

Anchor Academy Middle School

Barbara S. Packer

**Charter School Information**

1. Name of Proposed Charter School: Anchor Academy Middle School
2. Name of Applicant: Anchor Academy Middle School
3. Authorized Agent: Barbara Packer
4. Mailing Address: Anchor Academy Middle School, c/o Barbara Packer  
1528 W 2865 S Syracuse, UT 84075
5. Phone Number: 801-882-5525
6. Email Address: mspacker12@gmail.com
7. New School Location and Location's School District(s): Clearfield, Davis School District

**Governance Structure**

<b>Name</b>	<b>Position</b>	<b>Area of Expertise</b>	<b>Any Charter Affiliations</b>
Barbara Packer	Chair, budgeting director	Elementary math, Language/Reading, Spanish, Integrated Arts and interdisciplinary connecions. Budgeting	Teacher:Monticello Academy, SAA sub: John Hancock parent NDPA
Kristen Hales	vice-president, communications	Food services, parent, community involvement	Quest Academy food services
Ivy Melton Sales	Board member, community connections	Community Health Services Division director, Davis county Health Dept.	
Kristen Mitchell	Board member, community connections	Youth Community Services, non-profit organization	
Des Bathke	Secretary, Technology director	Arts and Technology	
Mitch Garcia	Non-profit specialist	Non-profit, entrepreneur, youth involvement	
Tekulvē Jackson-Vann	Board member	Licensed therapist, youth services and counseling	

**Enrollment**

8. Year School will start: 2021-22

9. Grades Served: 5-6-7-8

Does the proposed grade configuration match the resident district grade configuration?

Yes

No: Our middle school is unique in that it specifically addresses grades 5-8 like the category used when reporting demographics. Most public schools in this area are K-6, 7-9, 10-12. There are some 5-8 charter schools in neighboring districts such as Salt Lake Arts Academy and some K-8 (Monticello Academy) and 9-12 high schools Career Path (Kaysville). Our school offers a

choice for parents and students who recognize the value of focusing on these developmental years and strengthening student understanding as they prepare for the next step in their development.

10.	Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	100	100	100	100	0	0	0	0	
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	100	100	100	100	0	0	0	0	
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	100	100	100	100	0	0	0	0	

**Waivers**

11. Is this proposal seeking special treatment under UCA §53G-5-301?

Yes: *Provide a justification.*

No

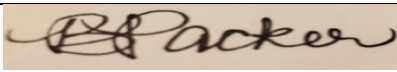
12. Is this proposal seeking priority consideration under UCA §53G-5-504?

Yes: *Provide a justification.*

No *A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter.*

13. List any waiver requests here (i.e., Rule numbers and titles). **None at this time**

**Signatures**

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent Barbara Packer
Signature of Authorized Agent 
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

**1. Key Elements**

1a. State the proposed school’s mission.

Anchor Academy Middle School will build a strong foundation of critical thinking, connected learning, and life skills crucial to students during these developmental years as they are motivated to learn with purpose, apply their learning, and make connections to the world around them to become empowered, confident, self-efficient, empathetic, disciplined citizens who will contribute to the community in which they live.

1b. State the legislative purpose(s) outlined in UCA 53G-5-104 which this school specifically satisfies.

- (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) Expand public school choice in areas where schools have been identified for school improvement, under the NCLB Act of 2001, 20 U.S.C. Sec. 6301 et seq.

1c. Explain how this school will promote the State Charter School Board's mission and vision.

Anchor Academy Middle School will hire confident, qualified teachers who will work together to provide optimal education for students. Teachers will strive to get to know students and their parents as we work together to help all students succeed. We will set high expectations and empower students to meet and exceed minimal benchmark expectations throughout the year. Students will learn that knowledge is power and learning to apply knowledge and skills opens new opportunities. Students will be held accountable for their own learning and teachers will be a constant support and guide.

1d. List the school's key elements. The key elements of the Charter School, as set forth in the application, are programs and processes that are defining characteristics and make this school unique.

1. Anchor Academy Motivation Middle School will empower students to identify patterns and make connections between subjects and the world around them. We will help them develop problem-solving skills as we strive to alleviate common fears and dispel myths that hold people back from recognizing math and algebraic concepts in our daily lives. We will have a strong focus on reading fluency and comprehension and the importance of being literate, a basic survival skill in our society. Students will participate in hands on learning and discovery as this foundation of knowledge and understanding becomes their anchor for learning.  
When a student shows lack of proficiency, he/she will have the opportunity to redo assignments and retake tests to show they understand a concept or have mastered a skill. We encourage integrity so that their "grade" is consistent with level of understanding.
2. Basic life skills such as financial literacy, hygiene, laundry, cooking, household repairs and

janitorial skills, gardening, childcare, etc. will be taught and integrated with various subjects such as language, reading, math, science, arts, health, and more. Anchor Academy Middle School will have an onsite laundry facility as part of life skills classes. Students will help in the cafeteria, assist in janitorial duties, and help launder towels, washcloths, aprons, t-shirts, etc. used at the school. Part of their homework will include helping with laundry and meal-planning at home. The laundromat could be used, with approval, at a reduced cost by family of students and employees of the charter school.

3. Students will learn and practice public speaking skills and communication that will help them throughout their lives including job interviews, jobs that require human interactions, community involvement, and possible altercations and conflict resolution. Sign language will be taught and/or integrated as a means of simple communication.
4. Foreign Language exploration will be offered for children to learn about other languages and culture and consider if they would like to pursue further study of other languages. Spanish will be introduced with opportunities to become advanced. Activities such as presentations and on-site Taco Truck will be part of celebrating language, culture, and real life communication, integrated with business, health, and math. Students will be able to communicate with students from Colombia via videochat, email, and pen-pals.
5. Students will be involved in community service and responsibility. We will strive for a positive relationship with local police department, mayor, city council, business owners, and community centers. We hope to take advantage of and support the efforts of Davis County Health Department in conjunction with Davis Behavioral Health, Intermountain Health Care, and USU Extension, to coordinate/sponsor a youth leadership board of students across the county who provide guidance on prevention activities that take place countywide. The focus is on coordinating peer-led education on youth identified health issues/concerns. We will invite community members into our classrooms to interact with students. We will ask the county or city to assign a School Resource Officer and/or mentor to our school to get to know our students and their families. Our goal is that, along with community-focused academic learning, students will also learn respect for property, adults, and authority, along with respect and empathy for those of different political, personal, and cultural beliefs and interests. Our hope is that this interaction will aid in community healing as we work together to meet the needs of our students.
6. Our school will be a location that might be used for community support with the possibility of classes and support groups outside of school hours which cater to family members of students and employees of the school. We will invite community members to our productions, fairs, etc. We will provide a low cost onsite childcare during school hours led by a qualified teacher or childcare provider. Priority will be given to children of employees and siblings of current students.

