



Lakeview Academy Board of Trustees Meeting

September 1, 2011

527 West 400 North Saratoga Springs Utah

(all times listed are approximate and the board reserves the right to vote on any item on the agenda)

- |       |   |      |
|-------|---|------|
| I.    | Roll Call   | 6:00 |
| II.   | Executive Session   |      |
|       | 1. Strategic Development Planning and training  |      |
|       | 2. Questions about the agenda   |      |
| III.  | If needed a motion to enter a closed session for the purpose of discussion of litigation matters, or authorized personal issues.          |      |
| IV    | Action if any from closed session.  |      |
| V     | Welcome to General Session  | 7:00 |
| VI.   | Pledge of Allegiance  |      |
| VII.  | Reports   | 7:05 |
|       | 1. Director Reports   |      |
|       | 2. Board Reports  |      |
|       | 3. Financial Reports  |      |
|       | a. Cash Flow Report   |      |
| VIII. | Charter/Governance Training   | 7:30 |
|       | 1. Open Meeting Law- Who needs it   |      |
| IX.   | Public comment not related to items on the agenda, each comment is limited to two minutes.  | 8:00 |
| X.    | Board Business  | 8:15 |
|       | 1. Representatives to UAPCS   |      |
|       | Resolution to appoint the following people to vote at UAPCS meetings for Lakeview Academy: Rick Vessey, Tina Smith, and Lincoln Fillmore. |      |
| XI.   | Consent Agenda  | 8:20 |
|       | 1. Workers Compensation Fund  |      |
|       | 2. Squire Financial Audit Contract  |      |
|       | 3. Squire Fall Enrollment Audit Contract  |      |
|       | 4. 2011-2012 Board Calendar   |      |
|       | 5. June 2011 Financials   |      |
|       | 6. Building Change Order  |      |
|       | 7. Benefits and Leave Policy  |      |
|       | 8. Purchase Policy  |      |
|       | 9. Grievance Policy   |      |
|       | 10. Intro Transportation and Energy Middle School Class   |      |
|       | 11. Spanish 3 Middle School Class   |      |
|       | 12. Communication Middle School Class   |      |
| XII.  | Action Items  | 8:20 |
|       | 1. Reading Intervention Proposal  |      |
| XIII. | New Business  |      |
| XIV.  | Adjourn   | 9:00 |

**Lakeview Academy Board Meeting**  
**Public Comment and Pattern of Formality Guidelines**

The following are guidelines that were taken from Robert's Rules of Order and modified to assist the Lakeview Academy Board in running efficient meetings:

**Public Comment**

1. During the agenda under the Public Comment section, the public may address any issue not related to items already on the agenda. Please state your name for the official minutes. Please be mindful of the length of the board meeting and limit your comments to two minutes.
2. After an item has been introduced and debated by the board, the President will call for Public comment on that item only. Each public attendee shall have the opportunity to speak two times on the same issue on the same day. It shall proceed that everyone will be given their first opportunity to speak before anyone will be given their second opportunity.
3. To maintain order, if someone from the public is out of order, the President will verbally counsel them by calling, "point of order."

**Order of Debate**

1. The item will be introduced by the sponsor if the sponsor is not present then the President will assign someone to do the introduction.
2. Members debate the item (unless no one wished to debate it). Each member is allowed two separate opportunities to speak on the item.
3. The President will then open the item up for Public Comment following the directions in public comment section 2.
4. The item will then be opened up to the Board for additional debate if necessary.
5. A member makes a motion by saying, "I move that..." if it is long, it should be prepared in writing and given to the President or Secretary. If no motion is made then the item dies, and no further debate will occur.
6. Another board member may amend the motion. If the motion is amended the President asks is there any objection to adopting the amendment. If no objection is made, the chair may declare the amendment adopted. If even one member objects, however the amendment is subject to debate and vote like any other motion.
7. If the motion is amended the President may open it up to further board comment if necessary.
8. The President will then call the question and take a vote on the item.
9. The President announces the vote.

**Pattern of Formality**

1. The President should be addressed as Mister or Madam President as appropriate.
2. Wait to be acknowledged verbally or with a nod before speaking by the President.
3. Speak only to the President or through him/her.
4. Avoid personalizing any issue; speak to the subject, not the person you disagree with. An example of this would be if you believe something said to be untrue, you would say, I believe the member is mistaken instead of saying something was a lie.
5. If anyone breaches Robert's Rules or for example speaks out of turn, it is called a point of order and will be corrected by the President or any other board member that catches it. One would say, "Point of Order" The President would acknowledge the person and they would say what breach occurred. The President would then say "the point of order is well taken" or if unfounded, "the point of order is not well taken."

## September 1, 2011 Directors Report

### 1. Please list activities and programs completed this month that support:

#### a) Global Ends policy

No new items to report.

#### b) Language Arts and Mathematics Ends Policy

I anticipate having full access to our schools CRT results by our next board meeting and will ask to include it as part of my Director's Report. This will allow us to show our performance as a school as well as compare our results to any other school. Dibels testing for this year will begin the week of 8/22. Benchmark assessment for math has already begun to allow us proper placement of each student.

#### c) Science, Arts, and Technology Ends policy

We have finalized the classes we are offering this year to further grow our science, technology and arts. These were approved at the last board meeting.

#### d) Enrollment Ends Policy

Predictably, LVA has experienced turnover in all grade levels. Ends Policy desires for a 90% retention rate for our students. That is approximately a change of less than 70 students.

Enrollment policy also desires full enrollment by 14-15 school year. We are well on track for this growth plan and predict to have full enrollment K-7<sup>th</sup> grade. Our latest enrollment report is below. You will see we only have seats in the 7-9 grades. We will be looking to fill those remaining seats through family referral. We also will be working on building the waitlist for all grades, but especially 3<sup>rd</sup> -8<sup>th</sup>. We are very pleased with the growth of enrollment and future enrollment next year.

<b>Grade</b>	<b>Current Enrollment</b>	<b>Sibling Waitlist (2011-12)</b>	<b>Spots Offered</b>	<b>Projected Enrollment</b>
K	74	162	2	76
1	74	81	1	75
2	74	67	1	75
3	98	38	2	100
4	98	24	2	100
5	95	7	5	100
6	73	12	2	75
7	64	0	0	75
8	44	0	0	50
9	22	0	0	25
<b>Total</b>	<b>716</b>	<b>391</b>	<b>15</b>	<b>751</b>

**e) Parent Satisfaction Ends Policy**

Parent Satisfaction appears to be high. We are hearing from many families who are happy with the start of the year and are very eager to see the growth continue. Our staff has been working with families who have voiced specific concern and have been able to address their needs.

We are still working on filling the empty seats of our SAC. This will greatly help the work our parents will be doing.

**2. Please provide information and updates from the following departments:**

- a) **Business/finance/IT** – Our school has had open enrollment for staff to select benefit options. Mrs. Black has coordinated those groups and staff should be set for the year. We have had our usual audit on 8/16. Our business manager is finalizing reports from that audit.
- b) **Facilities** – Portables are being built. Conduit has been laid for their electrical and data lines. The furniture order has been prepared and should arrive close to occupancy so we are not storing a lot of furniture. Grounds look so much better thanks to the hard work of our families and staff on 8/6. We can still use volunteer help grooming the baseball diamond.
- c) **Special Education** – We are fully staffed in this department and they are preparing schedules to provide services. Those services begin next week.
- d) **Office (dates of school events, state reports, accreditation)** – **Upcoming** events are a Meet the Candidate night on 8/25 from 6:30pm to 7:30pm. Our local city council candidates will be using our facility to meet with anyone interested. That same day from 3pm-5pm we have our Volley Ball tryouts. We are having our first Drama production auditions the week of 8/22. 8/27 at 7am is our Garage Sale fundraiser for our 5<sup>th</sup> grade camping trip. School is in full swing.

