

Mountainville Academybylaws

Mountainville Academy, Incorporated

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I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Rebecca Whitchurch

Authorized Agent (please print)

Signature of Authorized Agent

Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract

Title Page 2006 - 2007

Name of Proposed Charter School Mountainville Academy
 New School Converted School

Name of Applicant Applying for the Charter Mountainville Academy, Incorporated
 (This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Rebecca Whitchurch
 (This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address 746 S East Mountain Circle

City Alpine State Utah Zip 84004

District school will be located Alpine E-mail rebecca@mountainvilleacademy.org

Daytime Phone (801) 492-1177 Fax (801) 763-3003

Form of Organization

- Nonprofit Corporation
- Tribal Entity
- _____

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Rebecca Whitchurch	(801) 492-1177	Parent	Chair
Linda Seeley	(801) 492-1847	Parent	Vice Chair
Todd Webb	(801) 492-6786	Parent	Treasurer/Finance
Gaylee Coverston	(801) 492-3974	Parent	Secretary

*Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)*

Persons currently designated as Founding Members:

Alldridge, Cody & Holly
Ashton, Morgan & Stephanie
Baker, Lisa
Bearnson, Steve & Lisa
Bentley, Alan & Mary
Bingham, Corey
Brockbank, Bart & Nanette
Castle, Jennifer
Chesler, Cynthi
Christofferson, Mindy
Cisneros, Rabecca
Clauson, Rob
Cosper, Teresa
Coverston, Jason & Gaylee
English, Claire
Foote, Sean & Sarah
Forshee, Doni
Gillespie, Sue
Higgins, Jim & Rebecca
Hughes, Chris & Katrina
Hulme, Melanie
Jackson, Bruce & Marta
Lee, Darrin & Shea
Mendenhall, John & Shana
Moore, Jennifer
Osman, Andrew & Talita
Robinson, Steve & Lori
Rossi, Peter & Carolyn
Seeley, James & Linda
Stone, Michelle
Summers, Stacey

Target Population

Mission Statement (use only this space):

In partnership with parents, Mountainville Academy’s mission is to employ an educational environment that promotes both academic and personal excellence, appreciation of heritage and cultures, and a love of learning to assist students in acquiring the confidence, knowledge, skills and character to facilitate lifelong pursuits and achievements.

	GRADES SERVED													TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	75	75	75	75	75	75	75	75	75	75					675
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12		
	75	75	75	75	75	75	75	75	75	75				675	
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12		
	75	75	75	75	75	75	75	75	75	75				675	
Ultimate Enrollment	75	75	75	75	75	75	75	75	75	75				675	

(The number of students should be a maximum enrollment that is being requested.)

Outreach Plan (consistent with the school’s mission AND the public school law and purposes)

Mountainville Academy has already begun its Outreach efforts by communicating with those known to us and beginning a chain of communication. We’ve also established a website as a central place for those interested to acquire information, and a committee to coordinate strategies. Our Outreach efforts will extend to include (but not be limited to) newspapers, local news lines, flyers, mailings and public meetings. Upon approval of the charter, Mountainville Academy will conduct regular public informational meetings/open houses to educate the public prior to and during the enrollment process. These efforts will extend beyond the opening of the school as necessary.

School Calendar

Standard Extended School Year Instructional Days 180
 Start Date Fall 2006
 Alternative (please describe in 5 words or less)

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name _____

Site Address _____ (not finalized)

City _____ Zip Code _____ County _____

Site/Location Description. (If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)

The Mountainville Academy facility will be located in the Alpine/Highland area on approximately 5-7 acres. The property, by contract, will be fully developed to include parking, drop-off driving areas for safety, and playing fields. The facility will also be fenced for the added security of our students.

The Mountainville Academy building will be approximately 45,000 square feet and will readily accommodate 675 students. The materials used to build the facility will be durable and of high quality to meet all ADA requirements as well as state and local building codes. We intend to dedicate considerable space for a library, a computer lab, teacher's lounge, nurse's office and special education room, with options for 'break-out' areas in classrooms that will facilitate various methods of group and individual instruction.