1e. Describe the academic goals of this school.

1. Students will strive to read at or above grade level as they document their daily practice and chart their progress throughout the year. Mentors and trained volunteers will aid teachers in

practicing reading fluency and comprehension. Parents, counselors, teachers, and mentors will discuss progress as students learn to use their reading skills throughout various aspects of their lives including instructions, documents, menus, charts, brochures/pamphlets, textbook, computer screen, novels for study and pleasure.

By end of year 85% of students will read at grade level fluency with at least 94% accuracy and 80% comprehension and/or show 20% improvement from beginning of year.

Students who do not meet this goal will have opportunities to participate in summer programs and take advantage of before or after school tutoring. Counselors and special educators will work with students, parents, and teachers to consider qualifications for IEP, 504 or other plans to empower students to meet reasonable goals and continue to progress.

2. Students will learn basic facts such as every set of two numbers between 0 and 100 that add to 100. They will learn multiplication facts and realize the patterns continue beyond their 12x12 box. Students will pass off basic “speed sheets” of 100 problems (addition, subtraction, multiplication, division) in 2-3 minutes. As they recognize pattern, they will see the value in learning and understanding rather than only memorizing. Student tests will include real life problems such as making change, figuring out discount prices, tax, tips, interest, budgeting, and more. Tests will be evaluated and used to review and direct further learning.  
At least 80% of students will receive 80% or better on end of unit tests. Retakes are offered with an emphasis on understanding.
3. Physical Education will be valued as students learn basic skills, stay active, participate in sports, and learn health and hygiene. Basic dance and courtesy will be taught. Students will have the opportunity to intermingle, perform, and compete as social skills are incorporated. Physical, mental, and emotional health will be incorporated as students learn discipline, self-regulation, responsibility, self-worth, respect, compassion, and recognizing possible signs or symptoms of various health issues such as depression in themselves and others. Numerous studies have shown the impact exercise and positive social interaction can have on the brain and mental health. While P.E. is a class, physical activity is a life choice. Davis county has many trails and other low to no cost options for physical activity. We encourage families to take advantage of these opportunities to support their health and strengthen their family unit. Students will participate in fitness challenges and set lifelong habits.
4. Students will learn about the world around them as they study scientific concepts through reading, listening, observation, and hands-on experience. Our goal is that they will be fascinated and intrigued as they ponder all that has yet to be learned. End of unit testing will be used to direct instruction. Students will share their learning through science fair, video demonstration, or other approved method. We will seek opportunities for valuable field trips and visits from local presenters.
5. Social Studies will align with the state core according to grade level as they learn about their local, state, country, government, and our relationships with the world. Community service will be part of our learning.

6. Technology will be taught and integrated as students learn skills appropriate for their grade level. Students will be taught basic keyboarding skills and internet safety. Advanced classes will be offered as electives.
7. Arts and music will be taught and valued. Students will have the opportunity to participate in choir, band, and orchestra. Music will also be integrated into other classes, such as the fractions and base 2 concept in math, learning the state and patriotic songs, along with various cultural genres in Social Studies, and various songs that aid in learning and memory.

## 2. Program of Instruction

### 2a. Does the school intend to offer any of the following programs: No

- Career education is a focus of the charter school.
- Distance and/or online education will be offered.
- A partnership with a four-year college or university to offer early college options will formed.

### 2b. Briefly present the overall vision for how the school will operate.

The vision of Anchor Academy Middle School is to provide a safe environment where teachers will get to know students personally and strive to meet the many educational needs of each. As students participate and take advantage of the learning opportunities in the classroom, then practice and apply what they are learning outside of class, they will be on their way to becoming responsible citizens.

We will be open to various programs and stay abreast of ongoing research and data as we seek to remain true to our vision of developing fundamental skills and strategies through critical thinking as a foundation for learning.

### 2c. Describe the school's overarching educational philosophy.

Anchor Academy Middle school will provide an interactive environment of high expectations where students will strive to find meaning and connections in their learning, Students will apply their learning to basic life skills which will be integrated into the core curriculum, aiding them in becoming active, well-rounded, self-sufficient, confident citizens involved in their communities.

### 2d. Provide a description of the intended educational program that includes methods of instruction and either sample curriculum choices or a description of how curriculum will be selected/developed.

Our core values and desire to focus on the formative middle school years are similar to those of AMLE (Association for Middle Level Education) in that we believe all students can learn and progress toward proficiency, family and community involvement are important, and emphasis on meaningful learning can keep students motivated.

<http://www.amle.org/AboutAMLE/AMLEataGlance/tabid/122/Default.aspx>

**Curriculum development, integration, and ongoing teacher collaboration**

Teachers will collaborate to ensure all core subjects are being taught thoroughly with literacy and basic math concepts at the core of understanding. Students will see how multiple subjects intertwine and strengthen each other. Teachers will have ongoing communication with colleagues of same grade levels, same subject areas, and faculty.

We will consider various teaching methods as we develop our own curriculum based on the state core guidelines and embrace methods that encourage students to apply critical thinking skills and problem-solving strategies for meaningful learning and discovery.

Teachers will be trained in blended learning, cross-content learning, and differentiated instruction. Personal teaching styles, perspective, and experiences of teachers will be valued as we work together to provide a supportive learning environment. Teachers will research and share ideas and success stories.