No state reporting for this month to report. A small group of staff met with our Accreditation Advisor, John Childs, this week. That meeting was very informative and we have created an action plan to be best prepared for our April visit.

- e) **Staff updates** – We are filling two open positions at this time. A part-time MS science teacher and a part-time Elementary School Spanish teacher.

### **3. Toot your Horn!**

- a) We have had a fantastic start to the year. We are seeing happy students. 90% of scheduling conflicts have been corrected. We will finalize all other by the end of August. This fast transition allows for our students to begin classes that are academically rigorous from the start.
- b) We had a wonderful orientation week with our staff. We received valuable training on Saxon math instruction, writing across every curriculum, guided reading, Love and Logic, UEN assessment ideas, and policy review. Teachers worked hard to be prepared for our Hot Dog Hello and the first day of school.

## Board Member Reports

### President's Report

The school year has begun and as I have assisted and watched the staff prepare for the final elements for the start of the new year - I have been amazed by the positive energy that fills the halls. Everyone has been working many countless hours for and in behalf of the students at Lakeview. I am grateful for their time and effort!

The Hot Dog Hello was a well organized event that allowed parents, teachers and students to mingle and begin getting to know each other better as well as provided an opportunity to address some of the logistical items of the first of the year.

Thanks to the front office for making sure we started off with a great event! Thank you to the many parents who jumped right in and helped out with various booths, hot dog wrapping and cleaning up - we couldn't have done it without you!

I continue to facilitate communication between the board and Mr. Veasey on various items. Over the last few weeks, I have assisted the business manager with a few items for the audit. The portable construction is continuing and should be here as scheduled.

I look forward to a really great year!

*Tina Smith*

*Board President*

*Lakeview Academy*

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This month I have been reviewing the process to take amendments made to the charter to the State Charter Board for approval. Part of this process has included going through the original charter and documenting all of the amendments. Most of the changes that have been made by the board have been minor and dealing with accidental omissions.

I have prepared a list of all of our current policies for the executive session tonight. The purpose of this list is to review are current policies and make corrections and adjustments so that our policies reflect the governance position of the Board of Trustees. I have put the agenda packet together and explored with a trial run of creating a e-book packet for the i-pod. I am also responsible for charter training tonight which deals with open meeting law. We are required by state statue to ensure that the board is trained on open meeting law every year. This is typically done in August, but since I was on vacation it was postponed to this month.

I was able to attend the "Hot Dog Hello" this month. This was a great kickoff event for the 2011-2012 school year.

**Joylin Lincoln**

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Justin Turner

For the month of August I have been busy preparing for this school year and I am looking forward to the upcoming board meeting and updates on portables, attendance, and testing results.

Justin Turner

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\* Mr. V was added to the signature card at the bank

\* Working with Mrs. Black on current budget. We will need to review changes after Oct 1st enrollment count.

Bond carry-over is close to \$60k, and we need to add rent of portables to 2011-2012 budget.

Cory Thorson

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Participated in the school yard clean up, and was surprised at the number of people that were in attendance, I thought that it was well attended, not sure how well similar events were attended in the past.

Attended the Hot Dog Hello. It seemed to be well organized, and attended. Thought it was a great idea to have the different tables representing things such as the robotics club, Drama, 5th grade camp, even an option for release time that a 9th grade student may be interested in, etc.

Alan Daniels  
Board Member

	Current Month	Year to Date
Cash Flows from operating activities		
Net Income	(\$ 196,550.75)	(\$ 196,550.75)
Adjustments to reconcile net income to net cash provided by operating activities		
A/D- Leasehold Improvements	0.00	0.00
A/D- Furniture & Fixtures	0.00	0.00
A/D- Equipment	0.00	0.00
A/D- Start up Costs	0.00	0.00
State WPU Receivable	0.00	0.00
Federal Receivable	0.00	0.00
Prepaid Insurance	0.00	0.00
Rent Deposit	0.00	0.00
Marketable Securities	0.00	0.00
Valuation Allowance	0.00	0.00
Local Receivable	0.00	0.00
State Recievable	3,812.00	3,812.00
Federal Recieveable	106,684.36	106,684.36
Prepaid Expenditures	0.00	0.00
Accrued Salaries & Withholding	(163,664.95)	(163,664.95)
Deffered Rev - State	(3,598.00)	(3,598.00)
Accrued Payroll	0.00	0.00
Payroll Clearing	0.00	0.00
Accounts Payable	17,468.77	17,468.77
Merit Pay Accrual	0.00	0.00
Employee Retirement Liability	0.00	0.00
Income Tax Sweep	849.53	849.53
Home Depot Card	0.00	0.00
Total Adjustments	(38,448.29)	(38,448.29)
Net Cash provided by Operations	(234,999.04)	(234,999.04)
Cash Flows from investing activities		
Used For		
Net cash used in investing	0.00	0.00
Cash Flows from financing activities		
Proceeds From		
Acc Other Comp Gain	0.00	0.00
Used For		
Acc Other Comp Gain	0.00	0.00
Net cash used in financing	0.00	0.00
Net increase <decrease> in cash	(\$ 234,999.04)	(\$ 234,999.04)

Lakeview Academy BOT Agenda September 1, 2011

Summary Documentation

Cash Balance at End of Period	\$ 1,892,761.34	\$ 1,892,761.34
Cash Balance at Beg of Period	(2,007,408.38)	(2,007,408.38)

Net Increase <Decrease> in Cash	(\$ 114,647.04)	(\$ 114,647.04)
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# Open Meeting Law

## Who Needs It

### **52-4-101. Title.**

This chapter is known as the "Open and Public Meetings Act."  
Enacted by Chapter 14, 2006 General Session

### **52-4-102. Declaration of public policy.**

(1) The Legislature finds and declares that the state, its agencies and political subdivisions, exist to aid in the conduct of the people's business.

(2) It is the intent of the Legislature that the state, its agencies, and its political subdivisions:

- (a) take their actions openly; and
- (b) conduct their deliberations openly.

Renumbered and Amended by Chapter 14, 2006 General Session

### **52-4-103. Definitions.**

As used in this chapter:

(1) "Anchor location" means the physical location from which:

- (a) an electronic meeting originates; or
- (b) the participants are connected.

(2) "Convening" means the calling of a meeting of a public body by a person authorized to do so for the express purpose of discussing or acting upon a subject over which that public body has jurisdiction or advisory power.

(3) "Electronic meeting" means a public meeting convened or conducted by means of a conference using electronic communications.

(4) "Electronic message" means a communication transmitted electronically, including:

- (a) electronic mail;
- (b) instant messaging;
- (c) electronic chat;
- (d) text messaging as defined in Section [76-4-401](#); or
- (e) any other method that conveys a message or facilitates communication electronically.

(5) (a) "Meeting" means the convening of a public body, with a quorum present, including a workshop or an executive session whether the meeting is held in person or by means of electronic communications, for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the public body has jurisdiction or advisory power.

(b) "Meeting" does not mean:

- (i) a chance meeting;
- (ii) a social meeting;
- (iii) the convening of a public body that has both legislative and executive responsibilities where no public funds are appropriated for expenditure during the time the public body is convened and:

(A) the public body is convened solely for the discussion or implementation of administrative or operational matters for which no formal action by the public body is required; or

(B) the public body is convened solely for the discussion or implementation of administrative or operational matters that would not come before the public body for discussion or action; or (iv) a meeting of the State Tax Commission to consider a confidential tax matter in accordance with Section [59-1-405](#).

