutes, approximately)
 - One Spokesperson
 - Any final message in support of approval of your proposal.

****Questions from the Board will be provided prior to the interview.***

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 3: Full Application (Invited)

Congratulations on being invited to submit a full application to the Lake Mountain Board of Education. Based on your proposal and interview, we invite you to expand and elaborate on the information provided in the proposal. Also, some additional information will need to be added in this step of the application process. When completed, your application will be reviewed by the Lake Mountain Board of Education and/or a designated review committee. This review will result in an evaluation of the overall merit of your application and provide information for the Lake Mountain Board of Education to determine if it warrants an invitation for you to proceed to the next step of the process and participate in an interview reviewing the strengths and needs of your application. The Capacity Interview - Strengths and Needs Meeting will also be evaluated for merit, and ultimately be used in combination with your application, to determine if your charter school will be approved for authorization.

All information presented in the application package, if approved, will be used to complete the charter agreement and may be used for accountability purposes throughout the term of the charter. Reviewers will be looking for a clear, articulate, coherent, complete, and consistent description of your proposed charter school in your application. Please carefully review and apply the following guidelines:

- Submit a single Word file. Word files allow us to use “track changes” to comment on your proposal.
- Use the proposed school name in your file name.
- Use a Times New Roman 12-point font.
- Use single spacing with 1” margins.
- Use a page number and document header on each page that includes the proposed school name.
- Proposals are limited to 100 pages. (Excluded from the 100-page limit are the cover page, table of contents, required information, appendices, and budget worksheets).

Your application must be organized in the following order:

1. Cover page with
 - a. Proposed charter school name,
 - b. Name of person or persons applying,
 - c. Authorized agent,
 - d. Full mailing address, phone number, email address of authorized agent
2. Table of Contents
3. Signatures Statement
4. Application
 - a. Section 1: Executive Summary

- b. Section 2: Charter School Information
 - c. Section 3: Governance Structure
 - d. Section 4: Business and Operations Plan
 - e. Section 5: Contracts
 - f. Section 6: Learning Mission
 - g. Section 7: Program of Instruction
 - h. Section 8: Enrollment Model
 - i. Section 9: Staffing Plan
 - j. Section 10: Market Analysis
5. Appendices
- a. Appendix A: Articles of Incorporation
 - b. Appendix B: Governing Board Bylaws
 - c. Appendix C: Minutes from Governing Board Meetings
 - d. Appendix D: Board Members Background Information Sheets
 - e. Appendix E: Executed Contract(s), MOUs or other Legal Agreements
 - f. Appendix F: List of Administrative Rules Requested to be Waived
 - g. Appendix G: Start Up Grant Application
 - h. Appendix H: Only applicable for a public school converting to charter status.

SIGNATURES STATEMENT

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data and the information in this application are true and correct. This charter school application is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent

Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Authorized Agent

Signature of Charter School Board Chair (if different than Authorized Agent).

APPLICATION DEVELOPMENT

SECTION 1: EXECUTIVE SUMMARY

This is a summary of the full application. It should be able to stand on its own as a brief explanation of the proposed charter school. Make sure that the content in the executive summary is fully explained by the content contained throughout the rest of the application. Highlight key points of the application. State the school's learning mission and briefly present your overall vision for how the school will operate. Describe the school's overarching educational philosophy and the culture. Describe how your board originated and why it chose to propose this school. This section should be a brief overview of what you propose for your school, but be inclusive enough to cover the main points of your application that support why the proposed school should be approved

SECTION 2: CHARTER SCHOOL INFORMATION

Copy and Paste Proposal Section 1.
Elaborate as needed/wanted.

SECTION 3: GOVERNANCE STRUCTURE

1. Describe the entity that will hold the charter and be responsible during the development of the school (startup) and explain how this board may differ from those who will govern the school (governance).
2. Provide a statement regarding the status of the proposed charter school being organized under Title 16 Chapter 6a, Utah Revised Nonprofit Corporation Act
3. Documentation of entity's legal status, including Articles of Incorporation (include in Appendix A)
 - a. Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations for the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to
 - i. Apply for 501 (c)(3) status with the IRS or
 - ii. Take on debt on behalf of the corporation
4. Documentation of Entity Bylaws (Include a copy in Appendix B)
 - a. Bylaws should include at minimum:
 - i. the existence and responsibilities of officers;
 - ii. the size of the board, the process for selection and term of their appointment/election;
 - iii. process for removal of board members;
 - iv. the number of board meetings held annually,
 - v. who may call meetings;
 - vi. and how the board will function.

5. Approved Minutes from Board meetings where the Articles of Incorporation and By-Laws were approved (Include in Appendix C)
6. Board Members Information
 - a. List of Startup Board Members (Include in Appendix D – Background Sheets)
 - b. Describe any plans for recruitment/selection of additional board members (startup and governance)
 - c. Statement of assurance that applicant shall, within 30 days of authorization, complete a background check on each board member, as required by 53G-5-302.
 - d. Describe how the Board will perform self-evaluation and evaluation of the school management.
 - e. Describe the required Professional Development plan for Governing Board including:
 - i. orientation at beginning of board service,
 - ii. ongoing Professional Development throughout the year on areas such as finance, academics, leadership, compliance with contract, state and federal laws, reporting requirements, human resources, educational law, and any other skill/knowledge that related to their responsibilities as Charter School Board Members
 - f. Include an organizational chart showing relationships between board and school leadership.
7. Additional Guidelines:
 - a. Include language that indicates the Board is aware of and follows Utah’s Open & Public Meetings Act in conducting board and committee business.
 - b. Demonstrate that the operation of the proposed school is consistent with the organization’s overall mission and operation.
 - c. In the case of pre-existing organizations, provide details of the operational relationship and the separation between the pre-existing organization and the governing board.
 - d. Include an organizational chart showing relationships between the governing board and school management, and key employees, ESPs, community organizations, and school groups (e.g., parents, PTO, etc.).
 - e. Demonstrate the governing board’s capacity to:
 - i. oversee the successful development and implementation of the proposed education program,
 - ii. oversee the effective and responsible management of public funds,
 - iii. oversee and be responsible for the school’s compliance with its legal obligations,
 - iv. represent the community well, and
 - v. establish and sustain a quality school.
 - f. Describe the process and frequency the governing board will follow to evaluate whether or not it is meeting the vision, mission, and educational philosophy.

SECTION 4: BUSINESS AND OPERATIONS PLAN

The business plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. It should present a clear picture of the school's revenue projections, expenditure requirements, facility needs, and a pre-opening plan. Please complete the following budget worksheet and include it as part of this section:

https://drive.google.com/file/d/0B0WVD1zImQOPYVZISmV4TmdlTDg/view?resourcekey=0-pJBeuTs9-vFnIACfOf_GXg

1. Budget

- a. Provide a cash flow analysis for the preoperational year and first 5 years of operation (FY= July 1– June 30).
- b. Detail the school's estimated revenues and expenditures for the first operational year, including a breakeven analysis.
- c. Include an explanation and discussion of key financial assumptions.
- d. Explain how the fiscal priorities align with and support implementation of the educational program and other key elements in the charter agreement.
- e. If applicable, address the schedule for repayment of any anticipated debt and elaborate on the repayment assumptions and plan.
- f. Discuss the school's contingency plans for cash flow challenges/insufficient student enrollment.
- g. Additional Guidelines:
 - i. Make sure the following are included in your text:
 1. Evidence financial priorities that are consistent with and support goals and key elements for the proposed school
 2. Viable strategies for meeting potential budget and cash flow challenges, particularly for the first three fiscal years
 3. Explanation of how you will ensure that restricted funds are only used for the purposes that they are given (e.g., special education, state funding for Utah students only, and other sources of restricted funds).
 4. Realistic, evidence-based revenue and expenditure assumptions for the first three fiscal years, including any plan to incur and repay debt, for both full enrollment and breakeven enrollment scenarios.
 - ii. Budget must reflect at minimum the required percentage of reserve funds at the end of the fiscal year.

2. Finances

- a. Provide documentation of already acquired funding.
- b. Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial management. Present evidence the system and procedures adhere to generally accepted accounting practices.
- c. Describe how the school's finances will be managed and who will be responsible for ensuring implementation of FERPA protections of student and financial

records. Your response should address, among other things, the school's plans in the following areas:

- i. Provisions for an annual audit consistent with its LEA status
 - ii. Development and dissemination of an annual financial report
 - iii. Provide required & recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.
- d. Present evidence that the school will have or has capacity to develop adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced price lunch, SWD, and ELs enrollment.
 - e. Demonstrate preparation to meet its insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations.
 - f. Ensure that any grants or federal programs the charter receives are administered according to established guidelines

3. Facilities

Discuss the school's facility needs based on the educational program and anticipated enrollment, as well as whether the governing board plans to lease or build a facility.

- a. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code) and provide a floor plan and a description including the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities.
 - i. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities and meets ADA requirements for students, parents, and community members.
 - ii. To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements.
 - iii. To the extent that the facility will require renovation or "build out," describe those plans including anticipated timing and cost.
- b. If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.
- c. Demonstrate that the school's plan for acquisition of a facility is financially viable.
 - i. Provide evidence of your understanding that an adjusted debt burden ratio of under 30% on either a lease agreement or property purchase is required. The "Lease Adjusted Debt Ratio" is defined as:

"A school's cumulative annual debt service payments, inclusive of cumulative annual lease payments, divided by the school's unrestricted annual operating revenue."

4. Preopening Plan

- a. Provide a pre-opening plan that documents key tasks to be completed between approval of the application and the opening of the school. Include:

- i. a schedule for initiation, development, and completion of tasks,
 - ii. identify primary responsibility by individual or position for each task, and
 - iii. document anticipated resource needs.
 - b. Key tasks should include implementation of:
 - i. applicable federal and state legal requirements for public schools,
 - ii. required policies,
 - iii. student data systems,
 - iv. student data privacy,
 - v. reporting, and
 - vi. financial management.
 - c. Provide evidence that school leaders and board members have read the USBE Administrative Rules on Special Education and prepared/adopted a school specific copy of the rules before the opening of the school.
 - i. Note that school specific copies must meet the threshold requirements of IDEA law, but may, where desired, provide supports to students beyond these requirements.
 - ii. Also, the school specific copy must be reviewed and approved by USBE staff before the opening of the school.
 - iii. Evidence of this approval must be provided to Lake Mountain.
 - d. Describe the steps you will take to receive state start-up funds as noted in R277-552-3 (1-4).
 - e. Additional Information
 - i. Your responses must describe how you will evidence completion of tasks and evidence implementation of legal requirements and policies to your authorizer, and on a realistic schedule for implementation prior to school opening.
 - ii. Applicants are to provide explicit evidence that school leaders and all board members have read all relevant federal and state legal codes for education.
 - iii. Plan must include a description of how all applicable codes will be implemented in the proposed school prior to school opening.
 - iv. Plan must provide evidence of access and a realistic plan for effective use of monitoring systems designed to comply with state and federal laws
5. Closure Plan
- a. Provide a closure plan that documents key tasks to be completed should the school's charter be terminated by Lake Mountain Board of Education or the Utah State Board of Education or voluntarily surrendered by the school. (See Utah Code [Section 53G-5-504](#) for list of key tasks and process for school closure)
 - b. Also include in the plan:
 - i. Explain how you will actively and intentionally identify date-based closing activities that are either missed or are late.