<https://www.teachhub.com/top-12-ways-bring-real-world-your-classroom>

**Student participation and accountability**

Teachers will provide instruction and students will be involved in their own learning as they listen, read, and participate in whole class, small group, and partner discussion. Students will explain their thought processes and learn to question and defend answers. Students will learn to use multiple sources for discovery and multiple strategies for problem-solving. Students will share what they have learned via discussion, journaling, written reports, and oral presentations. Students will remember goals each week and review each month with teacher, parent, counselor, or other mentor. Students will learn the differences between passing off a goal, doing well on a test, charting progress with a benchmark rubric score, and obtaining proficiency.

**Parent and Family Involvement (including guardians and extended family)**

Anchor Academy Middle School will hold Parent-Student-Teacher Conferences quarterly to meet and discuss student educational goals and progress. This can also be an opportunity to discuss any personal concerns regarding child's health and experiences related to school and share positive observations, input, experiences and triumphs.

Teachers will communicate regularly with parents about what their child is learning and how they can best support them at home. Students are expected to share with parents what they are learning and journal their reading minutes at home. Parents can help children by listening to them read, discussing and sharing strategies and ideas, but they should not feel burdened, nor should they do their child's work for them. Parents will be welcome in the classroom to observe what and how their children are learning. We will strive to have open communication and remember we are all on the same team to help their child succeed.

Parents and family members are invited to contribute volunteer service hours at the school. Adults must pass a background check and be approved to work with children. We will train parents as needed as they serve as mentors for our students. Volunteers can help by reading with and listening to students read, helping with learning centers and activities, assisting with recess, cafeteria, and hallway monitoring, helping with organization and copying needs, chaperoning field trips and activities, tutoring before or after school, directing students in projects, participating in fundraisers, helping with community relations, and more.

**Community Connections**

We will look for and welcome opportunities to connect with our community and take advantage



of resources in our neighborhood and surrounding areas. Students will use brochures and websites of area businesses for reading comprehension and various other classes such as math, health, nutrition, science, physical education, arts, social studies, technology, and more. Business owners and members of the community of various occupations will be invited to share knowledge and experiences with students whether in class, at school fairs or assemblies, or possible field trips whether in person or virtually via video.

As mentioned in our Key Elements section, local community service employers and government officials will be invited to interact with our students and staff and serve as a support system for our students and community. They might be invited as part of a government discussion, business fair, mentor, and/or partner in teaching safety and health.

We encourage and welcome involvement with youth empowerment organizations such as Scouting, Boys and Girls Clubs, Big Brothers/Sisters, and more which could provide positive role models and mentors, positive interactions, and more opportunities to serve.

### **Personal Responsibility and Life Skills Integration**

As we survey parents and students in the community to assess the need for specialized consumer science and industrial arts class electives, we will incorporate fundamental life skills into our curriculum as students learn personal health and hygiene, laundry, cooking, cleaning, financial literacy, service, organization, and more. They will see the necessity of effective reading for instructions, apply math and scientific thinking skills, and exercise personal decision making.

Students will do community service each month. Some of this will be at school, such as reading to a child in our on-site childcare or special needs class, peer-tutoring, picking up garbage from playground, working in the cafeteria, doing laundry, assisting in custodial duties, helping teachers, working in the office, etc. Students will choose or create various service options outside of class such as serving their families by doing extra chores, gardening, meal-planning, laundry, reading to and/or caring for younger siblings, etc. Students might also participate in community clean up, helping at the library or community center, hosting food, clothing, or school supply drives, etc.

### **Health and Survival Skills**

All staff members will be trained and certified in CPR/First-Aid. Any staff member or student who will work with food will be required to obtain a food handler's permit. Balanced, nutritional meals will be available through the school cafeteria, and students will learn about nutrition and balance. Parents and students will not be shamed for or forbidden from eating processed, salty, or sugary foods at school. Choice will be respected.

Teachers will be trained in mental health awareness, including suicide prevention. Students will be taught skills for coping with disappointment, loss, depression, anger management, and anxiety.

2e. Provide a description of how the Utah Core Standards will be taught and assessed in the school.

Our teachers will study and stay updated on the Utah State Core Standards (<https://www.uen.org/core/>) and stay abreast of expectations of other schools in our area. Lessons and activities will be created which will satisfy standard expectations. Teachers will

plan lessons and activities that will ensure students are taught core standards. Learning objectives will be identified and open-ended learning will be incorporated. Students will journal learning experiences. They will be tested at the end of units after having had multiple opportunities to practice and incorporate what they are learning. We will strive for integrity as students strive to become proficient.

2f. Explain how the school will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, and the like.

**Integrated Teaching and Learning Styles**

Teachers at Anchor Academy Middle School will teach and test in various ways so that students will discover their personal strengths and learning styles and adapt to various ways of learning and showing what they have learned. Teachers and counselors will be educated on various learning styles, Students will learn that there are different learning and teaching styles and we can all benefit from each other as we work for mutual success.

**Special Education and Accommodations**

Parents, teachers, counselors, and administration will work together to provide accommodations such as IEPs, 504s, etc. as needed.

Our school will be handicap accessible. Special Education, Resource and ESL will be available. Teachers will be trained in ELL strategies and encouraged to get their ESL/ELL endorsement. Administration and Board members will learn about Title 1 schools in the area to best meet the needs of students and provide resources for parents. If our school qualifies for Title 1 funding, we will apply for it. Teachers will be encouraged to apply for grants for classroom supplies, activities, and more as we utilize available funding to provide the best educational experiences for our students.

We will offer before or after school tutoring and homework labs. We will include mentors from the community, families, and staff. Concept understanding will be at the root of learning.

We want our students to feel challenged, but not overwhelmed. We want a school day to feel like a work-out, not a beating. They will learn to break down goals and acknowledge steps toward meeting those goals.

We will consider advanced programs and activities such as Science and Math Olympiads, National Academic League, Robotics Club, etc. with class competitions and the possibility of participating and competing with students from other schools.