(6) "Monitor" means to hear or observe, live, by audio or video equipment, all of the public statements of each member of the public body who is participating in a meeting.

(7) "Participate" means the ability to communicate with all of the members of a public body, either verbally or electronically, so that each member of the public body can hear or observe the communication.

(8) (a) "Public body" means any administrative, advisory, executive, or legislative body of the state or its political subdivisions that:

(i) is created by the Utah Constitution, statute, rule, ordinance, or resolution;

(ii) consists of two or more persons;

(iii) expends, disburses, or is supported in whole or in part by tax revenue; and

(iv) is vested with the authority to make decisions regarding the public's business.

(b) "Public body" does not include a:

(i) political party, political group, or political caucus; or

(ii) conference committee, rules committee, or sifting committee of the Legislature.

(9) "Public statement" means a statement made in the ordinary course of business of the public body with the intent that all other members of the public body receive it.

(10) (a) "Quorum" means a simple majority of the membership of a public body, unless otherwise defined by applicable law.

(b) "Quorum" does not include a meeting of two elected officials by themselves when no action, either formal or informal, is taken on a subject over which these elected officials have advisory power.

(11) "Recording" means an audio, or an audio and video, record of the proceedings of a meeting that can be used to review the proceedings of the meeting.

(12) "Transmit" means to send, convey, or communicate an electronic message by electronic means.

Amended by Chapter 25, 2011 General Session

Amended by Chapter 215, 2011 General Session

#### **52-4-104. Training.**

The presiding officer of the public body shall ensure that the members of the public body are provided with annual training on the requirements of this chapter.

Enacted by Chapter 263, 2006 General Session

#### **52-4-201. Meetings open to the public -- Exceptions.**

(1) A meeting is open to the public unless closed under Sections [52-4-204](#), [52-4-205](#), and [52-4-206](#).

(2) (a) A meeting that is open to the public includes a workshop or an executive session of a public body in which a quorum is present, unless closed in accordance with this chapter.

(b) A workshop or an executive session of a public body in which a quorum is present that is held on the same day as a regularly scheduled public meeting of the public body may only be held at the location where the public body is holding the regularly scheduled public meeting unless:

(i) the workshop or executive session is held at the location where the public body holds its regularly scheduled public meetings but, for that day, the regularly scheduled public meeting is being held at different location;

- (ii) any of the meetings held on the same day is a site visit or a traveling tour and, in accordance with this chapter, public notice is given;
  - (iii) the workshop or executive session is an electronic meeting conducted according to the requirements of Section [52-4-207](#); or
  - (iv) it is not practicable to conduct the workshop or executive session at the regular location of the public body's open meetings due to an emergency or extraordinary circumstances.
- Renumbered and Amended by Chapter 14, 2006 General Session  
Amended by Chapter 263, 2006 General Session

**52-4-202. Public notice of meetings -- Emergency meetings.**

- (1) A public body shall give not less than 24 hours public notice of each meeting including the meeting:
- (a) agenda;
  - (b) date;
  - (c) time; and
  - (d) place.
- (2) (a) In addition to the requirements under Subsection (1), a public body which holds regular meetings that are scheduled in advance over the course of a year shall give public notice at least once each year of its annual meeting schedule as provided in this section.
- (b) The public notice under Subsection (2)(a) shall specify the date, time, and place of the scheduled meetings.
- (3) (a) Public notice shall be satisfied by:
- (i) posting written notice:
    - (A) at the principal office of the public body, or if no principal office exists, at the building where the meeting is to be held; and
    - (B) beginning October 1, 2008 and except as provided in Subsection (3)(b), on the Utah Public Notice Website created under Section [63F-1-701](#); and
  - (ii) providing notice to:
    - (A) at least one newspaper of general circulation within the geographic jurisdiction of the public body; or
    - (B) a local media correspondent.
- (b) A public body of a municipality under Title 10, Utah Municipal Code, a local district under Title 17B, Limited Purpose Local Government Entities - Local Districts, or a special service district under Title 17D, Chapter 1, Special Service District Act, is encouraged, but not required, to post written notice on the Utah Public Notice Website, if the municipality or district has a current annual budget of less than \$1 million.
- (c) A public body is in compliance with the provisions of Subsection (3)(a)(ii) by providing notice to a newspaper or local media correspondent under the provisions of Subsection [63F-1-701](#)(4)(d).
- (4) A public body is encouraged to develop and use additional electronic means to provide notice of its meetings under Subsection (3).
- (5) (a) The notice requirement of Subsection (1) may be disregarded if:
- (i) because of unforeseen circumstances it is necessary for a public body to hold an emergency meeting to consider matters of an emergency or urgent nature; and
  - (ii) the public body gives the best notice practicable of:
    - (A) the time and place of the emergency meeting; and
    - (B) the topics to be considered at the emergency meeting.
- (b) An emergency meeting of a public body may not be held unless:
- (i) an attempt has been made to notify all the members of the public body; and

- (ii) a majority of the members of the public body approve the meeting.
  - (6) (a) A public notice that is required to include an agenda under Subsection (1) shall provide reasonable specificity to notify the public as to the topics to be considered at the meeting. Each topic shall be listed under an agenda item on the meeting agenda.
  - (b) Subject to the provisions of Subsection (6)(c), and at the discretion of the presiding member of the public body, a topic raised by the public may be discussed during an open meeting, even if the topic raised by the public was not included in the agenda or advance public notice for the meeting.
  - (c) Except as provided in Subsection (5), relating to emergency meetings, a public body may not take final action on a topic in an open meeting unless the topic is:
    - (i) listed under an agenda item as required by Subsection (6)(a); and
    - (ii) included with the advance public notice required by this section.
- Amended by Chapter 5, 2009 Special Session 1

**52-4-203. Written minutes of open meetings -- Public records -- Recording of meetings.**

- (1) Except as provided under Subsection (7), written minutes and a recording shall be kept of all open meetings.
- (2) Written minutes of an open meeting shall include:
  - (a) the date, time, and place of the meeting;
  - (b) the names of members present and absent;
  - (c) the substance of all matters proposed, discussed, or decided by the public body which may include a summary of comments made by members of the public body;
  - (d) a record, by individual member, of each vote taken by the public body;
  - (e) the name of each person who:
    - (i) is not a member of the public body; and
    - (ii) after being recognized by the presiding member of the public body, provided testimony or comments to the public body;
  - (f) the substance, in brief, of the testimony or comments provided by the public under Subsection (2)(e); and
  - (g) any other information that is a record of the proceedings of the meeting that any member requests be entered in the minutes or recording.
- (3) A recording of an open meeting shall:
  - (a) be a complete and unedited record of all open portions of the meeting from the commencement of the meeting through adjournment of the meeting; and
  - (b) be properly labeled or identified with the date, time, and place of the meeting.
- (4) The written minutes and recording of an open meeting are public records under Title 63G, Chapter 2, Government Records Access and Management Act, as follows:
  - (a) Written minutes that have been prepared in a form awaiting only formal approval by the public body are a public record.
  - (b) Written minutes shall be available to the public within a reasonable time after the end of the meeting.
  - (c) Written minutes that are made available to the public before approval by the public body under Subsection (4)(d) shall be clearly identified as "awaiting formal approval" or "unapproved" or with some other appropriate notice that the written minutes are subject to change until formally approved.
  - (d) A public body shall establish and implement procedures for the public body's approval of the written minutes of each meeting.
  - (e) Written minutes are the official record of action taken at the meeting.
  - (f) A recording of an open meeting shall be available to the public for listening within three

business days after the end of the meeting.