- ii. Explain plan for ensuring secure archiving and maintenance of required records (e.g., student files, attendance records, transcripts, employment records, inventory of assets, etc.). Plan should include appointing an individual to be responsible for records. (Records for assets should follow Utah Code section 53G-5-403 and Federal Regulation 34CCFR 80.32)
- iii. Describe the support provided to the student and family when choosing a new school and registering for classes.
- iv. Fully describe any support that will be offered to employees through the school's closure.
- v. Detail the plan for continued submission of required reports (e.g., audit, grant reports, end-of-year report, etc.). Plan should include appointing an individual to be responsible for reports.
- c. Additional Information:
 - i. Closure fund reserves should be reflected and clearly labeled in the budget, and should be explained in the detailed business plan.

SECTION 5: CONTRACTS

1. Applicants must provide an explanation of the general process by which contracts/MOU's/or other legal agreements (excluding contracts with Lake Mountain School District) will be selected and approved,
 - a. How will you show due diligence in the selection/approval of any contract/MOU/legal agreement? (i.e., required bidding process, oversight by third party)
 - b. What criteria are used to evaluate a contract/MOU/or other legal agreement?
 - c. Who is involved in the review and final decision to approve or reject a contract?
 - d. Are there any perceived or actual conflicts of interest?
 - e. Is the process aligned with State statute, Board rule, and State purchasing policy? (Provide evidence)
2. Applicants must list any contracts related to the proposed charter school that were approved and are in place prior to submission of this application. For each approved contract, a description of the services being provided, a rationale for why this service is being sought, a rationale for selection or approval, and how performance of the contracted entity will be evaluated must be provided. Finally, provide each contractor with a release of information allowing Lake Mountain Board of Education/Staff to speak with representatives regarding the contract. (Copies of the contracts must be included in Appendix E.)
3. Additionally, if there is intent to enter into additional contracts/MOU's/legal agreements of any kind in order to facilitate the opening and operations of the proposed charter school, each of those should be listed as well, along with a description of services being provided, an explanation of the need for this service/product, specific

criteria for selection/approval, and how performance will be evaluated. Again, provide each contractor with a release of information allowing Lake Mountain Board of Education/Staff to speak with representatives regarding the proposed contract. (Include copies any proposed contracts in Appendix E, as well.)

4. Develop a written monitoring plan to monitor and supervise the good or service provided by a third-party contractor (excluding good or service provided by Lake Mountain School District) to ensure compliance with laws and rules (R277-115). Include in the plan the process for holding contractors accountable for meeting performance expectations.

5. Additional Information:

Because contractors external to your proposed learning organization are vital to your success or failure in you achieving your mission, Lake Mountain Board of Education or staff will carefully review proposed contracts across multiple dimensions, including for fiscal transparency. Lake Mountain will review contracts before they are signed during the authorization process. And if your proposed school is authorized by Lake Mountain, external contracts will continue to be reviewed throughout your affiliation with Lake Mountain School District.

SECTION 6: LEARNING MISSION

Copy and Paste Proposal Section 3

Elaborate as needed/wanted.

SECTION 7: PROGRAM OF INSTRUCTION

This section should provide a description of a complete and coherent educational program that includes the philosophical assumptions, learning outcomes and goals, sample curriculum and methods of instruction. There should be an explanation of how Utah Core Standards (UCS) will be addressed instructionally and how they will be assessed in the proposed school. Research evidence to support the elements of your proposed program of instruction should be provided.

1. Program of Instruction
 - a. Identify the school's philosophical approach to educating students and ensure that educational priorities/outcomes are meaningful, manageable, measurable, and focus extensively on student learning.
 - b. Describe proposed method(s) of instruction to be used
 - c. Describe proposed approach for assessing learning at different levels
 - d. Provide detailed assessment plan that addresses:
 - i. School Learning Outcomes
 - ii. Utah Core Standards - State Testing

- iii. Other
- e. Provide clear criteria for promotion from one level to the next.

2. Curriculum

- a. Identify whether charter school personnel will be using published curriculum or if personnel intend to develop their own.
- b. If using published curriculum,
 - i. identify by name or by type
 - ii. describe process/criteria for how curriculum will be selected
- c. If personnel will develop curriculum,
 - i. Provide a compelling rationale for developing the curriculum instead of using published,
 - ii. Describe the steps of development and who will be involved
 - iii. Provide evidence or research to support that the developed will lead to positive student learning outcomes.
 - iv. Explain how curriculum will be judged to be comprehensive and aligned with Utah Core Standards
- d. Discuss how adopted curricula supports the overall learning mission and vision of the proposed school.
- e. Describe the necessary strategies needed for successful implementation of the curriculum.
- f. Explain how the proposed curriculum will meet the needs of all learners, including students with special needs, English learners, advanced students, and emerging learners.

3. Addressing Needs of All Students

- a. Include a viable plan of how the school will provide for and ensure that the learning needs of learners are addressed, including students with special needs, English learners, advanced students, and emerging learners.
- b. Provide a description of how you ensure a compliant implementation of the requirements of the Individuals with Disabilities Education Act (IDEA).
- c. Provide a description of how you will ensure compliant implementation of all federal programs.

4. Select Programs

Report if the proposed school will offer any of the following programs: career education focus, distance and/or online education, early college options.

- a. Career Education
 - i. Present a compelling rationale consistent with business and industry needs and student interests.
 - ii. Identify post-secondary and business partners. Describe opportunities for assisting students in transitions to the workplace or continued education through such activities as experiential education, cooperative education, internships, apprenticeships, job shadowing, and job placement.

- iii. Present a viable plan of how the school will provide for and ensure that the needs of special populations are met.
- b. Distance or Online Education
 - i. Please provide a solid rationale for why the school intends to offer blended, distance, and/or online education to obtain student learning
 - ii. For the purpose of this proposal, distance education is defined as a formal educational process in which the **majority** of the instruction (interaction between students and teachers and among students) in a course occurs when students and teachers are in separate physical locations.
 - iii. For the purpose of this proposal, online education is defined as courses accessed from a computer, tablet, or other internet connected device. Programs may be distance education, online education, or a combination of distance and online education.
 - iv. Offer rationale for selected program(s). If the proposed program contains a distance education component, describe how the proposed charter school will select and deliver its curricula to students in distance education settings. Also, describe who will provide primary instruction to students, and who will assess student learning.
 - v. If the proposed program contains an online program component, describe how the selected online educational program aligns with the school's mission and whether it will be delivered live or asynchronously.
 - vi. Identify if the program will be offered in a full-virtual format, or in a blended-learning format.
 - vii. Provide a viable plan to attain and support a technology platform to provide curricula and deliver instruction.
 - viii. Describe how properly licensed and endorsed teachers will effectively deliver high standard instruction, assess academic progress, and communicate with students to provide assistance.
 - ix. Describe how the school will provide adequate proctoring of assessments, as well as the types and frequency of communication between the school and the students and the manner in which the school will communicate with parents.
 - x. Provide a viable plan of how the school provides for and ensures that the learning needs of special populations are met.
- c. Four-Year College and/or University Affiliation
 - i. Present a compelling rationale for college or university affiliation that is foundational to the proposed school achieving its mission, vision, and educational program goals.
 - ii. Describe the affiliation with the college or university. Address the specific purpose(s) of the affiliation and how the affiliation supports student learning and attainment of school goals. Describe your plans for developing the affiliation and any steps already taken.

- iii. Provide a viable plan of how the school will provide for and ensure that the needs of special populations are met.

SECTION 8: ENROLLMENT PLAN

Copy and Paste Proposal Section 6
Elaborate as needed/wanted

SECTION 9: STAFFING PLAN

1. Describe the organizational structure of the school and its day-to-day operation.
2. List administrative staff and their roles and specific responsibilities (include all staff on the organization chart in the governance section). For each role, identify critical skills or experience necessary to fulfill the responsibilities
3. Discuss the staffing plan, including anticipated staffing needs and recruitment strategies. Include how the plan supports sound operation and successful implementation of the school's educational program and other elements of the charter agreement.
 - a. If the school leader has not yet been identified, discuss plans for recruitment and selection, including the qualifications desired of the school leader.
 - b. List all other student support personnel (counselors, psychologists, etc.) and describe the critical skills, knowledge and experience needed to fulfill their responsibilities. If any of these services will be provided by third parties, describe how they will be implemented.
 - c. Describe the instructional skills, experience, and professional development that teachers will need to have to be successful.
4. The application must include the following three employment policies (additional polices are permitted).
 - a. Compliance with the criminal background check requirements described in Section 53G-5-408
 - b. Employment of relatives within the charter school (see 53G-5-407 and 53G-5-409)
 - c. Employee evaluations (see 53G-5-302(f)(2))
5. Additional Guidelines:
 - a. Consider the following questions as you complete this section:
 - i. What strategies does the school have for effectively recruiting and retaining effective teachers?
 - ii. How do the staffing-related budget assumptions align with educational program needs?
 - iii. How does the staffing plan reflect the anticipated enrollment and growth of the school?

- iv. How will the school determine appropriate experience, training, and skills of non-certificated instructional personnel?
- v. What will be the employer-employee relationship for staff at the school?
- vi. How the school will comply with 53G-5-302(2)(f)(iv) and assign at least one person to oversee human resource management duties as defined in 17B-1-805 and assure the person receives human resource management training as defined in the statute.

SECTION 10: MARKET ANALYSIS

Copy and paste the market analysis from the proposal. Update and elaborate the market analysis as needed to include the following information.

1. A market analysis is a vital part of your application. A market analysis should show the educational needs the applicant is attempting to fill, as well as the market demands for the proposed school and the learning needs identified in the community to be served.
2. Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited.
3. Letters of support should be included in this section. Establish the need for the school and its educational program in the selected community. Provide the characteristics of the proposed charter school that set it apart from others in the target location.
4. Describe the target population of the school and explain in detail how the proposed mission, vision, program of instruction, performance measures, and services align with the educational needs of that population. Share the processes the board has used to reach out to the community. Justify why students in the target population will elect to attend this school over another school.
5. Outline the plan for recruitment and enrollment of students. Explain how the school will publicize and market to a broad cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, socioeconomic backgrounds, and students with disabilities
6. Present evidence to indicate that the enrollment projections for each grade and for each year charter are realistic (i.e., supported by evidence of actual or potential demand).

NOTE: Lake Mountain School district meets the definition of “high growth area” under 52G-6-504. Applicants approved with this priority are required to give students living within a 2-mile radius of the proposed school an enrollment priority above all other students interested in attending the school.

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 4: Capacity Interview - Application Strengths and Needs Meeting (invited)

Lake Mountain Board of Education invites you to participate in a meeting to discuss your Charter School application. If your application has made it to this stage, the Lake Mountain Board of Education recognizes that there is potential for a successful charter school based on your application. This meeting has three purposes:

1. It allows the Lake Mountain Board of Education/Staff to offer comment on the strengths they identified in your full application.
2. It allows the Lake Mountain Board of Education/Staff to offer comment on any needs they identified in the application.
3. It allows the Lake Mountain Board of Education/Staff to engage applicants in a discussion to determine if there are ways the needs identified can be addressed.

MEETING AGENDA

- Review of discovered strengths in the application (15-minutes).
 - Lake Mountain Board of Education/Staff will review and elaborate on the most significant strengths discovered in the application.
- Review of discovered needs in the application (15-minutes).
 - Lake Mountain Board of Education/Staff will review and elaborate on any needs discovered in the application.
 - Applicants are invited to listen to the findings of this review and prepare to discuss the identified needs.
- Review each need and identify actions to resolve each need (up to 90 minutes).
 - Lake Mountain Board of Education/Staff and the applicants will discuss each need, as well as possible resolutions.
 - Both parties will agree upon evidence that will demonstrate resolution of each need.