**Mental Health Awareness and Multi-cultural Inclusion**

We hope for a diverse staff with various valuable perspectives strive to create a safe environment where all feel valued. Our staff will be trained in cultural sensitivity and subconscious bias, mental health issues, anger management, suicide prevention, crisis response and intervention, steps of grieving, and CPR/first-aid.

We will teach students emergency survival skills such as what to do in a fire, storm, if lost, if approached by strangers, if abused, violated or made to feel uncomfortable, if feeling depression or panic, experience or witness harassment, cyber-bullying, witnessing crime, accident, or danger, responding to police, EMT, etc. Students will learn that they have

resources, rights, and responsibilities. We will practice emergency evacuation, lockdowns, and earthquake drills.

If our students are the ones harassing or bullying others, they will be referred to counseling and follow steps toward making amends and making healthier choices that will support our school's vision of community relations.

We will have multi-cultural activities that include our community and families of our students and staff. We strive for mutual respect and breaking prejudice barriers that can separate us.

2g. If any grades 9-12 will be served, explain the proposed graduation requirements.

n/a

2h. If any boxes were checked in 2a, please elaborate.

### 3. Market Analysis

#### Applicant Instructions

*Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited. Any letters of support should be included in this section. Delete these instructions.*

3a. State the school's intended location. Be as specific as possible. If the exact location is unknown, describe the characteristics of the areas the school will be seeking and how the governing board will find and acquire the location.

Clearfield, Utah

3b. Justify why this school's educational program is needed in the selected location.

The surrounding cities have various charter schools, but Clearfield and Sunset do not. Clearfield properties are being filled with housing developments. We think the community will be better served by allotting property for our Community-connected charter school.

Our school will help to alleviate some of the over-crowding at local schools.

There is a heavy concentration of at-risk youth in Clearfield and Sunset. Anchor Academy Middle School will address the diverse, yet basic, needs of the youth in our community and give them a strong foundation before they go on to high school.

We want to address mental health issues, especially anxiety and depression, and skills for coping with disappointment, loss, frustration, and anger. Students will learn to identify irrational and distorted thinking patterns and develop higher-level thinking skills and strategies for problem-solving and success.

We are sensitive to the diverse needs of our community and willing to listen to parental input.

We want to strengthen critical thinking skills and alleviate test anxiety by having our students strive for understanding and proficiency in each subject.

3c. Provide the demographic information for the selected location.

According to the US Census Bureau and other sources, Clearfield, Utah is the 10<sup>th</sup> most populous city in Utah and #1 in Davis County. Anchor Academy Middle School will alleviate some of the over-crowding at local elementary and jr. high schools.

In a predominantly White community, we would like to ensure those in a minority race feel just as valued without negating anything from those in the majority race. According to the U.S. Census Bureau and city-data.com, our demographics are approximately 74% Caucasian, 17% Hispanic, 3.5% Black, 2.5% Asian, 2.5% mixed, 1% Pacific Island, 0.5% Native American. We hope our students will be excited to learn about other cultures as they develop empathy and embrace diversity.

Approximately 25% of Clearfield children are being raised in single parent families. Nearly 45% of unwed mothers did not graduate from high school. Anchor Academy Middle School students from single parent homes will have access to community connections so they can have additional positive adult mentors in their lives.

Citizens in Clearfield have a variety of occupations with income ranging from \$22K-\$130K. The poverty rate in Clearfield is 11.5%. The schools in Clearfield and Sunset are Title 1. Clearfield has a 3.5% unemployment rate.

Having a school placed in the middle of a higher disparate population area of the county provides these at-risk students with access to more learning opportunities and resources than they currently have. We provide equal educational opportunities for all students regardless of race, religion, family dynamics, income level, etc.

[http://www.daviscountyutah.gov/docs/librariesprovider5/reports-and-assessments/adi-data\\_isa-v4b673314f13296568a4f7ff3c0015e574.pdf?sfvrsn=5c5a5453\\_2](http://www.daviscountyutah.gov/docs/librariesprovider5/reports-and-assessments/adi-data_isa-v4b673314f13296568a4f7ff3c0015e574.pdf?sfvrsn=5c5a5453_2)

Anchor Academy Middle School will provide quality education that will empower our students with knowledge and skills to apply what they are learning to situations in their home lives such as using math in recipes, using critical thinking to solve problems, and practice safety, healthy habits, and respectful communication.

There are 2,228 students in grades 5-8 in Clearfield. We want to give priority to students in Clearfield and Sunset, but also welcome all student applications, especially nearby cities Layton, Clinton, Syracuse, and West Point.

<https://statisticalatlas.com/place/Utah/Clearfield/School-Enrollment>

We are planning to bus students within the Clearfield city limits which will accommodate parents who struggle to transport their children to school. There will be no restriction according to where students live, rather their ability to get safely to a designated bus stop.

3d. Explain in detail how the proposed mission, vision, and program of instruction align with the educational needs of the population described in 3c.

We will emphasize reading fluency and comprehension as a foundation for learning. Students will read aloud daily. Students will read at home and learn that the more fluent they become, the more meaningful their reading becomes. They will be encouraged to read and compare a variety of text including instructions, pamphlets, comics, grade level books, novels, and many genres. They will also compare online reading to paper, digital reading to painted signs, close caption to

following along while listening to recorded books, etc. Students will have the opportunity to read to younger children in our childcare facility as well as adult volunteers in our community. Students will participate and explore math concepts daily as they see connections to other subjects and daily life. Our students will be empowered as they continually apply what they are learning and prepare for higher learning. Students will learn basic business skills, explore future career options and interact with members of the community.

Empowerment is the theme of our school as students are encouraged to be active participants in their own learning. We want are students going home with exciting things to practice, connect, and share with their families. We want their parents to feel like they are a part of their child's learning as they discuss concepts and strategies. Homework assignments will be valuable learning experiences and/or practices, not busy work or a burden.