(5) All or any part of an open meeting may be independently recorded by any person in attendance if the recording does not interfere with the conduct of the meeting.

(6) The written minutes or recording of an open meeting that are required to be retained permanently shall be maintained in or converted to a format that meets long-term records storage requirements.

(7) Notwithstanding Subsection (1), a recording is not required to be kept of:

(a) an open meeting that is a site visit or a traveling tour, if no vote or action is taken by the public body; or

(b) an open meeting of a local district under Title 17B, Limited Purpose Local Government Entities - Local Districts, or special service district under Title 17D, Chapter 1, Special Service District Act, if the district's annual budgeted expenditures for all funds, excluding capital expenditures and debt service, are \$50,000 or less.

Amended by Chapter 137, 2009 General Session

**52-4-204. Closed meeting held upon vote of members -- Business -- Reasons for meeting recorded.**

(1) A closed meeting may be held if:

(a) (i) a quorum is present;

(ii) the meeting is an open meeting for which notice has been given under Section [52-4-202](#); and

(iii) (A) two-thirds of the members of the public body present at the open meeting vote to approve closing the meeting;

(B) for a meeting that is required to be closed under Section [52-4-205](#), if a majority of the members of the public body present at an open meeting vote to approve closing the meeting; or  
(C) for an ethics committee of the Legislature that is conducting an open meeting for the purpose of reviewing an ethics complaint, a majority of the members present vote to approve closing the meeting for the purpose of seeking or obtaining legal advice on legal, evidentiary, or procedural matters, or for conducting deliberations to reach a decision on the complaint; or

(b) for the Independent Legislative Ethics Commission, the closed meeting is convened for the purpose of conducting business relating to the receipt or review of an ethics complaint, provided that public notice of the closed meeting is given under Section [52-4-202](#), with the agenda for the meeting stating that the meeting will be closed for the purpose of "conducting business relating to the receipt or review of ethics complaints".

(2) A closed meeting is not allowed unless each matter discussed in the closed meeting is permitted under Section [52-4-205](#).

(3) An ordinance, resolution, rule, regulation, contract, or appointment may not be approved at a closed meeting.

(4) The following information shall be publicly announced and entered on the minutes of the open meeting at which the closed meeting was approved:

(a) the reason or reasons for holding the closed meeting;

(b) the location where the closed meeting will be held; and

(c) the vote by name, of each member of the public body, either for or against the motion to hold the closed meeting.

(5) Except as provided in Subsection [52-4-205](#)(2), nothing in this chapter shall be construed to require any meeting to be closed to the public.

Amended by Chapter 35, 2010 General Session

Amended by Chapter 239, 2010 General Session

**52-4-205. Purposes of closed meetings.**

- (1) A closed meeting described under Section [52-4-204](#) may only be held for:
- (a) discussion of the character, professional competence, or physical or mental health of an individual;
  - (b) strategy sessions to discuss collective bargaining;
  - (c) strategy sessions to discuss pending or reasonably imminent litigation;
  - (d) strategy sessions to discuss the purchase, exchange, or lease of real property, including any form of a water right or water shares, if public discussion of the transaction would:
    - (i) disclose the appraisal or estimated value of the property under consideration; or
    - (ii) prevent the public body from completing the transaction on the best possible terms;
  - (e) strategy sessions to discuss the sale of real property, including any form of a water right or water shares, if:
    - (i) public discussion of the transaction would:
      - (A) disclose the appraisal or estimated value of the property under consideration; or
      - (B) prevent the public body from completing the transaction on the best possible terms;
    - (ii) the public body previously gave public notice that the property would be offered for sale; and
    - (iii) the terms of the sale are publicly disclosed before the public body approves the sale;
  - (f) discussion regarding deployment of security personnel, devices, or systems;
  - (g) investigative proceedings regarding allegations of criminal misconduct;
  - (h) as relates to the Independent Legislative Ethics Commission, conducting business relating to the receipt or review of ethics complaints;
  - (i) as relates to an ethics committee of the Legislature, a purpose permitted under Subsection [52-4-204](#)(1)(a)(iii)(B);
  - (j) as relates to a county legislative body, discussing commercial information as defined in Section [59-1-404](#);
  - (k) as relates to the Alcoholic Beverage Control Commission issuing a retail license under Title 32B, Alcoholic Beverage Control Act, after receiving public input in a public meeting in support or opposition to the commission issuing the retail license, discussing one or more of the following factors in a closed meeting:
    - (i) a factor the commission is required to consider under Section [32B-5-203](#) or that is specified in the relevant part under Chapter 6, Specific Retail License Act, for the type of retail license at issue;
    - (ii) the availability of a retail license under a quota;
    - (iii) the length of time the applicant has waited for a retail license;
    - (iv) an opening date for the applicant;
    - (v) whether the applicant is a seasonal business;
    - (vi) whether the location of the applicant has been previously licensed or is a new location;
    - (vii) whether the application involves a change of ownership of an existing location;
    - (viii) whether the applicant holds other alcohol licenses at any location;
    - (ix) whether the applicant has a violation history or a pending violation;
    - (x) projected alcohol sales for the applicant as it relates to the extent to which the retail license will be used;
    - (xi) whether the applicant is a small or entrepreneurial business that would benefit the community in which it would be located;
    - (xii) the nature of entertainment the applicant proposes; or
    - (xiii) public input in support or opposition to granting the retail license;
  - (l) as relates to the Utah Higher Education Assistance Authority and its appointed board of directors, discussing fiduciary or commercial information as defined in Section [53B-12-102](#); or
  - (m) a purpose for which a meeting is required to be closed under Subsection (2).

(2) The following meetings shall be closed:

(a) a meeting of the Health and Human Services Interim Committee to review a fatality review report described in Subsection [62A-16-301](#)(1)(a), and the responses to the report described in Subsections [62A-16-301](#)(2) and (4); and

(b) a meeting of the Child Welfare Legislative Oversight Panel to:

(i) review a fatality review report described in Subsection [62A-16-301](#)(1)(a), and the responses to the report described in Subsections [62A-16-301](#)(2) and (4); or

(ii) review and discuss an individual case, as described in Subsection [62A-4a-207](#)(5).

(3) A public body may not interview a person applying to fill an elected position in a closed meeting.

Amended by Chapter 46, 2011 General Session

Amended by Chapter 334, 2011 General Session

#### **52-4-206. Record of closed meetings.**

(1) Except as provided under Subsection (6), if a public body closes a meeting under Subsection [52-4-205](#)(1), the public body:

(a) shall make a recording of the closed portion of the meeting; and

(b) may keep detailed written minutes that disclose the content of the closed portion of the meeting.

(2) A recording of a closed meeting shall be complete and unedited from the commencement of the closed meeting through adjournment of the closed meeting.

(3) The recording and any minutes of a closed meeting shall include:

(a) the date, time, and place of the meeting;

(b) the names of members present and absent; and

(c) the names of all others present except where the disclosure would infringe on the confidentiality necessary to fulfill the original purpose of closing the meeting.

(4) Minutes or recordings of a closed meeting that are required to be retained permanently shall be maintained in or converted to a format that meets long-term records storage requirements.

(5) Both a recording and written minutes of closed meetings are protected records under Title 63G, Chapter 2, Government Records Access and Management Act, except that the records may be disclosed under a court order only as provided under Section [52-4-304](#).