The developer is financing this facility. The terms of this include a ten-year lease with a buyout option at the end of that lease. The lease payments - and the purchase payments once the buyout option is exercised - fit very comfortably within the Property Tax Replacement Fund. This is accounted for in our budget.

Mountainville Academy will be located in an area where heritage and history are held in high regard. To this end and in a desire to respect the heritage and history we all benefit from today, the school's architecture will be reminiscent of the old Alpine Schoolhouse (see below)."



Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. You may attach sample lesson plans and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to your proposed school, please so indicate.

1. Continue to improve student learning:

The primary goal of Mountainville Academy is to achieve academic excellence. As such, we have chosen to use only curricula that meet the following requirements: skills-based, explicit and sequential, research based and field-tested, multi-sensory, effective with learning disabled students, and effective with ESL/ELL students. Teaching priority will be given to the language arts and math. Small, achievement-leveled groups will be utilized in these areas in elementary grades to improve student learning by increasing the amount of teacher-student interaction to facilitate skills acquisition. Teachers will be required to track student performance and adjust teaching as necessitated.

2. Encourage the use of different and innovative teaching methods:

Direct Instruction is an innovative teaching method that has proven highly effective in improving student learning. Mountainville Academy will focus on curricula that utilizes direct and explicit instruction as its primary method of delivery. Other collaborative methods will be integrated as well. We intend to diligently monitor student progress and continually seek to find methods that maximize student learning.

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:

Teachers at Mountainville Academy will be continually assessing and tracking student progress. In a collaborative effort of teacher teams, student achievement will be evaluated and students will be placed in small fluid groups. Teachers will participate in weekly staff meetings where educational decisions will be made. Together with the Administrative Director they will participate in developing and refining the academic program, and also collaborate on lesson planning and class schedules.

4. Increase choice of learning opportunities for students:

Choice is inherent in charter schools. By enrolling their children at Mountainville Academy parents have chosen increased learning opportunities for their children. None of the curricula being offered at Mountainville Academy is currently available in the Alpine School District schools (e.g. Core Knowledge Sequence, Shurley English, Saxon Math, direct instruction programs).

5. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.

At Mountainville Academy all students will have learning outcomes measured on a daily and weekly basis. Continual assessment of student learning is built into the unique structure of the school's curricular choices, instructional methodology, and achievement grouping. Teachers will be accountable to the school's academic director and also to parents to regularly track progress. Traditional quarterly and year-end report cards will also be utilized. Additionally, Mountainville Academy will participate in standardized testing each year to effectively measure learning outcomes.

6. Provide greater opportunities for parental involvement in management decisions at the school level. (See also 53A-1a-508 (3)(h))

Parents are the founding force behind Mountainville Academy. Once the school is operating, parents will continue to provide input regarding management decisions of the school. A Parent Organization will be formed and will be led by elected parent volunteers. Parent committees will engage in volunteer work at the school on an ongoing basis. In addition, parents may participate in an annual survey which will provide the governing board of the school useful information in strategizing improvement plans.

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act:

Mountainville Academy is not being established as a result of any action related to the provisions of the No Child Left Behind Act.

Part 4: Comprehensive Program of Instruction

Curricular Emphasis

Our Mission:

In partnership with parents, Mountainville Academy's mission is to employ an educational environment that promotes both academic and personal excellence, appreciation of heritage and cultures, and a love of learning to assist students in acquiring the confidence, knowledge, skills and character to facilitate lifelong pursuits and achievements.

Our Philosophy:

We believe that students benefit when parents and teachers work together in a relationship of trust and cooperation. We recognize that parents are the primary teachers of their children, and our role as a school is to support the parents' efforts. United together, we promote student achievement.

As we seek to promote academic excellence, we believe that all children can learn when provided with the right tools, and that all students will excel through the use of research-based curricula and proven methodologies with priority given to the language arts and math. We value the unique abilities of each child, and recognize that each child will learn with different learning styles and at his or her own individual pace. In accordance with this belief, we will teach each student by presenting information sequentially at a pace that encourages each student to succeed. Students will master basic concepts and skills through multi-sensory techniques and repeated practice until they are recalled automatically, freeing their minds to progress to the functions of higher learning and conceptual understanding. Assessment will be ongoing, and in the presence of clear and challenging expectations, students will excel and progress from mastery of basic skills, to greater understanding, and finally to expression of that understanding. In following this well-founded and proven classical approach to education, we believe that each child will gain a confidence that comes from the mastery of the basic foundational knowledge that is essential for future pursuits in life.