3e. Provide the characteristics of the proposed charter school that sets it apart from other schools in target location. (address and answer the advantage of going from our school to JH to high school grade configuration)

**Community relations:** Our students will interact with members of the community via community service, mentoring, classroom visits, business sponsors, and more. Our hope is that our students will take on the responsibility to keep our school and city clean and respect others. Students will have positive adult influences in their lives. We will connect with local services and clubs to provide mentors and help students and parents form a strong support system to help their children succeed.

<https://www.mentoring.org/why-mentoring/mentoring-impact/>

Students will meet local police officers and city officials. Members of the military will be invited and veterans will be honored as part of History, Government, careers, and social studies

**Integrated Basic Life Skills:** Students will learn and apply basic skills as they work in the cafeteria, assist in custodial duties and laundry, and work with children in our onsite childcare. Students will learn about safety, health code, and child development. All of these will be integrated into their regular curriculum as we meet state standards with applicable meaning. Although our students will be every bit as prepared as any other student, our focus is not to "compete globally" rather to connect globally. Although we will participate in standardized testing, our goal is not to outperform students from other countries, rather to effectively communicate with students from other countries. We emphasize being prepared and able to adapt in our ever-changing world and encourage students to plan for success.

### Appendix A: Background Information Sheet & Resume

Name: Barbara Packer

Role: President

Expertise: Integrated Curriculum, Meaningful Math, Language Arts, Spanish, Budgeting

Email Address: mspacker12@gmail.com

I intend to become an employee of the school. We will define the role of administrators as the time approaches. I will participate in making budgeting decisions for our school and be part of leading integration and student interaction. I plan to lead as chair president until the time we hire our full staff. At that point, a new chair leader will be assigned and I will be part of the board as a paid teacher and/or administrator/assistant principal.

**Statement of Intent:** I want to be a part of budgeting to ensure we don't sacrifice priorities that are at the heart of our school vision. I would prefer that we hire a more experienced principal with school administration experience and interpersonal skills that can bring parents and teachers together, work with the community, and stay abreast of current educational issues. I have budgeting skills and vision that merit me having a voice in budgeting and taking advantage of resources available to us.

My personal strengths and experience align best with me being a Spanish teacher and 5<sup>th</sup> grade math and language specialist. I set high standards for my students and constantly point out connections in what they are learning and the world around them.

I work with students to improve reading fluency and comprehension as I emphasize, "Read the way you talk." and "Read like a storyteller." We ask and answer very simple basic sentences to get them in the habit of clarifying what they read. We then practice deeper thinking comprehension skills as students look for reasoning, make predictions, and draw conclusions. They come to realize that reading is fundamental and they need to become literate. They will use these skills in other subjects and throughout their lives. I will share basic concepts and help in training parents and volunteers who work with our children.

I love to share my love and fascination with math. I am endorsed in Elementary math (1-8). I have helped parents and students overcome math anxiety and learn to discover patterns that help them better understand math facts. We incorporate other subjects as we recognize "facts" are backed by evidence. Math rules are not invented; they are discovered. We use our "math brain" when we use deductive reasoning to solve problems and mysteries, make choices that involve elimination. I would like to be a 5<sup>th</sup> grade math teacher and work with other math students and teachers to discover, identify, and apply math concepts and skills throughout their lives. Finding meaning in math is at the core of our vision at Motivation Middle School.

As students learn Spanish, they learn more about English, language structure, vocabulary, and culture. As they learn Spanish, they are encouraged to use it daily in various situations rather than set aside a separate time to study. I teach through song, music, rhythm, theatre, and art. My students show their progress and understanding with each new unit as they draw pictures with matching sentences, sing and create songs, perform skits, work in groups, and do presentations. We learn vocabulary from other school subjects as we integrate other subjects into our Spanish class. I have used these same concepts when teaching English Language Arts. Students will learn that reading, writing, listening, and speaking are all essential parts of language learning. I will help to ensure that we accommodate students with no Spanish background or at home support to

those who have previous knowledge, including Dual Immersion and those who speak Spanish as their first language. I am also endorsed and experienced in Teaching English as a Second Language.

**Not-for-Profit History:** I have worked at other charter schools and my daughters have attended SAA and NDPA, but this will be my first experience starting a non-profit organization and being part of the governing board. We plan to work with Academica West and take advantage of the non-profit experience of our board members Mitch Garcia and Kristen Mitchell.

**Employment History:**

Davis School District teacher

2012-current: Jr. High - Theatre 1, Spanish 1 and 2, working with LIA students

2008-2012: Holt Elementary All subjects grades 4-5, ESL and Math endorsement

2007-2018: Monticello Academy (charter school) Spanish grades 4-7

2006-2007: Syracuse Arts Academy All subjects, integrated arts grade 5

Hansen Schools

2004-2006: Spanish 1 and 2 High School; ESL K-12

Alpine School District

2003 Thomas Jefferson Academy, Substitute all subjects 5<sup>th</sup> grade

2001-2002: Foothill Elementary, All subjects, Spanish Immersion, 3<sup>rd</sup> grade

2000-2004: Substitute teacher P-12

1998-2004: Volunteer at SCERA, headstart, public schools, storyteller at Orem City Library

1997-2001: In home childcare with preschool activities

Idaho Falls

1997 YMCA daycare and preschool

1995-1997: Sunny Days Daycare, childcare, preschool, food prep

Fremont County School District

1994-1995: SFHS Spanish 1 and 2

1991-1994: SFJH Spanish 1 and 2, Language Arts grades 7 and 8, Drama, Math grade 7

1984-1991: Substitute teacher P-12, Special Needs assistant

1984-1986: Avon representative

1979-1988: Fun Farm Campground director, business co-manager

I was raised to be self-sufficient and frugal. I worked on our family farm since I was seven years old, was babysitting by age 10, and working at a restaurant at age 14. I paid my way through college with no student debt. I was able to pay my way through a master's program with no debt. I have raised two daughters who put themselves through college as well. I had them selling treats and beverages door to door, at parades, and yard sales since they were four years old. They learned to manage money and understand the value of a dollar. They are now responsible, self-sufficient young adults. My personal experience is small scale, but the basic math and personal responsibility that are at the root of our charter school vision is the reason I know that I can help make Anchor Academy Middle School successful.