(6) If a public body closes a meeting exclusively for the purposes described under Subsection [52-4-205](#)(1)(a), (1)(f), or (2):

(a) the person presiding shall sign a sworn statement affirming that the sole purpose for closing the meeting was to discuss the purposes described under Subsection [52-4-205](#)(1)(a),(1)(f), or (2); and

(b) the provisions of Subsection (1) of this section do not apply.

Amended by Chapter 239, 2010 General Session

#### **52-4-207. Electronic meetings -- Authorization -- Requirements.**

(1) Except as otherwise provided for a charter school in Section [52-4-209](#), a public body may convene and conduct an electronic meeting in accordance with this section.

(2) (a) A public body may not hold an electronic meeting unless the public body has adopted a resolution, rule, or ordinance governing the use of electronic meetings.

(b) The resolution, rule, or ordinance may:

(i) prohibit or limit electronic meetings based on budget, public policy, or logistical considerations;

(ii) require a quorum of the public body to:

(A) be present at a single anchor location for the meeting; and

(B) vote to approve establishment of an electronic meeting in order to include other members of the public body through an electronic connection;

(iii) require a request for an electronic meeting to be made by a member of a public body up to three days prior to the meeting to allow for arrangements to be made for the electronic meeting;

(iv) restrict the number of separate connections for members of the public body that are allowed for an electronic meeting based on available equipment capability; or

(v) establish other procedures, limitations, or conditions governing electronic meetings not in conflict with this section.

(3) A public body that convenes or conducts an electronic meeting shall:

(a) give public notice of the meeting:

(i) in accordance with Section [52-4-202](#); and

(ii) post written notice at the anchor location;

(b) in addition to giving public notice required by Subsection (3)(a), provide:

(i) notice of the electronic meeting to the members of the public body at least 24 hours before the meeting so that they may participate in and be counted as present for all purposes, including the determination that a quorum is present; and

(ii) a description of how the members will be connected to the electronic meeting;

(c) establish one or more anchor locations for the public meeting, at least one of which is in the building and political subdivision where the public body would normally meet if they were not holding an electronic meeting;

(d) provide space and facilities at the anchor location so that interested persons and the public may attend and monitor the open portions of the meeting; and

(e) if comments from the public will be accepted during the electronic meeting, provide space and facilities at the anchor location so that interested persons and the public may attend, monitor, and participate in the open portions of the meeting.

(4) Compliance with the provisions of this section by a public body constitutes full and complete compliance by the public body with the corresponding provisions of Sections [52-4-201](#) and [52-4-202](#).

Amended by Chapter 31, 2011 General Session

#### **52-4-208. Chance or social meetings.**

(1) This chapter does not apply to any chance meeting or a social meeting.

(2) A chance meeting or social meeting may not be used to circumvent the provisions of this chapter.

Enacted by Chapter 14, 2006 General Session

#### **52-4-209. Electronic meetings for charter schools -- Pilot program.**

(1) As used in this section, "charter school" means a school created under Title 53A, Chapter 1a, Part 5, The Utah Charter Schools Act.

(2) The Electronic Meetings for Charter Schools Pilot Program is created to pilot the development and implementation of electronic meetings for charter schools.

(3) Beginning May 10, 2011, and ending May 8, 2012, a charter school may convene and conduct an electronic meeting in accordance with this section.

(4) A charter school that conducts an electronic meeting under this section shall:

(a) give public notice of the electronic meeting:

(i) in accordance with Section [52-4-202](#); and

(ii) by posting written notice at the anchor location as required under Section [52-4-207](#);

(b) in addition to giving public notice required by Subsection (4)(a), provide:

(i) notice of the electronic meeting to the members of the charter school board at least 24 hours

before the meeting so that they may participate in and be counted as present for all purposes, including the determination that a quorum is present;

(ii) a description of how the members will be connected to the electronic meeting; and

(iii) a start and end time for the meeting, which shall be no longer than 24 hours; and

(c) provide space, facilities, and technology in the building where the charter school board would normally meet if they were not holding an electronic meeting so the public may attend, monitor, and participate in the meeting during regular business hours.

(5) A charter school conducting an electronic meeting under this section may not close a meeting as otherwise allowed under this part.

(6) Written minutes and a recording shall be kept of an electronic meeting conducted as required in Section [52-4-203](#).

(7) Written minutes are the official record of action taken at an electronic meeting as required in Section [52-4-203](#).

(8) Compliance with the provisions of this section by a charter school constitutes full and complete compliance by the public body with the corresponding provisions of Sections [52-4-201](#) and [52-4-202](#).

(9) A charter school that conducts an electronic meeting under this section shall report to the Public Utilities and Technology Interim Committee by October 1, 2011, as to the effectiveness of conducting business via electronic meetings under this section.

Enacted by Chapter 31, 2011 General Session

#### **52-4-210. Electronic message transmissions.**

Nothing in this chapter shall be construed to restrict a member of a public body from transmitting an electronic message to other members of the public body at a time when the public body is not convened in an open meeting.

Enacted by Chapter 25, 2011 General Session

#### **52-4-301. Disruption of meetings.**

This chapter does not prohibit the removal of any person from a meeting, if the person willfully disrupts the meeting to the extent that orderly conduct is seriously compromised.

Enacted by Chapter 14, 2006 General Session

#### **52-4-302. Suit to void final action -- Limitation -- Exceptions.**

(1) (a) Any final action taken in violation of Section [52-4-201](#), [52-4-202](#), or [52-4-207](#) is voidable by a court of competent jurisdiction.

(b) A court may not void a final action taken by a public body for failure to comply with the posting written notice requirements under Subsection [52-4-202](#)(3)(a)(i)(B) if:

(i) the posting is made for a meeting that is held before April 1, 2009; or

(ii) (A) the public body otherwise complies with the provisions of Section [52-4-202](#); and

(B) the failure was a result of unforeseen Internet hosting or communication technology failure.

(2) Except as provided under Subsection (3), a suit to void final action shall be commenced within 90 days after the date of the action.

(3) A suit to void final action concerning the issuance of bonds, notes, or other evidences of indebtedness shall be commenced within 30 days after the date of the action.

Amended by Chapter 234, 2008 General Session

#### **52-4-303. Enforcement of chapter -- Suit to compel compliance.**

(1) The attorney general and county attorneys of the state shall enforce this chapter.

(2) The attorney general shall, on at least a yearly basis, provide notice to all public bodies that

are subject to this chapter of any material changes to the requirements for the conduct of meetings under this chapter.

(3) A person denied any right under this chapter may commence suit in a court of competent jurisdiction to:

(a) compel compliance with or enjoin violations of this chapter; or

(b) determine the chapter's applicability to discussions or decisions of a public body.

(4) The court may award reasonable attorney fees and court costs to a successful plaintiff.

Renumbered and Amended by Chapter 14, 2006 General Session

Amended by Chapter 263, 2006 General Session

**52-4-304. Action challenging closed meeting.**

(1) Notwithstanding the procedure established under Subsection [63G-2-202](#)(7), in any action brought under the authority of this chapter to challenge the legality of a closed meeting held by a public body, the court shall:

(a) review the recording or written minutes of the closed meeting in camera; and

(b) decide the legality of the closed meeting.

(2) (a) If the judge determines that the public body did not violate Section [52-4-204](#), [52-4-205](#), or [52-4-206](#) regarding closed meetings, the judge shall dismiss the case without disclosing or revealing any information from the recording or minutes of the closed meeting.