MEETING FOLLOW-UP

Applicants will have a chance to update their full application to comprehensively address all identified needs within 7 days of the Strengths and Needs meeting. Lake Mountain Board of Education/Staff will determine, based on the updated application, if the needs were appropriately addressed within 14 days of receipt of updated application. The Lake Mountain Board of Education/Staff will communicate to applicants if needs identified in their application were resolved as agreed upon in the Strengths and Needs meeting.

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 5: Charter Authorization Decision

Lake Mountain Board of Education/Staff thank you for completing the first four steps of our authorizing process. You are to be congratulated on your proposal's success in the process to this point. The purpose of Step five is to determine if Lake Mountain School District will authorize your proposed charter.

As you are aware, the Lake Mountain School District authorizing process includes six steps. The first four steps required your action. Step Five requires action by Lake Mountain Board of Education/Staff. Your proposal's performance, starting at Step 1 resulted in its advancement to subsequent stages (i.e., Steps 2 and 3) and then culminated in Step Four, the Application Strengths and Needs meeting. Steps 1-4 produced an extensive amount of data and information that will be quantified and analyzed by Lake Mountain Board of Education/Staff. The data and information you provided will be used to guide Lake Mountain Board of Education's decision to either move forward with authorizing your proposed charter or determine approval cannot be given to authorize your proposed charter school. Lake Mountain Board of Education/Staff will convey their decision to the applicant within 60 days of the completion of the Applications Strengths and Needs meeting.

As you await their decision, if questions/needs arise please feel free to contact us. We want this experience to be informative, positive and productive.

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 6: Charter Agreement Review and Signatures

Lake Mountain Board of Education/Staff congratulates you for successfully completing the first five steps of the authorizing process. The final step of the process is to provide you with information regarding the review and signing of the Lake Mountain Charter School Agreement.

You will receive a copy of the agreement for review no later than two weeks after you receive notification that Lake Mountain Board of Education has authorized you to begin your proposed charter school. Please review it carefully and submit any questions that arise from your review by email to the Lake Mountain Board of Education. The questions must be submitted within two weeks of receiving the agreement for review. Your questions will be reviewed with Lake Mountain Board of Education's legal counsel to ensure that you receive appropriate responses to your questions. A date and time will be designated to meet with Lake Mountain Board of Education/Staff for all parties to sign the agreement.

Please note that your agreement with Lake Mountain Board of Education will identify required trainings (e.g., pre-operational training) that you and your board and school leadership are required to attend as per R277-552-2 (8a). Additionally, the agreement will also identify the processes and timelines Lake Mountain Board of Education/Staff will apply to evaluate your pre-operational plan in terms of legal requirements for public schools and public charter schools; required policies; student data systems, including student data privacy requirements; reporting and financial management (R277-552-2 (8i).

APPENDICES

APPENDIX A – ARTICLES OF INCORPORATION

Attach a copy of the filed Articles of Incorporation. Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

APPENDIX B– GOVERNING BOARD BYLAWS

Attach a copy of the board approved bylaws. Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as:

- (1) the existence and responsibilities of officers
- (2) the size of the board and the manner and term of their election
- (3) removal of board members
- (4) how and when board meetings will be held
- (5) who may call meetings
- (6) how the board will function
- (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school
- (8) any other request from Lake Mountain Board of Education/Staff

APPENDIX C – MINUTES FROM GOVERNING BOARD MEETINGS

Attach a copy of the minutes in which the board approved the Articles of Incorporation and Bylaws. If waivers are requested, include the minutes for which this motion appears. If there are executed contracts or MOUs, include the minutes for which these motions appear.

APPENDIX D – BOARD MEMBERS' BACKGROUND INFORMATION SHEET

The information required below may be copied from the background information sheet you provided in the proposal. This form requires additional information beyond what was provided in the proposal. Please do not include a resume or simply attach the proposal sheet. Complete this form as shown. Each governing board member listed in the table must submit an independent form. Additionally, any key administrators already identified should submit forms.

- Name
- Role with application
- Expertise

- Select the statements that are applicable and, if applicable, proceed as directed:
 - I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
 - I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). Describe all relationships.
- Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.
- Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school.
- Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.
- Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school.
- Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.
- Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.
- Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302 (and 30 days within appointment/election of new board members.) A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after 18 years of age.
- The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO LAKE MOUNTAIN BOARD OF EDUCATION OR STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

APPENDIX E – EXECUTED CONTRACTS OR MOUs – IF APPLICABLE

If applicable, attach a copy of any executed contracts or MOUs, including signatures of authorized agents. Attach corresponding minutes to Appendix D.

APPENDIX F – LIST OF WAIVER REQUESTS – IF APPLICABLE

If applicable, list Administrative Rules and their titles from which the charter school requests to be waived. Submit the waiver request, including justification of need and desired outcome. Attach corresponding minutes to Appendix D.

NOTE: Schools cannot request waivers from federal or state law.

APPENDIX G – STARTUP IMPLEMENTATION GRANT APPLICATION

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school's grant will be determined following approval.

APPLICANT INSTRUCTIONS

- Complete the Startup and Implementation section if the school wishes to be considered for Startup and Implementation funds.
- Do not include this section with the application if the school does not wish to be eligible for these grant funds.

GRANT ASSURANCES

Grant funds may only be used for the following:

- Post-award planning and design of the educational program
- Research-based professional learning activities for teachers, staff, and board
- Informing the community about the school
- Acquiring necessary equipment and educational materials and supplies
- Acquiring, developing or aligning curriculum
- Other initial operational costs, such as:
 - Costs associated with creating and implementing office functions
 - Costs associated with the installation of computers, data systems, networks, and telephones
 - Personnel expenses incurred either before or after the school's opening
 - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

The board understands that:

- Funding is based on projected authorized enrollment.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.

- A budget report on the expenditure of grant money is due to Lake Mountain at the end of each year, and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to Lake Mountain.

BUDGET (SEE ORIGINAL)

If the total amount budgeted in each category is the same at the end of the fiscal year, Lake Mountain approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by Lake Mountain Board of Education/Staff.

APPENDIX H – CONVERSION TO CHARTER STATUS – (IF APPLICABLE)

Demonstrate arrangements for:

1. Students who choose not to continue attending the charter school.
2. Teachers who choose not to continue teaching at the charter school.

LAKE MOUNTAIN SCHOOL DISTRICT

Charter School Satellite Request Process

INTRODUCTION

This document provides procedural direction to existing Lake Mountain authorized charter school boards and leadership in formally requesting approval for a new satellite school for their Lake Mountain School District approved charter school. This is based on the [USBE Administrative Rule R277-552-7](#). The section of the rule that is related to a request for a satellite school is provided at the end of this document.

ELIGIBILITY CRITERIA

Lake Mountain Board of Education is willing to consider requests for a new satellite school of an existing Lake Mountain authorized charter school if they meet the following eligibility criteria:

- a. Charter School is in compliance with all aspects of its charter school agreement
- b. Request is consistent with charter agreement,
- c. Charter School is meeting or exceeding its own stated academic goals,
- d. Charter School is financially stable and has reported revenues in excess of its expenditures for at least 3 of the last 4 years,
- e. Charter School has maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years, and
- f. Charter School satisfies requirements of all federal and state laws, regulations and USBE administrative rules, including but not limited to:
 - a. Title 53E, Chapter 9, Student Privacy and Data Protection;
 - b. Title 53G, Chapter 7, Part 5, Student Fees;
 - c. Title 53G, Chapter 9, Part 7, Suicide Prevention;
 - d. Title 53G, Chapter 8, Discipline and Safety;
 - e. Title 52, Chapter 4, Open and Public Meetings Act;
 - f. Title 63G, Chapter 6a, Utah Procurement Code;
 - g. The IDEA and Rule R277-750, with no unresolved audit exceptions;
 - h. Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies;
 - i. Section 53G-9-207, Child sexual abuse prevention; and
 - j. Subsection 63G-7-301(3) and Rule R277-322;

See below for directions on providing evidence of the criteria listed above.

APPLICATION

As outlined in USBE Administrative Rule R277-552-6, the requesting charter school must provide the following:

1. Submit a written request that includes the following:
 - a. Name of the existing Charter School;

- b. Name of the school administrator
- c. Name of satellite school
- d. Location of satellite school
- e. Name of local school district
- f. To whom and when this application was submitted to the local school district
- g. The name, position, period of service as board members, and current charter affiliation of current governing board members
- h. Minutes of the sponsoring school governing board meeting authorizing the application for the satellite school. (Indicate link or page number if submitting as a packet.)
- i. Explanation of how the Governing Board decided to seek to open a satellite school.
- j. Copy of current Governing By-Laws
- k. The following **Statement of Assurance** signed by the Chair of the Governing Board:

“The Governing Board for the Charter School applying for the proposed satellite school certifies that all information contained within this application is complete and accurate. The Governing Board understands that any misrepresentation could result in disqualification from consideration and/or the revocation of authorization or award.”

Signature of Board Chair	Printed Name of Board Chair	Date

Submit the following documentation to determine eligibility and/or support request:

- 2. Population and Enrollment Information
 - a. Statement indicating applicant understands the conditions that the school's advertisement or notice of Satellite and enrollment policies are consistent with state law and USBE Rule that the enrollment of students cannot begin until the SCSB has approved the Satellite Application and the USBE has received notice of the SCSB's action.
 - b. Grade levels to be served
 - c. Projected maximum enrollment (include breakdown by grade level)
 - d. Responses about the following:
 - i. Describe the target population of the Satellite school, which includes:
 - 1. The percentage of students who are an ethnic or racial minority,
 - 2. The percentage of students with disabilities who qualify for special education services or a 504 plan,
 - 3. The percentage of economically disadvantaged students,
 - 4. The percentage of students who are learning English, and
 - 5. The academic performance of students who would be entering the school.

- e. Compare the description in question one (1) to the local school district of the Satellite school
 - f. Describe the enrollment practices, processes, and policies of the school
 - g. Describe the enrollment timeframe that will be implemented and shared with the public
3. Market Analysis Information
- a. Rationale for the requested satellite school; demonstrating need for the school and its educational program in the selected community. Include:
 - i. Both qualitative and quantitative data that supports request
 - ii. Description of proposed location and market
 - iii. Current enrollment data that shows school(s) has maintained for each of the last 3 years,
 - 1. re-enrollment rate of at least 80%
 - 2. a waitlist of at least 40% of its annual enrollment
 - iv. Other evidence of market demand (i.e., population and development trends, capacity of surrounding public schools, and parent demand)
 - b. Identify any possible challenges to the proposed new satellite school
 - c. Share the process the school's Governing Board has undergone in order to demonstrate outreach to the community. Explain how the school will publicize and market to a broad cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, and socioeconomic backgrounds and students with disabilities.
4. Submit Charter Fidelity Information
- a. Statement indicating school is meeting all terms of its charter agreement
 - b. List key elements and goals of the charter agreement and how the school is implementing and meeting these measures.
5. Submit Compliance of All Applicable Legal Obligations (Federal/State/USBE) Information
- a. If evidence is provided in a packet, indicate page numbers for each listing that follows. If not, provide a website link to demonstrate compliance.
 - b. State Law
 - i. Title 53E, Chapter 9, Student Privacy and Data Protection;
 - ii. Title 53G, Chapter 7, Part 5, Student Fees;
 - iii. Title 53G, Chapter 9, Part 7, Suicide Prevention;
 - iv. Title 53G, Chapter 8, Discipline and Safety;
 - v. Title 52, Chapter 4, Open and Public Meetings Act;
 - vi. Title 63G, Chapter 6a, Utah Procurement Code;
 - c. Federal Law
 - i. The IDEA and Rule R277-750, with no unresolved audit exceptions;
 - d. USBE Rules
 - i. Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies;
 - e. Multiple