No matter the textbook I have been assigned, I am always able to make it more meaningful. I have helped students see the math skills needed for solving mysteries and drawing conclusions in reading. I always emphasize the importance of reading no matter the subject. I have helped

students understand math concepts better and helped them make their own discoveries when the textbook seems to be telling them to just memorize procedures. I am not afraid of Common Core and have helped parents and students alike understand the underlying concept of finding multiple ways to solve and prove problems. I have created my own curriculum for teaching Spanish for years. When I taught at Monticello Academy, they took my 180-day plan that I had personally created and used it as a model for other teachers. (I also wrote their charter school theme song.) I have been on curriculum development teams with Davis School District. I have helped with homework labs and have done some private tutoring. I have videos that I am creating to share basic math concepts and strategies to help students and parents. I am also making logical videos to help adults with basic survival skills.

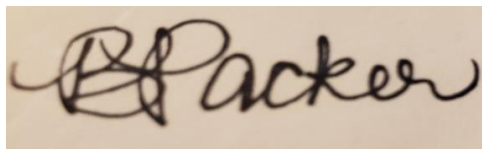
I will be attending charter school boot camp and look for other opportunities to prepare me for this exciting project of starting a much needed middle school. I am excited to work with Mitch Garcia and Kristen Mitchell who have firsthand experience in starting non-profit organizations. I have much to learn. As our board prepares for this wonderful opportunity, we will be seeking a qualified director who understands our mission to lead Motivation Middle School.

### **Education History:**

2014	Lesley University	Master's degree Teaching through the Arts
2012	DSD/WSU	Level II Math endorsement 1-8
2009	DSD	ESL/ELL endorsement (prior training and experience in Idaho)
1991	USU	B.A. Elementary Education all subjects K-8, Spanish K-12 Teaching minor Language Arts, linguistics/language development minor studies Fine Arts, piano
1986	Ricks College	Associate's degree (General Studies, Elementary Education, Piano
1983	SFHS	High School diploma

Using as much space as necessary, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that *supports your qualifications* to be considered sufficiently qualified to operate a charter school.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



**Applicant's Signature**



***Career Experience*****Division Director 2013-2019 Davis County Health Department, Clearfield, Utah Direct Community Health Services Division**

- Lead collaborative workgroup to develop county-wide opioid crisis response plan.
- Lead team to develop first youth focused and directed health improvement plan to be utilized by youth leaders and advisors county-wide.
- Secured new funding for prescription opioid overdose prevention.
- Secured new funding for suicide prevention efforts.
- Secured new funding to develop and implement the National Diabetes Prevention Program.
- Lead statewide effort in developing the first electronic cigarette regulations in the country.
- Leader on team writing first statewide e-cigarette rule as directed by the state legislature.
- Facilitated first multi-agency Ebola response emergency exercise.
- Increased social media engagement with the community by over 600% in under 2 years.
- Collaborated to develop statewide new public health employee orientation and training.
- Served as president of the Utah Association of Local Health Departments Health Education affiliate.

**Emergency Response Coordinator/Emergency Manager 2005-2013 Davis County Health Department, Farmington/Clearfield, Utah Manage all-hazards emergency response planning, implementation and staff training**

- Wrote department's first Pandemic Response Plan and All Hazards Response Plan.
- Established Davis County Medical Reserve Corps, recruited and trained over 500 volunteers.
- Train with the Northern Region Incident Support Team and deployed to Carbon County to work in their Emergency Operations Center during wildfire emergency response.
- Developed CHEMPACK nerve agent response protocols utilized by county dispatch agencies.
- Served as president of the Utah Association of Local Health Departments Emergency Response Coordinator affiliate.

**Public Information Officer 2002-2003 Davis County Health Department, Farmington, Utah Develop and disseminate health messages and information for employees, citizens and news media**

- Coordinated county-wide campaign to educate residents about water fluoridation.
- Developed immunization education campaign.
- Wrote policies and procedures for countywide risk communications plan.

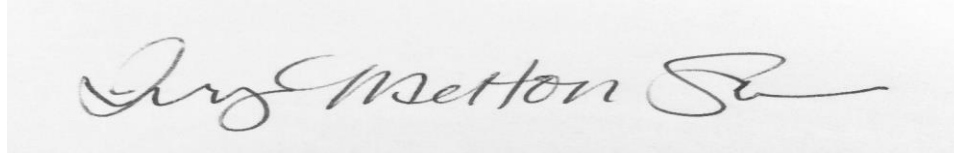
**Health Educator 1995-2005 Davis County Health Department, Farmington, Utah Manage planning, implementation and evaluation of programs, policies, contracts and grants**

- Lead grant writing team that doubled tobacco prevention funding levels.
- Developed tobacco education prevention curriculum.
- Increased Davis County Youth Council participation to include representation from every city.

***Education, Credentialing***

**MEP Master Exercise Practitioner FEMA 2006 MBA Business Administration Weber State University 2004 CHES Certified Health Education Specialist NCHCEC 1996 BS Health Education University of Utah 1996**

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**Applicant's Signature**

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## **KRISTEN HALES**

2622 W 1550 N, Clinton, Utah 84015 | H: 801-663-2532 | kristen\_hales@hotmail.com

### **Summary**

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Talented professional driven to collaborate with educators and students to encourage learning.

### **Skills**

- 
- Innovative
  - Process improvements
  - Decision making
  - Vendor relations
  - Team Leadership
  - Attention to detail
  - Purchasing
  - Organizational ability
  - Service-oriented
  - Professional demeanor
  - Time management
  - Strong communication skills
  - Meeting deadlines
  - Outgoing personality

- Interpersonal skills
- Inventory control
- Guest and client satisfaction
- Budgeting and cost control
- Following regulations
- Computer proficiency
- Flexible and adaptable

## Experience

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**Kitchen Manager** Aug 2013 to Feb 2019

**Quest Academy Charter School** — West Haven, UT

Managed lunchrooms for both the elementary and junior high schools. Supervised a staff of ten employees. Responsible for hiring, training and mentoring staff. Responsible for creating appealing, nutritional menus that were compliant with state and federal guidelines. Ordered and received products. Responsible for state and federal monthly and annual reporting. Ensured kitchens were compliant so as to pass health and state inspections. Promoted a fun, safe, positive environment for students, faculty and staff. Successfully revamped the entire lunch program. Implemented an early morning breakfast program.