In striving to promote personal excellence, our school will establish a culture that requires all students to exhibit integrity, responsibility, and respect for others. As students are expected to uphold high standards, we believe that they will develop character and the desire to look outside themselves. We believe that through instilling core values in students, they will be encouraged to develop into contributing members of society as they make personal achievements and follow their lifelong pursuits.

While gaining appreciation of our own unique heritage, we aim to broaden each student's understanding of other cultures. We further plan to enhance the educational experience of each student through exposure to and familiarity with foreign language, music, and art. We believe these are essential elements to a well-rounded education.

Public education should allow for the diversity of the public it serves. Charter schools offer this diversity to the public, allowing parents to choose for their children. Mountainville Academy is

the embodiment of what its founders desire to choose for their children, and offers this choice to those of the public who may be like-minded.

We exist as a school to positively impact the lives of our students. We succeed as a school as our students succeed in their endeavors after leaving the school.

Methods of Instruction:

Mountainville Academy will utilize research-based and highly effective curriculum programs to elevate the academic and personal achievement of its students. The programs chosen will exhibit performance in key areas and possess essential elements that meet the following criteria:

- 1) Emphasize skills-based instruction to provide solid foundations in basic skills.
- 2) Possess a solid research base to ensure effectiveness.
- 3) Provide explicit, teacher-directed and sequential instruction.
- 4) Utilize multi-sensory techniques to accommodate different learning styles.
- 5) Accommodate children with learning difficulties and/or second languages.
- 6) Meet or exceed state standards.

The following curricula are examples of programs that fall within our established parameters and may be implemented by Mountainville Academy:

Reading Mastery: Reading Mastery is a phonics-based reading program that teaches decoding skills, phonemic awareness, comprehension and fluency through the use of Direct Instruction. The program utilizes built-in assessment strategies to monitor the progress of students. Reading Mastery is endorsed by the International Dyslexia Association as a reading program that is effective with children who experience learning difficulties. The Direct Instruction method is proven to be a highly effective method of instruction, as such other DI programs will be heavily considered.

The Spalding Method: The Spalding method is a language arts program that focuses on spelling and writing, using explicit and sequential instruction that is multi-sensory and accommodating to meet each child's individual needs. Spalding is effective for both general education and special education, and, like Reading Mastery, is endorsed by the International Dyslexia Association.

Shurley English: Shurley English is a research-based grammar and writing program that uses multi-sensory techniques, provides concrete steps in sequential instruction, and utilizes teacher-student interaction to achieve proven results with all students, even academically struggling/second language students. Assessment is built in to the program and old concepts are used continually with the introduction of new concepts to reinforce retention.

Saxon Math: Saxon Math is a unique math program that is highly effective in teaching math for skill mastery and skill retention, as well as a deeper understanding of math concepts. It has a strong research base indicating its effectiveness and success. Its sequential instruction is delivered incrementally and distributed throughout the academic year, with ongoing practice and assessment to monitor progress and gauge mastery and retention. This approach sets it apart

from traditional math programs that concentrate instruction into chapters or units that are rarely, if ever, revisited.

The Core Knowledge Sequence: Core Knowledge is a proven curriculum guide to specific content in the areas of Language Arts, History, Geography, Math, Science, Music and Art. It is explicit in its content and sequential in its pattern. It is designed to ensure that children are exposed to a core body of knowledge that establishes cultural literacy and a broad and firm foundation for higher learning. Core Knowledge is aligned with the Utah State Standards, and is a state-approved curriculum.

Supplemental Curriculum: In addition to a solid academic program, Mountainville Academy seeks to enhance personal excellence and individual potential through character development and exposure to creative outlets of expression. Supplemental curricular material will focus on these objectives, with special attention to Leadership, Character Development, Music, Art and Foreign Language. Mountainville Academy aims also to identify and establish other curricular opportunities that will provide for the interests of our students. A Curriculum Committee will be established to identify and provide for these elements in the curriculum as needed, as well as provide for future supplementation to the academic program.