- i. Section 53G-9-207, Child sexual abuse prevention; and
 - ii. Subsection 63G-7-301(3) and Rule R277-322; Code of Conduct
 - f. Provide a statement, signed by all board members, certifying there are no outstanding lawsuits, judgments, or liens against the charter school.
6. Submit Academic Success Information
 - a. Include a statement that the school is academically successful, provides educational services consistent with state law and board rule, administers statewide assessments consistent with state law and board rule, and provides evidence-based instruction for special populations as required by federal law.
 - b. Academic Data: Provide academic data for the last five years (or if there is not five years of data, as many years as possible but not less than two.) Explain how data shows school is academically successful. Provide disaggregated data by subgroup for the last year, minimum.
 - c. Educational Services: Describe how the school meets each of the requirements listed in section R277- 552-7-(5)(d) (highlighted below)
 - d. Philosophical Approach: Describe the philosophical approach to improving pupil achievement, which will be used at the Satellite school. Is this the same as the sponsoring school? If not, explain the differences.
 - e. Program of Instruction: Describe the program of instruction to be used at the Satellite school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns with Utah Core Standards. Is this the program of instruction used at the sponsoring school? If not, explain the differences.
 - f. Special Populations: Describe how the Satellite school will provide, as required by state and federal law, special education, and related services. Is this the same process used at the sponsoring school? If not, explain the differences. Include RDA scoring letters and EPR letters, as well as executive summaries from UPIPS reviews for the past three years, if applicable.
 - g. High School Graduation: (for schools offering 9th-12th grade only) If the Satellite school intends to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit. Are these the same requirements, processes, and criteria as the sponsoring school? If not, explain the differences. Please include the menu of course offerings, including course titles and brief descriptions.
7. Submit Operational Success Information
 - a. Provide statement regarding:
 - i. Having adequate qualified administrators and staff;
 - ii. Having adequate, engaged Governing Board members;
 - iii. Compliance with all applicable school legal obligations; and
 - iv. Appropriately dealt with student safety issues, if any.

- b. Provide general overview of the school's administrative structure and operations.
 - i. Provide data on teacher and administrator qualifications.
 - ii. Describe what changes, if any, will need to be made to account for the proposed growth.
 - iii. If no changes will be needed, explain why.
 - c. Provide a general overview of the school's governing board structure and operations.
 - i. Provide data on meeting frequency and engagement.
 - ii. Provide a description of how the Governing Board reviews the executive director and school policies
 - iii. Describe what changes, if any, will need to be made to account for the proposed growth.
 - iv. If no changes will be needed, explain why.
 - d. List and describe the administration, teachers and other staff to be hired at the new school.
 - e. Describe any student safety issues that have occurred and how the school has resolved them. If there are any unresolved, please address the school's plan of action.
 - f. Explain if the satellite school will use a standard, extended, or alternative school calendar. Include a target start date.
8. Submit Financial Viability Information
- a. Describe the school's current financial position. Describe how the school's Governing Board reviews financials, including the budget, restricted and unrestricted funds, and general financial health. Include Governing Board meeting minutes or agendas, as appropriate.
 - b. Provide a copy of the LEA's budget with the proposed Satellite. Also, include a copy of the LEA's budget without the proposed Satellite. Describe how the Satellite campus will impact the school's finances.
 - c. Provide the following data for the last three years:
 - i. most recent annual financial report (AFR);
 - ii. annual financial report (AFR) for the last three years; and
 - iii. audited financial statements for the last three years;
9. Submit Charter Facility Information
- a. Discuss the school's facility needs based on the educational program and anticipated enrollment, as well as whether the Governing Board plans to lease or build a facility. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code)
 - b. Provide either floor plans or a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities.

- c. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.
- d. Discuss the potential impact on traffic for the surrounding community.
- e. To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements.
- f. To the extent that the facility will require renovation or 'build out,' describe those plans including anticipated timing and cost.
- g. If a facility has not been selected, specify potential locations that are under consideration and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.
- h. Provide documentation that the charter school has maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years

10. Submit Contract information

- a. Has the Governing Board entered any contractual relationships for educational services or building development to be provided at the Satellite, if approved?
 - i. If yes, complete "Existing Contract Relationship" section below.
- b. Does the Governing Board intend to have a contractual relationship with an educational service provider (ESP)?
 - i. If yes, complete the "Intention to Enter Contract Relationship" section below.

Existing Contract Relationship:

1. Complete this section if the school has entered any contracts for educational services or building development. Disclose all such contracts and provide the executed contract or memorandum of understanding (MOU) between the charter and the contractor including, at a minimum:
 - a. proposed services
 - b. performance evaluation measures
 - c. fee structure
 - d. renewal and termination provisions
 - e. terms of property ownership (real, intellectual, and personal).
2. Discuss the school's decision to work with these businesses, in general, and the selected business, in particular. Describe the procurement process. Describe the planned relationship between the Governing Board, school administration, and the contractor, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the contractor. Describe the contractor's roles and responsibilities in relation to the school's management and Governing Board. Describe the Governing Board's performance expectations for the contractor. Discuss how the Governing Board evaluates the contractor's performance. Explain why the contractor was selected, including what due diligence efforts were conducted to inform the selection.

3. Provide a summary of the contractor's history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah which have contacted with this provider, with contact information.

Intention to Enter Contract Relationship:

1. Complete this section if the school intends to enter a contract for ESP services. Describe the process the school will follow in the selection of an ESP and provide an assurance the process meets State law for procurement. Explain how the contractor will be selected, including what due diligence efforts will be conducted to inform the selection.
2. Discuss the school's decision to work with an ESP, in general. Describe the planned relationship between the Governing Board, school administration, and the ESP, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the ESP. Describe the ESP's roles and responsibilities in relation to the school's management and Governing Board. Describe the Governing Board's performance expectations for the ESP. Discuss how the Governing Board evaluates the contractor's performance.
3. If an ESP will provide service related to the curricular or instructional management of the proposed educational program, or assessment of students, describe the oversight and monitoring that will be in place to guide this relationship.
4. If an ESP will provide services related to the financial management of the proposed school, describe the internal controls that will be in place to guide this relationship.

ADDITIONAL INFORMATION

- Any misrepresentation or inaccurate or false information submitted may result in disqualification from consideration and/or the revocation of authorization or award.
- Lake Mountain Board of Education/Staff will request input from the State Superintendent and the State Board of Education in regards to the charter schools academic and financial performance.
- If the application is approved, Lake Mountain Board of Education/Staff will notify the State Superintendent of the approval of the new satellite school.

R277-552-7 Requests for a New Satellite School for an Approved Charter School.

(1) An authorization process developed by an authorizer in accordance with Subsection R277-552-3(2) shall comply with this Section R277-552-7 for a satellite school.

(2) An authorizer may only consider an application from a charter school for a satellite school if:

(a) the charter school is in compliance with the requirements of federal and state law, regulations, and Board rule, including:

- (i) Title 53E, Chapter 9, Student Privacy and Data Protection;
 - (ii) Title 53G, Chapter 7, Part 5, Student Fees;
 - (iii) Title 53G, Chapter 9, Part 7, Suicide Prevention;
 - (iv) Title 53G, Chapter 8, Discipline and Safety;
 - (v) Title 52, Chapter 4, Open and Public Meetings Act;
 - (vi) Title 63G, Chapter 6a, Utah Procurement Code; and
 - (vii) the IDEA and Rule R277-750, with no unresolved audit exceptions;
 - (viii) Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies;
 - (ix) Section 53G-9-207, Child sexual abuse prevention; and
 - (x) Subsection 63G-7-301(3) and Rule R277-322;
- (b) the request is consistent with the charter school's charter agreement;
- (c) all schools operating under the governance of the existing charter school are performing:
- (i) consistent with or above the charter school's stated academic goals; or
 - (ii) if no student performance goals have been established, above the standardized student assessment measures of other comparable nearby schools;
- (d) the charter school has maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years;
- (e) the charter school's financial statements report revenues in excess of expenditures for at least three of the last four years;
- (f) the charter school provides a market analysis, including documentation of the school's potential for enrollment stability, covering all public schools within a ten mile radius, including analysis of whether nearby schools are at enrollment capacity; and
- (g) the charter school provides any additional information or documentation requested by the charter school authorizer.
- (3) An authorizer may not consider an application for a satellite school from a charter school governed by a different authorizer.
- (4) An authorizer shall provide documentation of an applicant school's eligibility to apply under Subsection (2) to the Superintendent upon request.
- (5) An authorizer may only approve an application from a charter school for a satellite school if:
- (a) the charter school is meeting the terms of its charter agreement;
 - (b) the charter school has maintained for each of the last three years:
 - (i) a re-enrollment rate of at least 80%;
 - (ii) a wait list of at least 40% of its annual enrollment; or
 - (iii) there is a demonstrated demand for the proposed satellite, taking into consideration the market analysis required under Subsection (2)(f);
 - (c) the charter school is academically and operationally successful, taking into consideration at least two years of academic performance data of students at the charter school, including whether the charter school is performing at or above:
 - (i) the academic goals established in the charter school's agreement; and
 - (ii) the average academic performance of other district and charter schools in the area or schools targeting similar populations or demographics;
 - (d) the charter school has plans for the new school to:
 - (i) provide educational services consistent with state law and Board rule;

(ii) administer and have capacity to carry out statewide assessments including proctoring statewide assessments, consistent with Section 53E-4-303 and Rule R277-404; and

(iii) provide evidence-based instruction for special populations as required by federal law;

(e) the charter school has adequate qualified administrators and staff to meet the needs of the proposed student population at the new school;

(f) the school is in compliance with all public school legal obligations;

(g) the charter school is in good standing with its authorizer; and

(h) the charter school is financially viable, as evidenced by the charter school's financial records, including the charter school's:

(i) most recent annual financial report (AFR);

(ii) annual program report (APR); and

(iii) audited financial statements.

(6) An authorizer shall:

(a) approve a proposed satellite school before October 1 of the state fiscal year prior to the school year that the proposed school intends to first serve students;

(b) provide the total number of students by grade that the satellite school is authorized to enroll to the Superintendent on or before October 1 of the state fiscal year prior to the school year that the proposed school intends to first serve students; and

(c) ensure that a proposed school that will receive School LAND Trust funds has a charter trust land council and satisfies all requirements of Rule R277-477, including transparency of information for parents.

(7) A charter school and all of the charter school's satellite schools are a single LEA for purposes of public school funding and reporting.

(8) If a satellite charter school does not open within 36 months of approval, the approval shall expire.

(9) If an authorizer denies an application for a satellite school, the school may immediately apply for a new charter in accordance with an authorizer's approved processes.

LAKE MOUNTAIN SCHOOL DISTRICT

NEW CHARTER SCHOOL APPLICATION

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LAKE MOUNTAIN SCHOOL DISTRICT

NEW CHARTER SCHOOL APPLICATION

INTRODUCTION

The Lake Mountain Board of Education, in alignment with Utah Code 53G-5-205, will accept applications for charter school authorization, based on completion and approval of all required tasks and requirements. The rigorous authorizing system is consistent with Utah Code and Utah State Board of Education (USBE) Administrative Rules. The goal is to produce increased learning proficiency in K-12 students through innovative charter schools which focus on attaining the highest levels of student learning.