**Homemaker** Jun 2007 to Aug 2013

N/a — Clinton, UT

**Human Resources Manager** Mar 2003 to Jun 2007

**SMG - Salt Palace Convention Center** — Salt Lake City, UT

Responsible for all aspects of human resources involved in the hiring and termination processes, payroll and benefits, required reporting and training. Responsible for employee relations, including counseling employees and managers. Worked closely with temporary staffing services to ensure coverage for large events. Revised employee handbook to bring it into compliance. Created monthly newsletters. Planned and coordinated company events. Human Resources Manager for the Salt Palace Convention Center, South Towne Expo Center, Ogden Eccles Convention Center and Franklin Covey Field.

## Education and Training

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**Accounting Studies**

Weber State University - Ogden, UT

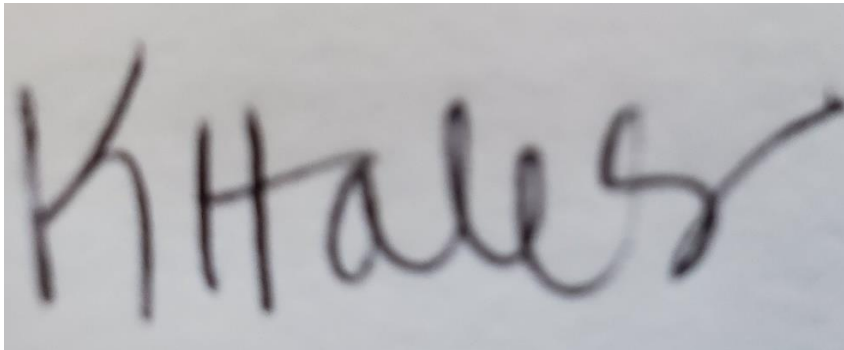
**Associate of Science and Arts, General Education** 1985

Ricks College — Rexburg, ID

**High School Diploma** 1983

Huntsville High School — Huntsville, TX

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A photograph of a handwritten signature in black ink on a light-colored background. The signature appears to read "K Haas" in a cursive, slightly slanted script.

**Applicant's Signature**

### **Appendix B: Articles of Incorporation**

#### **Articles of Incorporation for Motivation Middle School**

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

#### **ARTICLE I**

##### **NAME**

The name of this nonprofit corporation shall be ANCHOR ACADEMY MIDDLE SCHOOL.

#### **ARTICLE II**

##### **DURATION**

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

### ARTICLE III

#### PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah.
- (2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonable related to the foregoing and following purposes.
- (3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
- (5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

### ARTICLE IV

#### VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

### ARTICLE V

#### POWERS

**A. Powers in General.** Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

- (1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

- (2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;
- (3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;
- (4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;
- (5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;
- (6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all details incident to its organization and the efficient conduct and management of its affairs;
- (7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;
- (8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;
- (9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

**B. Powers Relating to Specific Objects and Purposes.** This corporation shall have the powers necessary or incidental to the carrying on of its objects and purposes.

**C. Restrictions.** Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

**ARTICLE VI  
REGISTERED OFFICE AND AGENT**

The street address of the corporation's initial registered office is 1528 W. 2865 S, Syracuse, UT 84075. The name of the corporation's initial registered agent at said initial registered office is Barbara Packer.

**ARTICLE VII  
INCORPORATORS**

The names and addresses of the incorporators are:

Barbara Packer  
1528 W. 2865 S.  
Syracuse, UT 84075

Kristen Hales  
2622 W. 1550 N.  
Clinton, UT 84015

Ivy Sales

Kristen Mitchell

Des Bathke

Mitch Garza  
Layton, UT

**ARTICLE VIII  
DIRECTORS**

The number of directors of the corporation shall be no less than five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Barbara Packer  
1528 W. 2865 S.  
Syracuse, UT 84075

Kristen Hales  
2622 W. 1550 N.  
Clinton, UT 84015

Ivy Sales

Kristen Mitchell

Des Bathke

Mitch Garza

**ARTICLE 1X  
LIMITATIONS AND LIABILITY**

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

**ARTICLE X**

**BYLAWS**

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

**ARTICLE XI  
AMENDMENT OF ARTICLES OF INCORPORATION**

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; not shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in the Article III herein.

**ARTICLE XII**

**DISSOLUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall distribute the assets to the federal government, or to a state of local government for a public purpose.



**ARTICLE XIII  
DEBTS AND OBLIGATIONS**

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation of officers or agents of the corporation.

In Witness Whereof, the undersigned have executed these Articles of Incorporation this **June 22, 2019** and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and directors; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

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Barbara Packer

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Kristen Hales

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Ivy Sales

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Kristen Mitchell

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Des Bathke

---

Mitch Garcia

**ACKNOWLEDGEMENT BY REGISTERED AGENT**

The undersigned, Barbara Packer, being first duly sworn on oath deposes and says that he/she is the person appointed as the Registered Agent of Motivation Middle School and that he/she does hereby acknowledge and accept such appointment.

---

Barbara Packer

### **Appendix C: Governing Board Bylaws**

#### BYLAWS OF MOTIVATION MIDDLE SCHOOL

##### ARTICLE I NAME, PURPOSE

Section 1: The name of the organization is Motivation Middle School Academy, Inc. (the “corporation”).

Section 2: The corporation was formed to manage, operate, guide, direct and promote a Utah Public Charter School. The corporation is organized under the Utah Revised Nonprofit Corporation Act (the “Act”) for public purposes and is not organized for the private gain of any person.