Achievement Grouping: Mountainville Academy intends to address students' varying academic levels through the use of Achievement Grouping. Students will generally attend smaller groups of 8-12 students each for core subjects of reading, spelling and math, and be taught at their appropriate instructional level. Frequent assessment will monitor progress and allow students to move from group to group according to their readiness.

Grading, Promotion, Remediation: Mountainville Academy will use industry recognized and appropriate grading scales for each grade level. Necessity for promotion and remediation are minimized greatly with the use of Achievement Grouping; however, Mountainville Academy is committed to meeting the needs of its students and will make adjustments accordingly.

Professional development: As part of our comprehensive program of instruction Mountainville Academy intends to provide opportunities for teachers to gain experience and improve their skills through in-service and professional development training. Conferences, workshops, professional development days and other training opportunities will be incorporated into the budget, school's calendar and employee job responsibilities.

Special Emphasis: The primary focus of our educational plan is academics, but our greatest desire is to impact the lives of the children we will serve, and facilitate their success in later pursuits. The first step of that success is the provision of an education with solid foundations of basic skills in which to build upon. As students realize success in the mastery of basic skills and concepts, their confidence grows as well as their desire to pursue more knowledge and understanding. This love of learning is essential to progress throughout our entire lives. As students advance to greater understanding of the concepts they learn, they should be given the tools and character development to express that understanding in constructive and meaningful ways, thus forming avenues to successful achievements in life.

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it-means of measuring data, percent mastery, etc.)
1. Improve student learning	1a. Students will demonstrate proficient reading skills. 1b. Students will demonstrate proficient math skills. 1c. Students will demonstrate proficient science knowledge. 1d. Students will demonstrate proficient knowledge in the subject areas of history and science.	1a. At least 85% of students in grades 1-6 will score at Sufficient or Substantial levels in the Language Arts section of the Utah CRT. 1b. At least 85% of students will score at Sufficient or Substantial levels in the math section of the Utah CRT. 1c. At least 75% of students will score at Sufficient or Substantial levels in the science section of the Utah CRT. 1d. At least 80% of students will be performing at grade level mastery (85% proficiency on summative, cumulative examination) as measured by in-program summative assessments.
2. Parents, teachers, and faculty are focused on the same educational goals.	2a. Provide parents with an educational program for their children that meets their needs according to their level of expectation. 2b. Parents are involved in the education of their children. 2c. Open communication occurs between parents, teachers, and faculty. 2d. Teachers and faculty will communicate concrete academic achievement	2a. Achieve 90% overall parental satisfaction as measured by the annual parent survey. 2b. Parents will provide sufficient volunteer hours in accordance with the school's parent volunteer policy. 2c. All participants will be able to communicate through various means, including regular school board meetings, a suggestion box, annual school survey, a school newsletter, and an open door policy.

	information to parents.	2d. Quarterly report cards will be delivered to parents. Additionally, the school will provide 2 SEP/SEOP conferences each year. Weekly learning plans/special communication forms will be sent home from teachers to parents and, as needed, signed by parents.
3. Students exhibit disciplined attendance.	3a. Students will be on time and avoid excessive or unexcused absences.	3a. Achieve 90% average daily attendance each year. The school will also adhere to a tardiness policy.
4. All teachers are state certified.	4a. All teachers will secure and maintain Utah educator licenses appropriate to their teaching assignment.	4a. 100% of teachers will have and maintain appropriate types of Utah licenses; or, they may be enrolled and progressing in an Alternative Route to Licensing and be accurately entered into the CACTUS system.
5. Faculty proficiently delivers quality instruction in accordance with curricula and state standards.	5a Faculty is trained. 5b. Faculty proficiently teaches and accurately tracks teaching to ensure that all requirements of the Utah State Standards, Core Knowledge Sequence, and other curricula are met.	5a. 100% of faculty will receive proper training in both Utah State Standards, Core Knowledge Sequence, and other curricula. On-going in-service training will also be provided as necessary throughout the year. 5b. 100% of chosen curricula meets or exceeds Utah State Standards. 100% of teachers will submit a teaching plan at the beginning of each year validating that all state and curricular standards are being met. Throughout the school year, teacher accountability evaluations will take place to ensure compliance with all requirements.
6. Provide students and faculty with a safe learning environment.	6a. Emergency routes are established. All students know the emergency plan and exit routes.	6a. In accordance with state law, all emergency plans will be formulated and regularly reviewed by the administration at required