Lake Mountain Board of Education is willing to engage in the application process for new charter schools that meet the following criteria:

- Charter School within the Lake Mountain School District Boundaries

The six required steps in the approval process are:

Step 1 - Proposal - Paper Review*

Step 2 - Proposal Interview (Invited)

Step 3 - Full Application Review (invited)

Step 4 - Capacity Interview – Application Strengths and Needs Meeting (Invited)

Step 5 - Charter Authorization Decision

Step 6 - Charter Agreement Signed

**Applicants are also required to participate in a new school orientation before submitting proposal.*

It is important that all charter school applicants have a clear understanding of the intent of charter schools in Utah, as indicated in Utah state law (53G-5-104). The purposes listed in the law are:

- (1) continue to improve student learning;
- (2) encourage the use of different and innovative teaching methods;
- (3) create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- (4) increase choice of learning opportunities for students;
- (5) establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools;
- (6) provide opportunities for greater parental involvement in management decisions at the school level; and

(7) expand public school choice in areas where schools have been identified for school improvement, corrective action, or restructuring.

All proposed charter schools must align with one or more of these state purposes.

Additionally, charter schools must comply with all Utah Law and USBE Administrative rules related to charter schools, unless formally exempted. The Utah Charter Schools Act is contained in sections [53G-5](#) and [53F-2-7](#) of the Utah Code.

Public Education is governed by State Board of Education through USBE Administrative Rules. These regulations apply to all public education, including charter schools. The administrative rules relating to public education can be found at <https://schools.utah.gov/administrativerules> with specific rules relating to charter schools found in **R277-472, R277-480, R277-494, and R277-550 through R277-555.**

Charter schools must also comply with any Federal laws related to education.

****All individuals and groups preparing a proposal must sign that they have carefully reviewed the Utah Code and USBE Administrative Rules associated with charter schools.***

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 1: Charter School Proposal

The purpose of this document is to help you to develop a proposal for receiving authorization to start a new charter school in the State of Utah. Proposal development is the first stage of a multi-step process that will be described below. When completed, your proposal will be reviewed by Lake Mountain Board of Education (or an advisory committee designated by Lake Mountain of Education). This review will result in an evaluation of the overall merit of your proposal and determine if it warrants an invitation for you to proceed to the next stage of charter authorization. This document is organized to support you in developing an appropriate proposal.

The Lake Mountain will accept proposals from charter schools which:

- will be located in the Lake Mountain School District Boundaries.

The role of authorizer for Lake Mountain School District will be one of support and oversight. To accomplish this, any authorized school must be located within the Lake Mountain School District Boundaries.

Ensuring optimal fit for both the authorizer and the school is very important to produce desired learning outcomes in students. We have designed this initial proposal step to allow for alignment assessment prior to completing the extensive work required in the full application process.

The approval process consists of 6 steps:

Step 1 - Proposal - Paper Review

**Applicants are required to participate in a new school orientation before submitting proposal.*

Step 2 - Proposal Interview (Invited)

Step 3 - Full Application Review (invited)

Step 4 - Capacity Interview – Application Strengths and Needs Meeting (invited)

Step 5 - Charter Application Approved

Step 6 - Charter Agreement Signed

PROPOSAL DEVELOPMENT

All proposing groups must participate in a new school orientation before submitting a proposal. It is recommended that they attend an orientation before creating their proposal. The Lake Mountain Board of Education (or designated readers authorized through the Lake Mountain Board of Education) will be looking for a clear, articulate, coherent, and consistent description of your proposal, which MUST include the following:

1. Background information
 - Name of proposed charter school
 - Name of person or persons applying
 - Authorized agent
 - Full mailing address, phone number, email address of authorized agent
 - Proposed location, including school district
 - Include if school is virtual or in-person
2. Proposed Board members
 - Name, position, and expertise (education, legal, financial) of each proposed board member
 - Previous charter school affiliations of each board member
3. Learning Mission
 - State and describe the proposed school's learning mission
 - Describe the educational need met by the school's mission
 - Describe the academic learning goals of the proposed school
 - Describe additional goals of the school
 - Describe the legislative purpose of the school outlined in UCA 53G-5-104
4. Program of Instruction
 - Describe the research and evidence to support your proposed instructional program
 - Describe the educational philosophy that will support student learning
 - Describe how the student learning goals may be accomplished through this program of instruction
 - Describe how the Utah Core Standards will be taught and how proficiency will be achieved
 - Describe how students with disabilities, English language learners, advanced learners, and students with other educational disadvantages will be served
 - Describe how graduation requirements will be met (9th-12th)
5. Market Analysis
 - Describe the characteristics of an appropriate site
 - Describe how this site will support your overall proposal, including the purpose, mission, and goals of your school
 - Describe process to secure site or locate site, if not identified
 - Describe why the proposed school and educational program is needed in that location
 - Describe any risks, barriers, or regulations that may impact the proposed school's success.
6. Enrollment Model
 - Grade levels served
 - Grade level alignment with district and surrounding districts
 - Target opening school year
7. Funding Plan
 - Describe funding plan for the proposed school; include projections for revenue and expenditures

8. Governance and Operational Structure
 - Describe the proposed operational infrastructure, elements, and process to support student learning
9. Proposed time frame for benchmarks and opening
10. Waivers requested (If applicable)
 - Include rule numbers and titles
11. Signature of Board members and Authorized Agent
 - Assurance all information in the proposal is complete and accurate
 - Code of Ethics Statement
 - Confirmation Utah Law and Rules related to Charter Schools have been read and understood

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 2: Proposal Interview (Invited)

Lake Mountain Board of Education invites you to participate in an interview to discuss your Charter School proposal. If there have been any changes to what you proposed in Step 1, please send a description of those changes to the Board of Education before completing this step.

The proposal interview has multiple purposes. First, it allows the Lake Mountain Board of Education to obtain additional information about your full board and your proposal that is difficult to ascertain from your written proposal and clarify any unclear areas in the proposal. Second, because a close professional relationship between our authorized charter schools and the Lake Mountain Board of Education and staff is vital, we feel it is important to invite you into a face-to-face interview where we can get to know each other. Our capacity to work together is vital. And third, we recognize that some of the most effective learning is socially constructed, and because we may ultimately unite as a learning organization (i.e., charter school authorizer and charter school leadership) getting to know each other and estimating our capacity to jointly form a learning organization is needed.

We want this to be a positive experience, so we ask that you prepare for the following:

- Full Board interviews (30 minutes, approximately)
 - All board members and/or consultants are asked to participate
- Proposal review (30 minutes, approximately)
 - Questions from the Lake Mountain Board of Education/Staff to Applicants
 - Questions from the Applicant to the Board/Staff
- Final Summary Statement from Applicant Group (15 minutes, approximately)
 - One Spokesperson
 - Any final message in support of approval of your proposal.

****Questions from the Board will be provided prior to the interview.***

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 3: Full Application (Invited)

Congratulations on being invited to submit a full application to the Lake Mountain Board of Education. Based on your proposal and interview, we invite you to expand and elaborate on the information provided in the proposal. Also, some additional information will need to be added in this step of the application process. When completed, your application will be reviewed by the Lake Mountain Board of Education and/or a designated review committee. This review will result in an evaluation of the overall merit of your application and provide information for the Lake Mountain Board of Education to determine if it warrants an invitation for you to proceed to the next step of the process and participate in an interview reviewing the strengths and needs of your application. The Capacity Interview - Strengths and Needs Meeting will also be evaluated for merit, and ultimately be used in combination with your application, to determine if your charter school will be approved for authorization.

All information presented in the application package, if approved, will be used to complete the charter agreement and may be used for accountability purposes throughout the term of the charter. Reviewers will be looking for a clear, articulate, coherent, complete, and consistent description of your proposed charter school in your application. Please carefully review and apply the following guidelines:

- Submit a single Word file. Word files allow us to use “track changes” to comment on your proposal.
- Use the proposed school name in your file name.
- Use a Times New Roman 12-point font.
- Use single spacing with 1” margins.
- Use a page number and document header on each page that includes the proposed school name.
- Proposals are limited to 100 pages. (Excluded from the 100-page limit are the cover page, table of contents, required information, appendices, and budget worksheets).

Your application must be organized in the following order:

1. Cover page with
 - a. Proposed charter school name,
 - b. Name of person or persons applying,
 - c. Authorized agent,
 - d. Full mailing address, phone number, email address of authorized agent
2. Table of Contents
3. Signatures Statement
4. Application
 - a. Section 1: Executive Summary

- b. Section 2: Charter School Information
 - c. Section 3: Governance Structure
 - d. Section 4: Business and Operations Plan
 - e. Section 5: Contracts
 - f. Section 6: Learning Mission
 - g. Section 7: Program of Instruction
 - h. Section 8: Enrollment Model
 - i. Section 9: Staffing Plan
 - j. Section 10: Market Analysis
5. Appendices
- a. Appendix A: Articles of Incorporation
 - b. Appendix B: Governing Board Bylaws
 - c. Appendix C: Minutes from Governing Board Meetings
 - d. Appendix D: Board Members Background Information Sheets
 - e. Appendix E: Executed Contract(s), MOUs or other Legal Agreements
 - f. Appendix F: List of Administrative Rules Requested to be Waived
 - g. Appendix G: Start Up Grant Application
 - h. Appendix H: Only applicable for a public school converting to charter status.

SIGNATURES STATEMENT

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data and the information in this application are true and correct. This charter school application is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent

Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Authorized Agent

Signature of Charter School Board Chair (if different than Authorized Agent).

APPLICATION DEVELOPMENT

SECTION 1: EXECUTIVE SUMMARY

This is a summary of the full application. It should be able to stand on its own as a brief explanation of the proposed charter school. Make sure that the content in the executive summary is fully explained by the content contained throughout the rest of the application. Highlight key points of the application. State the school's learning mission and briefly present your overall vision for how the school will operate. Describe the school's overarching educational philosophy and the culture. Describe how your board originated and why it chose to propose this school. This section should be a brief overview of what you propose for your school, but be inclusive enough to cover the main points of your application that support why the proposed school should be approved

SECTION 2: CHARTER SCHOOL INFORMATION

Copy and Paste Proposal Section 1.
Elaborate as needed/wanted.

SECTION 3: GOVERNANCE STRUCTURE

1. Describe the entity that will hold the charter and be responsible during the development of the school (startup) and explain how this board may differ from those who will govern the school (governance).
2. Provide a statement regarding the status of the proposed charter school being organized under Title 16 Chapter 6a, Utah Revised Nonprofit Corporation Act
3. Documentation of entity's legal status, including Articles of Incorporation (include in Appendix A)
 - a. Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations for the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to
 - i. Apply for 501 (c)(3) status with the IRS or
 - ii. Take on debt on behalf of the corporation
4. Documentation of Entity Bylaws (Include a copy in Appendix B)
 - a. Bylaws should include at minimum:
 - i. the existence and responsibilities of officers;
 - ii. the size of the board, the process for selection and term of their appointment/election;
 - iii. process for removal of board members;
 - iv. the number of board meetings held annually,
 - v. who may call meetings;
 - vi. and how the board will function.

5. Approved Minutes from Board meetings where the Articles of Incorporation and By-Laws were approved (Include in Appendix C)
6. Board Members Information
 - a. List of Startup Board Members (Include in Appendix D – Background Sheets)
 - b. Describe any plans for recruitment/selection of additional board members (startup and governance)
 - c. Statement of assurance that applicant shall, within 30 days of authorization, complete a background check on each board member, as required by 53G-5-302.
 - d. Describe how the Board will perform self-evaluation and evaluation of the school management.
 - e. Describe the required Professional Development plan for Governing Board including:
 - i. orientation at beginning of board service,
 - ii. ongoing Professional Development throughout the year on areas such as finance, academics, leadership, compliance with contract, state and federal laws, reporting requirements, human resources, educational law, and any other skill/knowledge that related to their responsibilities as Charter School Board Members
 - f. Include an organizational chart showing relationships between board and school leadership.
7. Additional Guidelines:
 - a. Include language that indicates the Board is aware of and follows Utah’s Open & Public Meetings Act in conducting board and committee business.
 - b. Demonstrate that the operation of the proposed school is consistent with the organization’s overall mission and operation.
 - c. In the case of pre-existing organizations, provide details of the operational relationship and the separation between the pre-existing organization and the governing board.
 - d. Include an organizational chart showing relationships between the governing board and school management, and key employees, ESPs, community organizations, and school groups (e.g., parents, PTO, etc.).
 - e. Demonstrate the governing board’s capacity to:
 - i. oversee the successful development and implementation of the proposed education program,
 - ii. oversee the effective and responsible management of public funds,
 - iii. oversee and be responsible for the school’s compliance with its legal obligations,
 - iv. represent the community well, and
 - v. establish and sustain a quality school.
 - f. Describe the process and frequency the governing board will follow to evaluate whether or not it is meeting the vision, mission, and educational philosophy.