(b) If the judge determines that the public body violated Section [52-4-204](#), [52-4-205](#), or [52-4-206](#) regarding closed meetings, the judge shall publicly disclose or reveal from the recording or minutes of the closed meeting all information about the portion of the meeting that was illegally closed.

Amended by Chapter 382, 2008 General Session

**52-4-305. Criminal penalty for closed meeting violation.**

In addition to any other penalty under this chapter, a member of a public body who knowingly or intentionally violates or who knowingly or intentionally abets or advises a violation of any of the closed meeting provisions of this chapter is guilty of a class B misdemeanor.

Enacted by Chapter 263, 2006 General Session

**WCF** WORKERS COMPENSATION FUND  
GENERAL BUSINESS SUPPLEMENTAL QUESTIONNAIRE

Please Print or Type

<b>Policy Information</b>	
COMPANY Lakeview Academy	DATE 04/05/2011
COMPANY CONTACT PERSON Mylene Black	TITLE Business Manager
WCF AGENT OR MARKETING REP Eric Torgersen	POLICY NUMBER 2801526

**Physical Location**

Describe your business's operations (i.e. products / services, processes, distribution, etc.)

Charter School

List any operation changes during the past year

Rate your housekeeping (i.e. cleanliness / sanitation) Poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Exceptional

Do you have a formal machinery and equipment maintenance program?  Yes  No

**Medical Facilities**

Do you utilize WCF preferred provider medical facilities?  Yes  No. If no, are you willing?  Yes  No

**Employee Hiring / Retention**

Number of Current Employees: 0	Number of W2s Last Year: 129
<input checked="" type="checkbox"/> Employment Application	<input type="checkbox"/> Pre-401k Physical
<input type="checkbox"/> Post-Accident Drug Testing	<input type="checkbox"/> Drug Testing
<input checked="" type="checkbox"/> Training / Orientation	<input type="checkbox"/> Other
<b>Check Any Employment Benefits You Offer</b>	
<input checked="" type="checkbox"/> Medical	<input checked="" type="checkbox"/> Vision
<input type="checkbox"/> Long-term disability	<input type="checkbox"/> Wellness / fitness program
<input checked="" type="checkbox"/> Paid vacation	<input checked="" type="checkbox"/> Short-term disability
<input checked="" type="checkbox"/> Dental	<input checked="" type="checkbox"/> Sick leave
<input type="checkbox"/> Life Insurance	<input type="checkbox"/> Other
<input type="checkbox"/> FMLA / Other	
<b>Other Employment Standards</b>	
<input checked="" type="checkbox"/> Conduct drug testing for cause	<input type="checkbox"/> Conduct drug testing at random
<input checked="" type="checkbox"/> Employee handbook includes work / safety rules	<input checked="" type="checkbox"/> Employee handbook includes disciplinary policy for rule violations
<input type="checkbox"/> Joint shop	

**Safety**

Do you have a written safety program in place?  Yes  No

Year established: 2008

Name of safety director: Bryan Ettinger

Describe director's safety experience?  
has been our facilities and safety at our school since 2008.

Check all elements included in your safety program:

<input type="checkbox"/> Hazard communication	<input type="checkbox"/> Lockout/tagout	<input type="checkbox"/> Hearing Conservation Examination	<input checked="" type="checkbox"/> Safety meetings
<input type="checkbox"/> Fall protection	<input type="checkbox"/> Electrical safety	<input type="checkbox"/> Equipment Operation	<input type="checkbox"/> Equipment Operation



1329 South 600 East • Ogden, Utah 84097-7700 • (801) 225-6950 • Fax (801) 229-7737 • www.squire.com

Fall Enrollment Count and Transfer Student Documentation  
Agreed-Upon Procedures Engagement

July 14, 2011

Board of Trustees  
Lakeview Academy of Sciences, Arts and Technology  
527 West 400 North  
Saratoga Springs, UT 84045

We are pleased to confirm our understanding of the nature and limitations of the services we are to provide for Lakeview Academy of Sciences, Arts and Technology (School).

We will apply the agreed upon procedures which the Utah State Office of Education and the Office of the Utah State Auditor have specified, as documented in the *State of Utah Fiscal Compliance Audit Guide, Appendix C-5 (Compliance Audit Guide)*, solely to assist you in evaluating the School's compliance with the Utah State Board of Education's rules for pupil accounting as of the first school day of October 2011 and transfer student documentation for the prior year. Management is responsible for the School's compliance with those requirements.

Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The sufficiency of these procedures is solely the responsibility of the specified users of the report. Consequently, we will make no representation regarding the sufficiency of the procedures listed in the *Compliance Audit Guide* either for the purpose for which this report has been requested or for any other purpose. If, for any reason, we are unable to complete the procedures, we will describe any restrictions on the performance of the procedures in our report, or will not issue a report as a result of this engagement.

Because the agreed-upon procedures listed in the *Compliance Audit Guide* do not constitute an examination, we will not express an opinion on compliance with the Utah State Board of Education's rules for pupil accounting and transfer student documentation. In addition, we have no obligation to perform any procedures beyond those listed in the *Compliance Audit Guide*.

We will submit a report listing the procedures performed and our findings. This report is intended solely for the use of the Board of Trustees and management of the School and those specifically required by the filing and distribution requirements of the Utah State Office of Education, and should not be used by anyone other than those specified parties. Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The attest documentation for this engagement is the property of Squire & Company, PC and constitutes confidential information. However, we may be requested to make certain attest documentation available to the Utah State Office of Education and other oversight agencies pursuant to authority given to them by

SQUIRE is fully registered as Squire & Company, PC, a certified public accounting firm.

Consent Agenda Items # 4-12 supporting documentation was in the August 4, 2011 board packet. These items were passed in the August 4, 2011 board meeting and are listed on this consent agenda for legal reasons.

## **Reading Intervention Program**

**Proposal Title:** Reading Intervention Program

**Submitted by:** Belinda Han, Katie Covington, Delta Stockett

**Sponsoring Administrator:** Ashley Hintze

### **Proposal Abstract/details:**

Read Naturally is a program which supports all essential components of reading, allowing teachers to address a broad range of student needs in grades K-8. This intervention emphasizes teacher modeling, repeated reading, and progress monitoring while allowing students to take charge of their own learning.

The cost of this program would be approximately \$2,000 for master copies of the Sequenced Series in necessary grade levels, plus the additional cost of technological equipment, such as CD players and headphones.

Research studies on the Read Naturally program showed that, on average, students performed 39% greater than control groups. Students in the control group received normal classroom reading instruction with no supplemental fluency instruction.

### **Please provide information to the following questions:**

#### **1) Proposal supports the charter by...**

1. Allowing students to work at their own pace and within their own ability level. (page 11, Section 4, Subsection 1, Item 2, Paragraph 1) Students are encouraged to choose materials which are interesting to them, work at a rate which allows them to gain understanding at their own unique pace, make goals, and monitor their progress.
2. Incorporating methods which complement the balanced literacy approach. (page 12, Section 4, Subsection 1, Item 2, Paragraph 8, Balanced Literacy, Categories 1 & 2) Students use leveled materials as a guide to materials which challenge students, without being too difficult. Students practice comprehension and prediction strategies in every lesson, as well as learning new vocabulary.

#### **2) Proposal supports ends policy**

- a.  Global Ends Policy
- b.  Language Arts and Mathematics Ends Policy
- c.  Science, Arts, and Technology Ends Policy
- d.  Enrollment Ends Policy
- e.  Parent Satisfaction Ends Policy

It supports this ends policy by helping our students who are struggling reach benchmark through intervention with an emphasizes on teacher modeling, repeated reading and progress monitoring through differentiated instruction.