	<p>6b. Students will exhibit appropriate positive character traits and safe behavior in compliance with the school's code of conduct.</p>	<p>intervals. 100% of students will participate in regularly scheduled fire and emergency drills or receive individualized instruction on procedures.</p> <p>6b. The school will achieve less than 2% per pupil ratio of safe school violations per year as measured by the safe schools violation report.</p>
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Lesson Plans and Assessments:

Science 5th Grade

Utah State Standard #1: Students will understand that chemical and physical changes occur in matter.

Objective 1: Describe that matter is neither created nor destroyed even though it may undergo change.

Core Knowledge Standard: Chemistry-Matter and Change

This unit will be taught in three 45- minute lessons. Over the course of three lessons, students will be taught all the necessary information that they need to master Utah State Standard #1 as comprised in Objective #1. On day four, an assessment/evaluation of learning will be given.

Lesson 1: Students will be introduced to matter and mass. Vocabulary will be taught. The daily objective is to compare and contrast the difference between mass and matter.

- A. Vocabulary-Students will look up vocabulary words and record the definitions in their journals.
 1. Matter-anything that has weight and takes up space, as a solid, liquid, or a gas
 2. Mass-the amount of physical matter an object has at rest
 3. Gravity-the force of attraction between two objects with mass, the larger of the two drawing the other near
 4. Molecules- the smallest particle of matter that retains the chemical and physical properties of the substance. Molecules are composed of two or more atoms.
 5. Weight-measure of the force of gravity exerted on an object by Earth or another celestial body
- B. Ask the following questions: What is the difference between matter and mass? What is gravity? Does weight change from place to place? Does the mass of a thing change from place to place? How do we measure mass?
- C. Activity -Take two identical bottles and fill one with air and the other with water. Lead a discussion about which one has more matter in it. The bottle of water has more matter because it weighs more. An object that weighs more than another object has more matter.
- D. Students record findings of activity in their journal.

Lessons 2: Briefly review vocabulary and concepts from previous day. The daily objective is understanding the problem associated with measuring matter by weight. Students will also understand the Law of Conservation of Mass.

- A. Explain the problem of measuring mass by weight-Weight changes from place to place depending on elevation. Weight depends on the pull of gravity. We need a constant measure of the amount of matter in an object at rest regardless of its location.

- Scientists call this “mass.” Mass is measured in the same units as weight (lbs. or kg) because an object at rest’s mass and weight are the same at sea level on Earth. Remember, mass is constant and weight is not (if an object is floating in space with no weight, it still has constant mass).
- B. Activity 1-Using a scale, record the weight of a sheet of cardboard. Tear or cut the cardboard into small pieces. Weigh the cardboard again and record the weight. Compare the two weights. They weigh the same because mass is conserved.
 - C. Activity 2-Place 2 Tbs. vinegar in a bottle and 1 Tbs. baking soda in a balloon. Attach the balloon to the bottle without allowing any baking soda into the bottle. Weigh all objects together and record the mass. Next, mix the baking soda into the vinegar by lifting the balloon. Fizzing will occur and the balloon will expand (with carbon dioxide). After fizzing stops, weigh and record the mass. Pose questions to students and discuss that weight has not changed. (Mass is conserved.) Remove the balloon from the bottle and weigh the items together. Pose questions and discuss that weight has changed. (Air has weight. Air has escaped from the balloon, making the total weight less than before.)
 - D. Students record findings of their activities in their journal.

Lesson 3: The daily objective is to reinforce concepts from the previous two days.

- A. Review information and activities from the previous two days. Ask questions to assess students’ understanding. Allow students to ask questions to clarify their understanding. List important points of information on the board.
- B. Have children record board information in their science journals for study purposes. Evaluate the journals for accuracy and completeness.
- C. Activity-Allow students to experiment with the scales using different items to fill the bottles. Have small appliances available (such as an old phone or clock) for students to take apart. The students should weigh the objects before and after disassembling. Students should record all findings in their science journals.