SECTION 4: BUSINESS AND OPERATIONS PLAN

The business plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. It should present a clear picture of the school's revenue projections, expenditure requirements, facility needs, and a pre-opening plan. Please complete the following budget worksheet and include it as part of this section:

https://drive.google.com/file/d/0B0WVD1zImQOPYVZISmV4TmdlTDg/view?resourcekey=0-pJBeuTs9-vFnIACfOf_GXg

1. Budget

- a. Provide a cash flow analysis for the preoperational year and first 5 years of operation (FY= July 1– June 30).
- b. Detail the school's estimated revenues and expenditures for the first operational year, including a breakeven analysis.
- c. Include an explanation and discussion of key financial assumptions.
- d. Explain how the fiscal priorities align with and support implementation of the educational program and other key elements in the charter agreement.
- e. If applicable, address the schedule for repayment of any anticipated debt and elaborate on the repayment assumptions and plan.
- f. Discuss the school's contingency plans for cash flow challenges/insufficient student enrollment.
- g. Additional Guidelines:
 - i. Make sure the following are included in your text:
 1. Evidence financial priorities that are consistent with and support goals and key elements for the proposed school
 2. Viable strategies for meeting potential budget and cash flow challenges, particularly for the first three fiscal years
 3. Explanation of how you will ensure that restricted funds are only used for the purposes that they are given (e.g., special education, state funding for Utah students only, and other sources of restricted funds).
 4. Realistic, evidence-based revenue and expenditure assumptions for the first three fiscal years, including any plan to incur and repay debt, for both full enrollment and breakeven enrollment scenarios.
 - ii. Budget must reflect at minimum the required percentage of reserve funds at the end of the fiscal year.

2. Finances

- a. Provide documentation of already acquired funding.
- b. Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial management. Present evidence the system and procedures adhere to generally accepted accounting practices.
- c. Describe how the school's finances will be managed and who will be responsible for ensuring implementation of FERPA protections of student and financial

records. Your response should address, among other things, the school's plans in the following areas:

- i. Provisions for an annual audit consistent with its LEA status
 - ii. Development and dissemination of an annual financial report
 - iii. Provide required & recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.
- d. Present evidence that the school will have or has capacity to develop adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced price lunch, SWD, and ELs enrollment.
 - e. Demonstrate preparation to meet its insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations.
 - f. Ensure that any grants or federal programs the charter receives are administered according to established guidelines

3. Facilities

Discuss the school's facility needs based on the educational program and anticipated enrollment, as well as whether the governing board plans to lease or build a facility.

- a. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code) and provide a floor plan and a description including the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities.
 - i. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities and meets ADA requirements for students, parents, and community members.
 - ii. To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements.
 - iii. To the extent that the facility will require renovation or "build out," describe those plans including anticipated timing and cost.
- b. If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.
- c. Demonstrate that the school's plan for acquisition of a facility is financially viable.
 - i. Provide evidence of your understanding that an adjusted debt burden ratio of under 30% on either a lease agreement or property purchase is required. The "Lease Adjusted Debt Ratio" is defined as:

"A school's cumulative annual debt service payments, inclusive of cumulative annual lease payments, divided by the school's unrestricted annual operating revenue."

4. Preopening Plan

- a. Provide a pre-opening plan that documents key tasks to be completed between approval of the application and the opening of the school. Include:

- i. a schedule for initiation, development, and completion of tasks,
 - ii. identify primary responsibility by individual or position for each task, and
 - iii. document anticipated resource needs.
 - b. Key tasks should include implementation of:
 - i. applicable federal and state legal requirements for public schools,
 - ii. required policies,
 - iii. student data systems,
 - iv. student data privacy,
 - v. reporting, and
 - vi. financial management.
 - c. Provide evidence that school leaders and board members have read the USBE Administrative Rules on Special Education and prepared/adopted a school specific copy of the rules before the opening of the school.
 - i. Note that school specific copies must meet the threshold requirements of IDEA law, but may, where desired, provide supports to students beyond these requirements.
 - ii. Also, the school specific copy must be reviewed and approved by USBE staff before the opening of the school.
 - iii. Evidence of this approval must be provided to Lake Mountain.
 - d. Describe the steps you will take to receive state start-up funds as noted in R277-552-3 (1-4).
 - e. Additional Information
 - i. Your responses must describe how you will evidence completion of tasks and evidence implementation of legal requirements and policies to your authorizer, and on a realistic schedule for implementation prior to school opening.
 - ii. Applicants are to provide explicit evidence that school leaders and all board members have read all relevant federal and state legal codes for education.
 - iii. Plan must include a description of how all applicable codes will be implemented in the proposed school prior to school opening.
 - iv. Plan must provide evidence of access and a realistic plan for effective use of monitoring systems designed to comply with state and federal laws
5. Closure Plan
- a. Provide a closure plan that documents key tasks to be completed should the school's charter be terminated by Lake Mountain Board of Education or the Utah State Board of Education or voluntarily surrendered by the school. (See Utah Code [Section 53G-5-504](#) for list of key tasks and process for school closure)
 - b. Also include in the plan:
 - i. Explain how you will actively and intentionally identify date-based closing activities that are either missed or are late.

- ii. Explain plan for ensuring secure archiving and maintenance of required records (e.g., student files, attendance records, transcripts, employment records, inventory of assets, etc.). Plan should include appointing an individual to be responsible for records. (Records for assets should follow Utah Code section 53G-5-403 and Federal Regulation 34CCFR 80.32)
- iii. Describe the support provided to the student and family when choosing a new school and registering for classes.
- iv. Fully describe any support that will be offered to employees through the school's closure.
- v. Detail the plan for continued submission of required reports (e.g., audit, grant reports, end-of-year report, etc.). Plan should include appointing an individual to be responsible for reports.
- c. Additional Information:
 - i. Closure fund reserves should be reflected and clearly labeled in the budget, and should be explained in the detailed business plan.

SECTION 5: CONTRACTS

1. Applicants must provide an explanation of the general process by which contracts/MOU's/or other legal agreements (excluding contracts with Lake Mountain School District) will be selected and approved,
 - a. How will you show due diligence in the selection/approval of any contract/MOU/legal agreement? (i.e., required bidding process, oversight by third party)
 - b. What criteria are used to evaluate a contract/MOU/or other legal agreement?
 - c. Who is involved in the review and final decision to approve or reject a contract?
 - d. Are there any perceived or actual conflicts of interest?
 - e. Is the process aligned with State statute, Board rule, and State purchasing policy? (Provide evidence)
2. Applicants must list any contracts related to the proposed charter school that were approved and are in place prior to submission of this application. For each approved contract, a description of the services being provided, a rationale for why this service is being sought, a rationale for selection or approval, and how performance of the contracted entity will be evaluated must be provided. Finally, provide each contractor with a release of information allowing Lake Mountain Board of Education/Staff to speak with representatives regarding the contract. (Copies of the contracts must be included in Appendix E.)
3. Additionally, if there is intent to enter into additional contracts/MOU's/legal agreements of any kind in order to facilitate the opening and operations of the proposed charter school, each of those should be listed as well, along with a description of services being provided, an explanation of the need for this service/product, specific

criteria for selection/approval, and how performance will be evaluated. Again, provide each contractor with a release of information allowing Lake Mountain Board of Education/Staff to speak with representatives regarding the proposed contract. (Include copies any proposed contracts in Appendix E, as well.)

4. Develop a written monitoring plan to monitor and supervise the good or service provided by a third-party contractor (excluding good or service provided by Lake Mountain School District) to ensure compliance with laws and rules (R277-115). Include in the plan the process for holding contractors accountable for meeting performance expectations.

5. Additional Information:

Because contractors external to your proposed learning organization are vital to your success or failure in you achieving your mission, Lake Mountain Board of Education or staff will carefully review proposed contracts across multiple dimensions, including for fiscal transparency. Lake Mountain will review contracts before they are signed during the authorization process. And if your proposed school is authorized by Lake Mountain, external contracts will continue to be reviewed throughout your affiliation with Lake Mountain School District.

SECTION 6: LEARNING MISSION

Copy and Paste Proposal Section 3

Elaborate as needed/wanted.

SECTION 7: PROGRAM OF INSTRUCTION

This section should provide a description of a complete and coherent educational program that includes the philosophical assumptions, learning outcomes and goals, sample curriculum and methods of instruction. There should be an explanation of how Utah Core Standards (UCS) will be addressed instructionally and how they will be assessed in the proposed school. Research evidence to support the elements of your proposed program of instruction should be provided.

1. Program of Instruction
 - a. Identify the school's philosophical approach to educating students and ensure that educational priorities/outcomes are meaningful, manageable, measurable, and focus extensively on student learning.
 - b. Describe proposed method(s) of instruction to be used
 - c. Describe proposed approach for assessing learning at different levels
 - d. Provide detailed assessment plan that addresses:
 - i. School Learning Outcomes
 - ii. Utah Core Standards - State Testing

- iii. Other
- e. Provide clear criteria for promotion from one level to the next.

2. Curriculum

- a. Identify whether charter school personnel will be using published curriculum or if personnel intend to develop their own.
- b. If using published curriculum,
 - i. identify by name or by type
 - ii. describe process/criteria for how curriculum will be selected
- c. If personnel will develop curriculum,
 - i. Provide a compelling rationale for developing the curriculum instead of using published,
 - ii. Describe the steps of development and who will be involved
 - iii. Provide evidence or research to support that the developed will lead to positive student learning outcomes.
 - iv. Explain how curriculum will be judged to be comprehensive and aligned with Utah Core Standards
- d. Discuss how adopted curricula supports the overall learning mission and vision of the proposed school.
- e. Describe the necessary strategies needed for successful implementation of the curriculum.
- f. Explain how the proposed curriculum will meet the needs of all learners, including students with special needs, English learners, advanced students, and emerging learners.

3. Addressing Needs of All Students

- a. Include a viable plan of how the school will provide for and ensure that the learning needs of learners are addressed, including students with special needs, English learners, advanced students, and emerging learners.
- b. Provide a description of how you ensure a compliant implementation of the requirements of the Individuals with Disabilities Education Act (IDEA).
- c. Provide a description of how you will ensure compliant implementation of all federal programs.

4. Select Programs

Report if the proposed school will offer any of the following programs: career education focus, distance and/or online education, early college options.

- a. Career Education
 - i. Present a compelling rationale consistent with business and industry needs and student interests.
 - ii. Identify post-secondary and business partners. Describe opportunities for assisting students in transitions to the workplace or continued education through such activities as experiential education, cooperative education, internships, apprenticeships, job shadowing, and job placement.