#### **3) Are funds being requested? If so how much and from what budget category?**

Funds would be required in order to purchase the masters and CD's necessary to implement the program. Basic costs would be approximately \$2,000. Additional costs may be required in order to purchase necessary equipment, including CD players and headphones for each group of students.

This program will be funded by either the k-3 reading funds, trust lands grant or other unrestricted funds in the curriculum line item.

**4) Does this replace a current program or policy? If so, please attach a redline version of requested changes.**

N/A

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

This program would address the needs of the lowest DIBELS scoring students in grades K-8. Two aides and one teacher would facilitate with up to 6 students per educator, totaling 18 students at a time—up to 60 students total. The three educators would be supervised by Ashley Hintze.

The program would be housed in a designated classroom in the K-2 pod. The program will operate during the hours of 8-11:30 each morning. Program hours may be extended if required, depending on the needs of the students. The Read Naturally program recommends that students be served for 30 minutes 3-5 days per week. At Lakeview Academy, we would service students four days per week, Monday through Thursday in 30-minute increments per group

Read Naturally is an ideal program to implement at Lakeview Academy due to its proven effectiveness in raising reading levels of low readers. The Read Naturally program has also been shown to improve students' attitudes toward reading, helping them to enjoy reading while they improve their ability. This program supports all essential components of reading, allowing teachers to address a broad range of student needs in grades K-8. This intervention emphasizes teacher modeling, repeated reading, and progress monitoring while allowing students to take charge of their own learning.

Research studies on the Read Naturally program showed that, on average, students performed 39% greater than control groups. Students in the control group received normal classroom reading instruction with no supplemental fluency instruction.

The Read Naturally program stands apart from other programs in many ways. The cost of implementing Read Naturally is significantly lower than other programs researched, both on a per student basis, and in the overall cost of purchasing materials. Read Naturally is also superior to other programs due to the wide range of grade levels it addresses. Further, this program allows students to make goals and monitor their own progress, allowing them more control over their mastering of reading skills.

**6) Please attach any other options that may be considered.**

The Orton-Gillingham Reading Program

The Orton-Gillingham methodology on reading is multi-sensory, language based, and success oriented. It was originally designed to help students with dyslexia; however, their studies showed that their directive and explicit instruction, which progresses sequentially in difficulty, has helped students of all education levels and needs. They focus their techniques of reading on utilizing phonetics and emphasize visual, auditory, and kinesthetic learning styles for both special and general education classrooms. It begins with an understanding about the structure of language and gradually moves the student into reading. The research on the Orton-Gillingham reading program showed immense success on all levels, and supposedly increased greatly from the beginning of the year. To obtain the correct basic texts used for the program (“How to Teach Spelling;” Teacher’s Manual; and Training/Assessment Manual) on-site training is required.

They offer several options of trainings beginning with a generic overview of the program which special and general education teachers, as well as interested administrators, can attend. No materials required for extensive use of the program are given. Next included in the training options are 18-hour on-site core training. The cost is \$650 per person, 15 participants minimum are required, and it includes 6 instructional texts for use in the classroom. The 30-hour comprehensive training costs approximately \$850-\$975 per person, and can be hosted at a school or hotel. It includes all texts used for the program. Post- training, they offer an advanced continuum training, which is a refresher course and costs approximately \$850-\$975 per person. Trainings can be held at a school or at a hotel, and expenses for the trainer are also required to be paid by the host. In addition to the basic program texts and program training, the Orton-Gillingham program offers several games and a large selection of other texts which are available for purchase online.

Reading Recovery

Reading Recovery is a short-term intervention which utilizes one-to-one explicit instruction with low-achieving First grade students. The intervention lasts 12-20 weeks, with 30 minute lessons every school day. Each lesson consists of reading familiar books, reading yesterday’s new book and taking a running record, working with letters and/ or words using magnetic letters, writing a story, assembling a cut-up story, and reading a new book. 75% of students meet grade level expectations in reading and writing following the intervention period, and resume regular reading instruction within their regular classroom. Students who do not meet grade level expectations are generally recommended to Title I, receive a LD referral, or additional classroom support. The estimated cost per student totals \$3,750 for a 12-20 week intervention.

Teachers must be certified teachers with a record of successful teaching experience with young children. Teacher training consists of an intensive week of training, and participation in weekly classes during a full academic year of professional development with graduate credit. Subsequent years of professional development are also required. Teacher Leaders (Trainers) make 4 visits during the school year to each teacher-in-training to observe and consult with teachers about performance. Training is available through university training programs, conferences, or teacher leaders. Cost of training will depend on whether the Reading Recovery Council of America (located in Ohio) will allow teachers to be trained through the teacher leaders within local school

districts. The council recommends that a teacher leader attend a meeting with a decision-making team to estimate the overall benefits and costs of implementing the program, including materials and training.

**7) Please attach any relevant information and all supporting documentation**

**Read Naturally Sequenced series**

<b>Level</b>	<b>Format</b>	<b>Item No.</b>	<b>Price</b>
<b>1.0</b>	<b>Audio CD</b>	<b>CD1010</b>	<b>\$119.00</b>
<b>1.5</b>	<b>Audio CD</b>	<b>CD1015</b>	<b>\$119.00</b>
<b>2.0</b>	<b>Audio CD</b>	<b>CD1020</b>	<b>\$119.00</b>
<b>2.5</b>	<b>Audio CD</b>	<b>CD1025</b>	<b>\$119.00</b>
<b>3.0</b>	<b>Audio CD</b>	<b>CD1030</b>	<b>\$119.00</b>
<b>3.5R*</b>	<b>Audio CD</b>	<b>CD1035R</b>	<b>\$119.00</b>
<b>4.0</b>	<b>Audio CD</b>	<b>CD1040</b>	<b>\$119.00</b>
<b>4.5R*</b>	<b>Audio CD</b>	<b>CD1045R</b>	<b>\$119.00</b>
<b>5.0</b>	<b>Audio CD</b>	<b>CD1050</b>	<b>\$119.00</b>
<b>5.6</b>	<b>Audio CD</b>	<b>CD1056</b>	<b>\$119.00</b>
<b>5.8/6.0</b>	<b>Audio CD</b>	<b>CD5860</b>	<b>\$119.00</b>
<b>7.0R+</b>	<b>Audio CD</b>	<b>CD1170R</b>	<b>\$119.00</b>
<b>8.0</b>	<b>Audio CD</b>	<b>CD1180</b>	<b>\$119.00</b>

**Research from Website**

**Read Naturally and Reading Attitudes**

Many teachers have told us that the Read Naturally program helps improve students' attitudes toward reading. Deb Coleman, an elementary classroom teacher in Linden, Michigan, demonstrated this attitude improvement while working on her Master's research project this past fall.

Of the 23 students in Deb's classroom, ten were struggling readers and 13 were reading at or above grade level. Deb gave the struggling readers extra instruction using Read Naturally. The ultimate goal of her research project was to improve student achievement in the area of literacy, a goal which she attained. While using Read Naturally, her students gained an average of 2.46 words per week. As she found out, a by-product of increased literacy with her students was an improved attitude.

Deb's classroom research lasted fourteen weeks. At the beginning and end of this time period, she gave each of her students a self-reflective survey. The survey was based on a point system, and she compared the Read Naturally students' attitudes to the non-Read Naturally students' attitudes toward reading. Deb's findings were that the Read Naturally students had a significant improvement in their reading attitudes compared to the other group.