Day 4: Assessment/Evaluation-Three part teacher prepared exam

- A. Matching-Five vocabulary words (matter, mass, gravity, molecules, weight)
- B. Five “Fill- in -the -Blank” questions.
 - 1. Weight can change from place to place.
 - 2. Mass is measured in the same units as weight.
 - 3. If an object is floating in space with no weight, it still has constant mass.
 - 4. Matter is neither created nor destroyed even though it may undergo a change.
 - 5. Mass is used as a constant measure of matter in an object at rest.
- C. Short essay questions.
 - 1. Why did the weight of the paper remain the same after it was torn apart?
 - 2. Why was the weight of the vinegar, balloon, baking soda, and bottle the same both before and after the reaction?
 - 3. Why did the weight change when the balloon was removed?
 - 4. Predict the result: Ten grams of water is frozen. What will it weigh when it melts?

Monitoring of Program Instruction

Mountainville Academy will comply with the Utah State Educational Standards and all applicable state and federal requirements in assessing their students. At the beginning of each year, and at regular intervals, students will be assessed to determine their level of knowledge and placed in achievement groups to appropriately offer them an effective education. Daily and weekly assessments will be administered by the teachers as well. Throughout the year they will have continual assessments in accordance with Mountainville Academy's curricula. All information regarding student assessments and progress will be recorded in student charts and discussed with parents regularly.

All grades as applicable will also participate in required State testing. The results of all assessments will be monitored and periodically reviewed to determine that teaching methods and lesson planning are in accordance with school expectations and state requirements.

School Calendar

Mountainville Academy plans to open its doors in the fall of 2006. We intend to align our school calendar with the Alpine School District calendar (attached) each year. In doing so, we will follow a standard school year, which includes 180 days and a minimum of 990 instructional hours. We intend for our school day to begin at 8:30 a.m. and to end at 3:00 p.m. for first through eighth grade. We plan to have morning Kindergarten from 8:30 a.m.-11:15 a.m., and afternoon Kindergarten from 12:15 p.m.-3:00 p.m. Neither Kindergarten class will have a lunch break. All classes will be in session five days a week. Daily schedules may be adjusted as necessary to accommodate for unique class offerings (such as foreign language) as well as for the needs of the school. The following is a sample of a potential school day for Kindergarten, Grades 1-6, and Grades 7-8:

Sample Schedule for Kindergarten

8:30-8:40	Opening of day (Pledge, attendance, announcements, etc.)
8:40-9:10	Language Arts (Reading, CK, Handwriting, Vocab./Spelling)
9:10-9:55	Math
9:55-10:05	Recess (supervised)
10:05-10:25	Language Arts (English, Writing)
10:25-10:45	Specialty Rotation (Art, Media, Music, P.E. Computer)
10:45-11:15	Core Knowledge (History, Geography, Science, Reading)

Sample Schedule for Grades 1-6

8:30-8:40	Opening
8:40-10:00	Language Arts (Reading, CK, Handwriting, Vocab./Spelling)
10:00-10:15	Recess (supervised)
10:15-11:30	Math
11:30-12:15	Lunch and Recess (supervised)
12:15-1:00	Language Arts (English, Writing)
1:00-1:45	Specialty Rotation (Art, Media, Music, P.E., Computer)
1:45-2:50	Core Knowledge (History, Geography, Science, Reading)

2:50-3:00 Closing

The daily schedule will be repeated every day throughout the course of the year, with flexibility to accommodate field trips and assemblies, etc. Based on 180 days of instruction the schedule provides for approximately 375 hours in Reading/Language Arts, 225 hours in Math, 195 hours in Core Knowledge (History, Geography, Science) and 135 hours in special rotations (art, music, P.E., computer, etc.) and will be supplemented with field trips and assemblies.