- iii. Present a viable plan of how the school will provide for and ensure that the needs of special populations are met.
- b. Distance or Online Education
 - i. Please provide a solid rationale for why the school intends to offer blended, distance, and/or online education to obtain student learning
 - ii. For the purpose of this proposal, distance education is defined as a formal educational process in which the **majority** of the instruction (interaction between students and teachers and among students) in a course occurs when students and teachers are in separate physical locations.
 - iii. For the purpose of this proposal, online education is defined as courses accessed from a computer, tablet, or other internet connected device. Programs may be distance education, online education, or a combination of distance and online education.
 - iv. Offer rationale for selected program(s). If the proposed program contains a distance education component, describe how the proposed charter school will select and deliver its curricula to students in distance education settings. Also, describe who will provide primary instruction to students, and who will assess student learning.
 - v. If the proposed program contains an online program component, describe how the selected online educational program aligns with the school's mission and whether it will be delivered live or asynchronously.
 - vi. Identify if the program will be offered in a full-virtual format, or in a blended-learning format.
 - vii. Provide a viable plan to attain and support a technology platform to provide curricula and deliver instruction.
 - viii. Describe how properly licensed and endorsed teachers will effectively deliver high standard instruction, assess academic progress, and communicate with students to provide assistance.
 - ix. Describe how the school will provide adequate proctoring of assessments, as well as the types and frequency of communication between the school and the students and the manner in which the school will communicate with parents.
 - x. Provide a viable plan of how the school provides for and ensures that the learning needs of special populations are met.
- c. Four-Year College and/or University Affiliation
 - i. Present a compelling rationale for college or university affiliation that is foundational to the proposed school achieving its mission, vision, and educational program goals.
 - ii. Describe the affiliation with the college or university. Address the specific purpose(s) of the affiliation and how the affiliation supports student learning and attainment of school goals. Describe your plans for developing the affiliation and any steps already taken.

- iii. Provide a viable plan of how the school will provide for and ensure that the needs of special populations are met.

SECTION 8: ENROLLMENT PLAN

Copy and Paste Proposal Section 6
Elaborate as needed/wanted

SECTION 9: STAFFING PLAN

1. Describe the organizational structure of the school and its day-to-day operation.
2. List administrative staff and their roles and specific responsibilities (include all staff on the organization chart in the governance section). For each role, identify critical skills or experience necessary to fulfill the responsibilities
3. Discuss the staffing plan, including anticipated staffing needs and recruitment strategies. Include how the plan supports sound operation and successful implementation of the school's educational program and other elements of the charter agreement.
 - a. If the school leader has not yet been identified, discuss plans for recruitment and selection, including the qualifications desired of the school leader.
 - b. List all other student support personnel (counselors, psychologists, etc.) and describe the critical skills, knowledge and experience needed to fulfill their responsibilities. If any of these services will be provided by third parties, describe how they will be implemented.
 - c. Describe the instructional skills, experience, and professional development that teachers will need to have to be successful.
4. The application must include the following three employment policies (additional polices are permitted).
 - a. Compliance with the criminal background check requirements described in Section 53G-5-408
 - b. Employment of relatives within the charter school (see 53G-5-407 and 53G-5-409)
 - c. Employee evaluations (see 53G-5-302(f)(2))
5. Additional Guidelines:
 - a. Consider the following questions as you complete this section:
 - i. What strategies does the school have for effectively recruiting and retaining effective teachers?
 - ii. How do the staffing-related budget assumptions align with educational program needs?
 - iii. How does the staffing plan reflect the anticipated enrollment and growth of the school?

- iv. How will the school determine appropriate experience, training, and skills of non-certificated instructional personnel?
- v. What will be the employer-employee relationship for staff at the school?
- vi. How the school will comply with 53G-5-302(2)(f)(iv) and assign at least one person to oversee human resource management duties as defined in 17B-1-805 and assure the person receives human resource management training as defined in the statute.

SECTION 10: MARKET ANALYSIS

Copy and paste the market analysis from the proposal. Update and elaborate the market analysis as needed to include the following information.

1. A market analysis is a vital part of your application. A market analysis should show the educational needs the applicant is attempting to fill, as well as the market demands for the proposed school and the learning needs identified in the community to be served.
2. Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited.
3. Letters of support should be included in this section. Establish the need for the school and its educational program in the selected community. Provide the characteristics of the proposed charter school that set it apart from others in the target location.
4. Describe the target population of the school and explain in detail how the proposed mission, vision, program of instruction, performance measures, and services align with the educational needs of that population. Share the processes the board has used to reach out to the community. Justify why students in the target population will elect to attend this school over another school.
5. Outline the plan for recruitment and enrollment of students. Explain how the school will publicize and market to a broad cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, socioeconomic backgrounds, and students with disabilities
6. Present evidence to indicate that the enrollment projections for each grade and for each year charter are realistic (i.e., supported by evidence of actual or potential demand).

NOTE: Lake Mountain School district meets the definition of “high growth area” under 52G-6-504. Applicants approved with this priority are required to give students living within a 2-mile radius of the proposed school an enrollment priority above all other students interested in attending the school.

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 4: Capacity Interview - Application Strengths and Needs Meeting (invited)

Lake Mountain Board of Education invites you to participate in a meeting to discuss your Charter School application. If your application has made it to this stage, the Lake Mountain Board of Education recognizes that there is potential for a successful charter school based on your application. This meeting has three purposes:

1. It allows the Lake Mountain Board of Education/Staff to offer comment on the strengths they identified in your full application.
2. It allows the Lake Mountain Board of Education/Staff to offer comment on any needs they identified in the application.
3. It allows the Lake Mountain Board of Education/Staff to engage applicants in a discussion to determine if there are ways the needs identified can be addressed.

MEETING AGENDA

- Review of discovered strengths in the application (15-minutes).
 - Lake Mountain Board of Education/Staff will review and elaborate on the most significant strengths discovered in the application.
- Review of discovered needs in the application (15-minutes).
 - Lake Mountain Board of Education/Staff will review and elaborate on any needs discovered in the application.
 - Applicants are invited to listen to the findings of this review and prepare to discuss the identified needs.
- Review each need and identify actions to resolve each need (up to 90 minutes).
 - Lake Mountain Board of Education/Staff and the applicants will discuss each need, as well as possible resolutions.
 - Both parties will agree upon evidence that will demonstrate resolution of each need.

MEETING FOLLOW-UP

Applicants will have a chance to update their full application to comprehensively address all identified needs within 7 days of the Strengths and Needs meeting. Lake Mountain Board of Education/Staff will determine, based on the updated application, if the needs were appropriately addressed within 14 days of receipt of updated application. The Lake Mountain Board of Education/Staff will communicate to applicants if needs identified in their application were resolved as agreed upon in the Strengths and Needs meeting.

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 5: Charter Authorization Decision

Lake Mountain Board of Education/Staff thank you for completing the first four steps of our authorizing process. You are to be congratulated on your proposal's success in the process to this point. The purpose of Step five is to determine if Lake Mountain School District will authorize your proposed charter.

As you are aware, the Lake Mountain School District authorizing process includes six steps. The first four steps required your action. Step Five requires action by Lake Mountain Board of Education/Staff. Your proposal's performance, starting at Step 1 resulted in its advancement to subsequent stages (i.e., Steps 2 and 3) and then culminated in Step Four, the Application Strengths and Needs meeting. Steps 1-4 produced an extensive amount of data and information that will be quantified and analyzed by Lake Mountain Board of Education/Staff. The data and information you provided will be used to guide Lake Mountain Board of Education's decision to either move forward with authorizing your proposed charter or determine approval cannot be given to authorize your proposed charter school. Lake Mountain Board of Education/Staff will convey their decision to the applicant within 60 days of the completion of the Applications Strengths and Needs meeting.

As you await their decision, if questions/needs arise please feel free to contact us. We want this experience to be informative, positive and productive.

LAKE MOUNTAIN SCHOOL DISTRICT

STEP 6: Charter Agreement Review and Signatures

Lake Mountain Board of Education/Staff congratulates you for successfully completing the first five steps of the authorizing process. The final step of the process is to provide you with information regarding the review and signing of the Lake Mountain Charter School Agreement.

You will receive a copy of the agreement for review no later than two weeks after you receive notification that Lake Mountain Board of Education has authorized you to begin your proposed charter school. Please review it carefully and submit any questions that arise from your review by email to the Lake Mountain Board of Education. The questions must be submitted within two weeks of receiving the agreement for review. Your questions will be reviewed with Lake Mountain Board of Education's legal counsel to ensure that you receive appropriate responses to your questions. A date and time will be designated to meet with Lake Mountain Board of Education/Staff for all parties to sign the agreement.

Please note that your agreement with Lake Mountain Board of Education will identify required trainings (e.g., pre-operational training) that you and your board and school leadership are required to attend as per R277-552-2 (8a). Additionally, the agreement will also identify the processes and timelines Lake Mountain Board of Education/Staff will apply to evaluate your pre-operational plan in terms of legal requirements for public schools and public charter schools; required policies; student data systems, including student data privacy requirements; reporting and financial management (R277-552-2 (8i).

APPENDICES

APPENDIX A – ARTICLES OF INCORPORATION

Attach a copy of the filed Articles of Incorporation. Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

APPENDIX B– GOVERNING BOARD BYLAWS

Attach a copy of the board approved bylaws. Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as:

- (1) the existence and responsibilities of officers
- (2) the size of the board and the manner and term of their election
- (3) removal of board members
- (4) how and when board meetings will be held
- (5) who may call meetings
- (6) how the board will function
- (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school
- (8) any other request from Lake Mountain Board of Education/Staff

APPENDIX C – MINUTES FROM GOVERNING BOARD MEETINGS

Attach a copy of the minutes in which the board approved the Articles of Incorporation and Bylaws. If waivers are requested, include the minutes for which this motion appears. If there are executed contracts or MOUs, include the minutes for which these motions appear.

APPENDIX D – BOARD MEMBERS' BACKGROUND INFORMATION SHEET

The information required below may be copied from the background information sheet you provided in the proposal. This form requires additional information beyond what was provided in the proposal. Please do not include a resume or simply attach the proposal sheet. Complete this form as shown. Each governing board member listed in the table must submit an independent form. Additionally, any key administrators already identified should submit forms.

- Name
- Role with application
- Expertise

- Select the statements that are applicable and, if applicable, proceed as directed:
 - I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
 - I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). Describe all relationships.
- Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.
- Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school.
- Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.
- Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school.
- Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.
- Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.
- Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302 (and 30 days within appointment/election of new board members.) A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age.
- The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO LAKE MOUNTAIN BOARD OF EDUCATION OR STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

APPENDIX E – EXECUTED CONTRACTS OR MOUs – IF APPLICABLE

If applicable, attach a copy of any executed contracts or MOUs, including signatures of authorized agents. Attach corresponding minutes to Appendix D.

APPENDIX F – LIST OF WAIVER REQUESTS – IF APPLICABLE

If applicable, list Administrative Rules and their titles from which the charter school requests to be waived. Submit the waiver request, including justification of need and desired outcome. Attach corresponding minutes to Appendix D.

NOTE: Schools cannot request waivers from federal or state law.

APPENDIX G – STARTUP IMPLEMENTATION GRANT APPLICATION

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school's grant will be determined following approval.

APPLICANT INSTRUCTIONS

- Complete the Startup and Implementation section if the school wishes to be considered for Startup and Implementation funds.
- Do not include this section with the application if the school does not wish to be eligible for these grant funds.

GRANT ASSURANCES

Grant funds may only be used for the following:

- Post-award planning and design of the educational program
- Research-based professional learning activities for teachers, staff, and board
- Informing the community about the school
- Acquiring necessary equipment and educational materials and supplies
- Acquiring, developing or aligning curriculum
- Other initial operational costs, such as:
 - Costs associated with creating and implementing office functions
 - Costs associated with the installation of computers, data systems, networks, and telephones
 - Personnel expenses incurred either before or after the school's opening
 - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

The board understands that:

- Funding is based on projected authorized enrollment.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.