<b>Students</b>	<b>Number</b>	<b>Means</b>
Read Naturally Students	10	18.69%
Non-Read Naturally Students	13	-0.52%

Deb wrote, "My Read Naturally students are highly motivated to read. One of the questions on the survey asks the students if they think they are good readers. At the beginning of the school year, they rated themselves as either average or poor readers. Now, they rate themselves as excellent to above average readers. It is exciting to see struggling readers' attitudes about reading become more positive."

The Read Naturally students' attitudes extended beyond the classroom as well. The goal was to read at home at least four times per week for at least 20 minutes or more. In November nine out of ten of her Read Naturally students achieved their at-home reading goal, compared to only four achieving this goal in September. Congratulations to Deb and her students!

## University Study of Read Naturally Gets Top Rating From National Center on RTI

The National Center on Response to Intervention (NCRTI) has given a University of Minnesota study of Read Naturally its highest ratings for study quality.

### FCRR and U of Oregon Give Read Naturally Highest Ratings

Two top reading research organizations — the Florida Center for Reading Research (FCRR) and the University of Oregon — give their highest marks to the Read Naturally program. [Read more](#)

The study, conducted by Associate Professor Theodore Christ, Ph.D., and Jennifer Davie, found that students using Read Naturally Software Edition had 39% greater gains in fluency than students in a control group.

The NCRTI was established by the American Institutes for Research (AIR) and researchers from the University of Kansas and Vanderbilt University to provide technical assistance to states and districts in implementing RTI and Early Intervening Services (EIS). NCRTI receives funding from the U.S. Department of Education.

One of the NCRTI's activities is a rigorous technical review to determine which tools, practices, and implementation strategies are deemed scientifically valid and appropriate for technical assistance and dissemination.

The NCRTI concluded that the Christ & Davie study of Read Naturally provided convincing evidence in four criteria—participants, design, fidelity of implementation, and measures, as shown in the following table:

Study	Study Quality			
	Participants	Design	Fidelity of Implementation	Measures
Christ & Davie Study of Read Naturally	●	●	●	●

**Key:** ● Convincing evidence ○ Partially convincing evidence ○ Unconvincing evidence

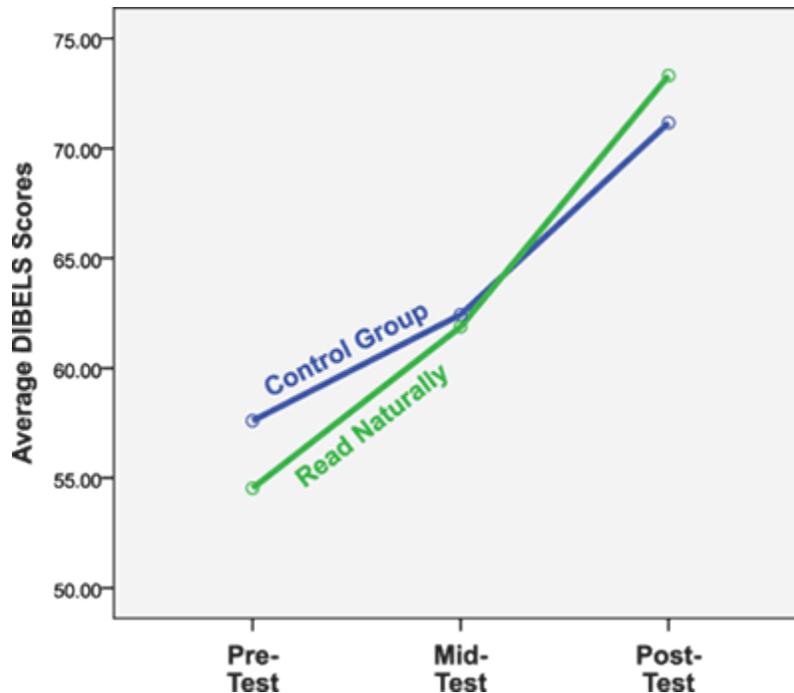
### About the University Study

The University of Minnesota study was a randomized control trial that was conducted in late 2008 and early 2009 across six schools with 109 low-performing students in third grade. Those students assigned to the Read Naturally group received intervention instruction for 30 minutes per day, five days a week, for 10 weeks. Students in the control group received normal classroom reading instruction with no supplemental fluency instruction.

Multiple standardized measures of reading accuracy and fluency indicated that students in the Read Naturally group outperformed students in the control group on all measures of accuracy and fluency.

The study examined the students' fluency gains using results from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. The Read Naturally students gained, on average, 1.53 WRC/min per week compared to 1.10 WRC/min per week for students in the control group—39% greater gains for students in the Read Naturally group.

Figure 1 illustrates that the DIBELS average for the Read Naturally group was below that of the control group at pre-test, and after 10 weeks of intervention, the Read Naturally students outperformed those in the control group.



**Figure 1. Chart Comparing Average DIBELS Scores Over the Course of the 10-Week Study**

Students in the Read Naturally group gained, on average, .40 WRC/min more than students in the control group. The magnitude of improvement should be compared to typical growth and expected levels of achievement among third-grade students. Published estimates of typical growth in third grade approximate 1.2 WRC/min among students in general education and .58 WRC/min among students in special education. Students are expected to exceed 100 WRC/min by the end of the third grade if they are to be successful on large scale state-wide assessments. A sustained additional improvement of .40 WRC/min across the academic year is substantial. Assuming a typical growth rate of approximately 1.20 WRC/min per week, a 39% improvement would result in improved growth to 1.68 WRC/min per week, which is a cumulative gain of 14.4 more words read correct across 36 weeks.

These results were not specific to DIBELS measures. After accounting for pre-test levels of performance, the students in the Read Naturally group scored one to two standard score units better on most standardized measures of fluency and accuracy after 10 weeks of intervention. If extrapolated across the school year, those gains would translate to approximately three to seven

standard score units of improved performance for those students within the Read Naturally group compared to the control group. Such improvements would be substantial.

The observed gains for the experimental group were obtained with minimal resources. Teacher and personnel time is one of the most valuable resources in schools. The Read Naturally intervention was implemented with minimal support. Teachers received the recommended training in the Read Naturally strategy and completed the SE Self-Study course to supplement them in the software implementation. Individual teachers were able to supervise their groups of students while the students received individualized instruction from Read Naturally SE.

#### **NCRTI Ratings on Their Website**

The ratings for the Christ & Davie study will not be posted on the NCRTI website this fall, because the NCRTI is evaluating whether or not to account for pretest differences. Accurate and valid interpretation of the study results require effect-size calculations that account for pretest differences.

However, the NCRTI ratings of another Read Naturally study, conducted by David Heistad of the Minneapolis Public Schools, will be posted on the NCRTI website this fall.

The Heistad study, conducted during the 2003–2004 school year, included 156 students from four Minneapolis schools. Half of the students received Read Naturally instruction and were paired with students who did not receive Read Naturally instruction but had comparable baseline test scores and demographics.

The results of the study showed that the Read Naturally students outperformed the control group on the Northwest Achievement Levels Test (gains of 10.8 vs. 8.3 for the control group), the Minnesota Comprehensive Assessments (average score of 1366.4 vs. 1307.3 for the control group), and the Reading Fluency Monitor (average gains of 27.5 wcpm vs. 23.2 wcpm for the control group).

This means that students who received Read Naturally instruction had improved performance on the state-wide tests (at statistically significant levels), and a larger proportion of those students met proficiency standards for No Child Left Behind (NCLB) compared to similar students from the same district. That is, 43% of students who received Read Naturally instruction scored at Level 3 or above on the state test (i.e., met NCLB standards) compared to 27% of the students in the control group.