Sample Schedule for Grades 7-8

8:30-8:40	Opening
8:40-9:25	1 st Period
9:30-10:15	2 nd Period
10:20-11:05	3 rd Period
11:10-11:55	4 th Period
11:55-12:25	Lunch
12:25-1:10	5 th Period
1:15-2:00	6 th Period
2:05-2:50	7 th Period
2:50-3:00	Closing

Within the seven periods for the 7th and 8th grades, we will provide a rotational class schedule that will encompass all of the Utah State Standards, as well as other electives and/or courses unique to our school. The schedule allows adequate time between class periods for students to pass from class to class. We intend for each teacher to utilize one of the seven daily periods to prepare for the next day's classroom instruction.

(Alpine School District Calendar)

Special Education

Mountainville Academy is dedicated to the personal and academic excellence of all students. As stated in our philosophy, we value the unique abilities of each child, and recognize that each child will learn with different learning styles, as well as at his or her own individual pace. We believe that achievement grouping will minimize the need for remediation and specifically address the needs of slower learners. We are also very committed to those children with more specific needs. Their unique abilities will be addressed and encouraged. In accordance with these ideals, we plan to provide a certified special education teacher. Services offered by the special education teacher will be:

- teach and provide proper referral procedures for teachers
- act as a resource for teachers so that they may address special needs in regular classroom activities
- perform student assessments and evaluations
- teach classes
- manage IEPs (Individual Educational Plan)
- provide regular opportunities for meetings between parents, regular teacher, special education teacher, and other professionals as needed, to review and attend to the needs of the student

Any additional services that we are unable to provide in house will be privately contracted to assure that needs are met.

We also plan to provide seminars and training to ensure that all teachers are aware of and understand the needs and requirements of special education students. We anticipate having informational and instructional lectures for parents, and students if appropriate, to encourage suitable ways to embrace the needs of the student and encourage growth and excellence.

Part 5: Detailed Business Plan

CHARTER SCHOOL WORKSHEET

FY 2005-2006

*******PROJECTION ONLY*******

School Name	TEMPLATE		
	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	75	0.55	41.25
Estimated ADM (1-3)	225	0.9	202.5
Estimated ADM (4-6)	225	0.9	202.5
Estimated ADM (7-8)	150	0.99	148.5
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K) ¹	5		
Special Ed ADM (1-12) ¹	40		
Special Ed (Self-Contained) ¹	5		
Number of Teachers (K-6)	20		
Number of Teachers (7-12)	7		
WPU Value	\$2,280		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	594.7500	\$ 1,356,030
Professional Staff	0.02901	17.2537	39,338
Administrative Costs	\$5 per student		3,375
Restricted Basic School:			
Special Ed--Add-on ²	1.0000	47.7500	108,870
Spec. Ed. Self-Contained ²	1.0000	5.0000	11,400
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$200 per K-8 ADM		135,000
Total WPU Programs		664.7537	\$ 1,654,013
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 416.89 per WPU		\$ 277,129
Quality Teaching Block Grant	\$64 per WPU		42,544
Local Discretionary Block Grant	\$41		24,385
Interventions-Student Success	\$22		13,085
Special Populations			
At Risk Regular Program	\$9.00		5,353
Gifted and Talented	\$4		2,379
Other			
School Land Trust Program	\$13.60 per student		9,180
Reading Achievement Program	\$56 per K-3 student		17,400

Local Replacement Dollars	Average \$1,051 per student		714,680
Total Non-WPU			\$ 1,106,134
One Time³			
Teacher Materials/Supplies	\$350 or \$275 per teacher (K-6) ⁴	20	5,500
	\$300 or \$225 per teacher (7-12) ⁵	7	1,575
UPASS On-line Testing	\$5 per student	675	3,375
Total One Time			\$ 10,450
Estimated Total All State Funding			\$ 2,770,598
Numbers are based on estimated FY2006 enrollment.			
¹ If you are an existing Charter School, Special Ed funding will be the same for FY06 as FY05.			
² Per special education determination of the appropriate program.			
³ These amounts are based on one-time funding for FY05. Amounts for future years depend on what is appropriated by the Legislature for the respective year.			
⁴ Steps one through three get \$350; steps four or higher get \$275			
⁵ Steps one through three get \$300; steps four or higher get \$225			
Questions: Call Cathy Dudley @ 538-7667			