##### ARTICLE II MEMBERS

Section 1: The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

##### ARTICLE III MEETINGS OF DIRECTORS

Section 1: Annual Meeting. The Board of Directors of the corporation (the “Board”) shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 2: Regular Meetings. Regular meetings will be held as often as the Board determines is appropriate. Regular meetings of the Board, including the annual meeting, shall be held on such dates and at such times and places as may be from time to time fixed by the Board.

Section 3: Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the President of the Board, Secretary, or one-third of the members of the Board.

Section 4: Notice. Special meetings of the Board and regular meetings that are held other than at the regularly scheduled time or place may be held only after each Director has received twenty-four (24) hours' notice given personally or by telephone, e-mail or other similar means of communication.

### **Appendix D: Minutes from Governing Board meetings**

Date: June 11, 2019

Attendees: Barbara Packer, Acting President

Kristen Hales

Kristen Mitchell

Desiree' Bathke

Ivy Melton Sales

Not Present: Mitch Garcia (out of the country on business, not yet part of the board)

- Introductions of attendees
- Discussed ideas and vision of our proposed charter school
- Kristen M works with Youth Features (<http://youthfuturesutah.org/>), a non-profit organization she started which addresses the needs of youth experiencing homelessness in St. George and Ogden areas. What caught her interest in our charter school proposal was the plan to address basic life skills. She has worked with youth who do not have basic hygiene skills or a knowledge of how to do laundry or cook basic meals. The idea of incorporating these skills into the core curriculum was appealing as it addresses a need in our youth today. These basic skills can be a foundation for self-sufficiency as they learn personal responsibility and strengthen basic knowledge and skills. Kristen also mentioned the benefit of children and youth having an adult mentor in their lives and believes community involvement and service are important.
- Kirsten Hales has had experience as a Charter school parent by serving on the parent board at Quest Academy. She was also the lunchroom manager/food service specialist and worked with members of the SCSB pertaining to her position. She is able to dedicate time this summer to starting up our charter school and serving on the board.
- Ivy Sales works in Community Health Education with the Davis County Health Dept. She is supportive and sees the importance of the focus on identifying basic life skills within the curriculum. She also likes the idea of community involvement and was able to provide some resources and names of people to contact such as Jess Bigler ad Davis Behavioral Health. Ivy also has some connections to Sunset and suggests we include them as a target for our proposal. All members agreed. We still hope for our location to be in Clearfield, but hope to appeal to and include Sunset members, as well. Layton, Syracuse, and Clinton are definitely within the realm of people we want to reach. We will allow students from anywhere to apply, but are considering providing bus

transportation within the city limits of Clearfield. We have a unique idea that we will have specific bus stops in Clearfield and students who can get to those stops may use the bus regardless of where they live. (mentioned by Barbara Packer, but not thoroughly discussed: We will have a designated home at each stop with a parent volunteer. Students will have a badge to scan when boarding and exiting the bus. Our drivers will be considered part of our staff and will get to know students and the parent at each stop. The logistics of this idea will be further discussed, but we think it is worth considering and are already thinking of budgeting ideas and grants that will allow for us to afford buses. We think this will be part of the appeal to our community. We will look into legalities and possibilities of renting our buses to other schools for field trips. We also plan at least one field trip per year per grade level to give students valuable experiences they may not otherwise get.)

Des Bathke has a degree and experience as an art and technology specialist. Her training, certification, experience, and knowledge will make her a valuable part of our team.

Date: June 22, 2019

Attendees: Barbara Packer, Acting President  
Kristen Hales

Not Present: Kristen Mitchell  
Desiree' Bathke  
Ivy Melton Sales  
Mitch Garcia (still out of town, but in touch with us)  
Andrea Danielle (new to the board, prior commitment, added to our email)

- Barbara attended part of the charter school event at the Davis Conference Center on June 13, including visiting every booth, listening to the speaker LeDerick Horne, and the premier the night before about "Normal Isn't Real."
- Barbara met with Brandon Fairbanks of Academica West on June 20 to discuss progress on proposal and what Academica would offer to us. He said there is no money at this point and no commitment later on. We discussed our options as a board and think we will go with Academica West. We don't want to miss anything that would prevent us from starting our school. We believe they are qualified and experienced enough to be an asset to us, especially during this beginning phase. Also, they are stationed at a convenient location in Davis County.
- Worked on information needed for the Proposal, Articles of Incorporation and Bylaws
- Discussed specifying our board. Adding members, then seeing who will have the time to commit and who will hold each office.
- Barbara agreed to contact Rabecca Cisneros to get complete information about the July Boot Camp and find out the date for our presentation.

Date: June 24, 2019

Attendees: Barbara Packer, Acting President  
Kristen Hales  
Lani Rounds, Academica West  
Brandon F, Academica West

Not Present: Kristen Mitchell  
Desiree' Bathke  
Ivy Melton Sales  
Mitch Garcia (still out of town)  
Andrea Danielle  
Tekulve Vann Jackson (new to our board, not currently in Davis County, licensed therapist, experience with youth, music and vocal teacher)

- Met with Academica West to clarify where to find information needed for the Proposal and Bylaws
- Determined that there isn't a quick way to come up with the table needed, but that we need to create one ourselves and insert it.
- Before this meeting, Barbara met with graphic artist, Diane Packer about ideas for a logo. We don't know if we will be using her or if this is something board member Des Bathke was planning to create.
- After Brandon and Lani left the meeting, Kristen and Barbara briefly discussed the name of the charter school and whether Motivation Middle School was strong enough to attract people. We want the focus to be on the middle school years as that is one of the things that makes us unique. We want to appeal to the community as an option to all students regardless of income, academic level, or career choice. We want advanced students to know they will be challenged, and struggling students to know they can succeed. When they exit our school they will be prepared to transition to the school of their choice because their foundation has been in understanding. Kristen H. suggested some alternate names.
- After this meeting, Barbara posted an update on the meeting and an inquiry about our school's name on our facebook page. Kristen H compiled the board meeting minutes and they were added. She has also communicated with other board members about getting their resumes.