- A budget report on the expenditure of grant money is due to Lake Mountain at the end of each year, and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to Lake Mountain.

BUDGET (SEE ORIGINAL)

If the total amount budgeted in each category is the same at the end of the fiscal year, Lake Mountain approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by Lake Mountain Board of Education/Staff.

APPENDIX H – CONVERSION TO CHARTER STATUS – (IF APPLICABLE)

Demonstrate arrangements for:

1. Students who choose not to continue attending the charter school.
2. Teachers who choose not to continue teaching at the charter school.

LAKE MOUNTAIN SCHOOL DISTRICT

Oversight Plan

At Lake Mountain School District, we believe a deficiency or concern is best resolved with early interventions. We want to assist the schools we authorize with support, quick responses, and mutually beneficial assistance, rather than punitive measures, whenever possible.

The five main areas of focus for Oversight and possible remediation are:

- Financial performance
- Charter agreement compliance
- Governing board performance
- Enrollment performance
- Academic/learning performance

An identified lack in any area will result in support and intervention. Schools will receive the appropriate level of support based upon data collected during site visits, regular reviews of the school's systems, and other performance measures as appropriate. The three levels of support are described below. Early support will be offered once a deficiency or concern is identified. All deficiencies or concerns will be reviewed and researched before action is taken. Lake Mountain will give schools a chance to resolve the deficiencies (as per the Oversight model). Failure to resolve deficiencies within the designated time period and conditions may result in further action. Once a school resolves deficiencies, they will return to the lowest level of oversight.

LEVEL 1:

All Lake Mountain authorized charter schools will receive the following support:

- One Annual Site-Based Visit (all years). Lake Mountain's Level 1 gives meaningful support to schools in its portfolio. Lake Mountain uses a prevention approach versus reactive approach to authorizing.
- One Annual Review (all years) (R277-553-2) The focus of this review is to assess:
 1. Financial performance;
 2. Charter agreement compliance;
 3. Governing board performance;
 4. Enrollment performance;
 5. Academic/learning performance.
- Comprehensive Review of Charter and Board (R277-553-2) In an effort to intervene as early as possible if a problem in performance occurs during the beginning years of a charter school, Lake Mountain will complete two comprehensive reviews in the first and third year.

- Following each visit or review, a report will be provided to the school that will provide a summary of the findings. It allows school leadership and staff to take action, including discovering and building on strengths, and addressing any deficiencies. School leadership will need to submit a plan and timeline for addressing the deficiencies to Lake Mountain. If deficiencies are minor in nature and are resolved within an agreed upon timeframe, the school will remain at Level 1 support status.

LEVEL 2:

If significant deficiencies are identified in any of the following areas,

- 1- Financial performance,
- 2- Charter agreement compliance,
- 3- Governing board performance,
- 4- Enrollment performance, or
- 5- Academic/learning performance,

the school will automatically require Level 2 Support.

In this Level, additional site visits and reviews will occur. Data collection will increase in detail and frequency, and Lake Mountain Board of Education and/or staff will make recommendations and decisions based on that data. Any interventions/actions deemed necessary by Lake Mountain will be delineated in the report or an action plan. External support* to resolve the deficiencies may be obtained if desired. Progress will be monitored and data will inform decisions regarding a school's return to Level 1 status, continued work at Level 2, or move to Level 3.

LEVEL 3:

At this Level, Level 1 and 2 supports will continue, but additional supports will be required.

- Overarching performance analysis – A comprehensive analysis of the charter school organization will need to be completed by a third party* to determine where system-related weaknesses and strengths must be re-designed to allow the school to perform as it was chartered to perform. This work will get at the root-causes of problems at a systemic level and allow for re-design versus addressing the problems as outcomes.
- Systems corrective action planning – The results of the overarching performance analysis require systems action planning and development of an implementation plan.
- Implementation coaching and supports – Plan implementation is essential in systems change. Lake Mountain requires schools receiving this support to have external system coaches* to support effective implementation.
- Increased data collection and frequency of decision making – Based on increased data collection, quick decisions will be made to bring about desired changes quickly.

If a Tier 3 status school does not make measurable progress in resolving the identified issues within the designated amount of time, they will be placed on probationary status. By USBE

Administrative Rule (R277-553-3), if a school is put on probationary status, the issues must be resolved within a year. To clarify, the rule states that if a school fails to remedy deficiencies through the Lake Mountain designated oversight process, an authorizer may place the school on probation for no longer than one calendar year.

In response to this rule Lake Mountain will:

1. Provide notice of probation, and set forth a written plan outlining those provisions in the charter agreement, applicable laws, rules, and regulations with which the school is not in compliance.
2. Provide within the written plan the terms, conditions, and timeline that the school shall follow in order to be removed from probation, and outline any possible outcomes.
3. Implement outcome based on school's compliance or non-compliance of the written plan.

***NOTE**

It is important to note that Lake Mountain provides Level 1 supports as part of its authorizing responsibilities. Level 2 and 3 services are not part of the Lake Mountain authorizing responsibility. If a school is required to receive Level 2 and 3 supports, they may contract for these services with Lake Mountain or other reputable providers outside of Lake Mountain. In these cases, school leadership is required to propose to Lake Mountain their proposed contractual arrangement and provide documentation of the service organization's capacities to provide Level 2 and 3 services and their history of past successes in providing these services with the effect of improving student learning as a result of their supports. If approved, the school will provide reports of Level 2 and 3 actions and their effects on student learning improvement so Lake Mountain can determine if lesser intensive supports are warranted going forward.

ADDITIONAL INFORMATION

Per USBE Administrative Rule and Utah Law, it is noted that:

1. A school may request a single extension of no more than six months from an authorizer to comply with the terms of the written plan.
2. If a school fails to satisfy the terms of the written plan within the established timeline, the authorizer shall propose to terminate the school's charter.
3. While a school is on probation, the school may seek technical assistance from the authorizer or other authorizer-approved providers to remedy deficiencies.
4. An authorizer may, for good cause, or if the health, safety, or welfare of the students at the school is threatened at any time during the probationary period, terminate the charter immediately.
5. An authorizer shall notify the State Superintendent in writing within 30 days of any probationary terms imposed under this Section R277-553-3.
6. An authorizer shall comply with the notification requirements in Section 53G-5-504 if the authorizer approves a motion to terminate a charter.

LAKE MOUNTAIN SCHOOL DISTRICT

Charter School Authorizer Transfer Request Process

INTRODUCTION

This document provides procedural direction to existing charter school boards and leadership in formally requesting transfer of their charter to Lake Mountain School District and to have Lake Mountain serve as their authorizer. This is based on the USBE Administrative Rule [R277-552-8](#). The section of the rule specific to requesting a change in authorizer is provided at the end of this document.

CRITERIA

Lake Mountain Board of Education is willing to consider requests for the transfer of authorizer that meet the following criteria:

- Charter School is located in Lake Mountain School District

PROCESS

As outlined in USBE Administrative Rule R277-552-8, the requesting charter school must complete the following steps:

1. Submit a written request that includes the following:
 - a. the name and location of the charter school;
 - b. the name and contact information of all current governing board members.
2. Submit the following documents:
 - a. financial records that demonstrate the charter school's financial position, including the following:
 - i. most recent annual financial report (AFR);
 - ii. annual program report (APR); and
 - iii. audited financial statements;
 - b. test scores for at least the last 5 years, including all state required assessments; (if a school has been in operation less than 5 years, all test scores must be submitted)
 - c. current employees and assignments;
 - d. board minutes for the most recent 12 months;
 - e. affidavits, signed by all board members certifying:
 - i. the charter school's compliance with all state and federal laws and regulations, including documentation if requested;
 - ii. all information on the transfer application is complete and accurate;
 - iii. the charter school is current with all required charter school governing board policies;
 - iv. the charter school is operating consistent with the charter school's charter agreement;
 - v. the charter school has met all financial reporting and audit requirements;

- vi. the charter school has no pending corrective action plans (CAP) either financially or academically; and
 - f. description of any corrective or disciplinary actions they have received in the past and resolution of those actions.
 - g. documentation of any outstanding lawsuits, judgments, or liens against the charter school.
- 3. Request the current authorizer and Board of the requesting charter school submit to Lake Mountain Board of Education a position statement addressing the following:
 - a. the charter school's status;
 - b. the compliance with the charter school authorizer requirements;
 - c. the academic performance of the charter school
 - d. the financial status of the charter school (specify any existing debt to the current authorizer and/or the state); and
 - e. any other unresolved concerns.
- 4. Facilitate an on-site school visit by Lake Mountain Board of Education representatives. The visit will include:
 - a. Meetings
 - i. Full Charter School Board
 - ii. Faculty
 - iii. Staff
 - 1. General
 - 2. Leadership (principal/director etc.)
 - 3. Financial officer
 - 4. Academic Leader
 - iv. Parents
 - b. Tour of the facilities
 - c. Final Meeting with Charter School Leadership

ADDITIONAL INFORMATION

- Any application for change in authorizer will extend to all satellite schools of the requesting charter school.
- An application for a change in authorizer must be received 90 before a proposed change.
- The Lake Mountain Board of Education/Staff will review the application for requesting a change in authorizers within 60 days of receiving the complete application, including all required documentation).
- Lake Mountain Board of Education/Staff will request input from the State Superintendent and the State Board of Education in regard to the charter schools academic and financial performance.
- If the application is approved, Lake Mountain Board of Education/Staff will notify the State Superintendent of the change in authorizer.

R277-552-8 – PROCEDURES AND TIMEILINES TO CHANGE CHARTER SCHOOL AUTHORIZERS

- (1) A charter school may transfer to another charter school authorizer.
- (2) A charter school shall submit an application to the new charter school authorizer at least 90 days prior to the proposed transfer.
- (3) The charter school authorizer transfer application shall include:
 - (a) the name and contact information of all current governing board members;
 - (b) financial records that demonstrate the charter school's financial position, including the following: (i) most recent annual financial report (AFR); (ii) annual program report (APR); and (iii) audited financial statements;
 - (c) test scores, including all state required assessments;
 - (d) current employees and assignments;
 - (e) board minutes for the most recent 12 months; and
 - (f) affidavits, signed by all board members certifying: (i) the charter school's compliance with all state and federal laws and regulations, including documentation if requested; (ii) all information on the transfer application is complete and accurate; (iii) the charter school is current with all required charter school governing board policies; (iv) the charter school is operating consistent with the charter school's charter agreement; and (v) there are no outstanding lawsuits, judgments, or liens against the charter school.
- (4) The current authorizer of a charter school seeking to transfer charter school authorizers shall submit a position statement to the new charter school authorizer about:
 - (a) the charter school's status;
 - (b) compliance with the charter school authorizer requirements; and
 - (c) unresolved concerns.
- (5) If a school applies to change authorizer's, the existing authorizer shall advise the proposed authorizer if there is any outstanding debt to the existing authorizer or the state.
- (6) If a school applies to change authorizers, the request shall extend to all satellite schools.
- (7) A new charter school authorizer shall review an application for transferring to another charter school authorizer within 60 days of submission of a complete application, including all required documentation.
- (8) Prior to accepting a charter school's transfer from another authorizer, the new authorizer shall request and consider information from the Board and current authorizer concerning the charter school's financial and academic performance. (9) The Superintendent and current authorizer shall provide the information described in Subsection (7) to a new charter authorizer within 30 days of request described in Subsection (7).
- (10) If an authorizer accepts the transfer of a charter school, the new authorizer shall notify the Superintendent within 30 days.