Budget Information
Mountainville Academy

	First Year			Second Year			Third Year		
Number of Students (ADM):			675			675			675
Revenue			Total			Total			Total
State Funding			\$ 2,770,598			\$ 2,770,598			\$2,770,598
Federal & State Projects									
Private Grants & Donations									
School Land Trust money			0			\$ 9,180			9,180
Federal Startup Grant			\$ 150,000.00			\$ 0			0
Total Revenue			\$2,920,598			\$2,779,778			\$2,779,778
Expenses	# Of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries									
Director (Principal)	1.00	\$ 60,000.00	\$60,000	1.00	\$ 60,000.00	\$60,000	1.00	\$ 60,000.00	\$60,000
Teacher-Regular Ed	27.00	\$ 32,000.00	\$864,000	27.00	\$ 32,000.00	\$864,000	27.00	\$ 32,000.00	\$864,000
Teacher-Special Ed	1.00	\$ 35,000.00	\$35,000	1.00	\$ 35,000.00	\$35,000	1.00	\$ 35,000.00	\$35,000
Instructional Assts	29.00	\$9/hr@990	\$258,390	29.00	\$9/hr@990	\$258,390	29.00	\$89hr@990	\$258,390
Secretary	1.00	\$ 30,000.00	\$30,000	1.00	\$ 25,000.00	\$30,000	1.00	\$ 25,000.00	\$30,000
Bookkeeper						\$			\$
Other (State Retirement @ 14%)			\$147,163			\$147,163			\$147,163
Other (payroll taxes @ 7.9%)			\$98,545			\$98,545			\$98,545
Employee Benefits (200)			\$ 240,000			\$240,000			\$240,000
Travel (580)			\$ 7,500.00			7,500			7,500
Purchased Professional Services(300)			\$ 10,000.00			10,000			10,000
Purchased Property Services(400)			\$ 15,000.00			15,000			15,000
Instructional Aids/Books/Library(600)			\$ 125,000.00			30,000			20,000
Supplies(600)			\$ 75,000.00			50,000			50,000
Legal (300)			\$ 3,000.00			3,000			3,000
Auditor(300)			\$ 3,500.00			3,500			3,500
Marketing (300)			\$ 5,000.00			3,000			3,000
Other (printing; postage)			\$ 5,000.00			5,000			5,000
Total Instruction, Administration & Support			\$1,982,098			\$1,860,098			\$1,850,098

Operations & Maintenance			Total			Total			Total
Supplies (janitorial)			7,500			7,500			7,500
Phone/Communications			5,000			5,000			5,000
Custodial Services			20,000			20,000			20,000
Special Education set aside (contract)			15,000			15,000			15,000
Property/Casualty Insurance			35,000			35,000			35,000
Utilities			50,000			50,000			50,000
Rent			0			0			0
Fees/Permits & dues			7,500			6,000			6,000
Transportation			0			0			0
Food Service			0			0			0
Accounting Services			3,000			3,000			3,000
Land & Improvements			0			0			0
Building & Improvements			0			0			0
Computer Equipment			60,000			40,000			20,000
Furniture & Other Equipment			75,000			20,000			10,000
Upgrades (Connectivity)			5,000			5,000			5,000
Leases/Loan Payments			610,000			610,000			610,000
Other (security, copier lease)			7,500			7,500			7,500
Total Operations & Maintenance			\$900,500			\$824,500			\$794,000
Total Expenditures			\$2,882,598			\$2,684,598			\$2,644,098
Total Revenues			\$2,920,598			\$2,779,778			\$2,779,778
Budget Balance (Revenues-Expenditures)			\$38,000			\$95,180			\$135,680

Part 6: Organizational Structure and Governing Body

The organizational structure of Mountainville Academy during its founding period is based on a Board of Trustees, a Founding Council and a Board of Advisors. As Mountainville Academy becomes operational, the organizational structure will be based on a Board of Trustees, a School Leader, a Board of Advisors, a Parent Organization, and a Student Council.

The Board of Trustees is comprised of not less than five (5) and not more than nine (9) voting members in combination of appointment and parent-election. One of the members of the Board is designated as Chairman of the Board and carries additional organizational responsibilities within the Board. The Board of Trustees shall fill vacancies on the board by appointment with a majority vote of the remaining Trustees, unless such vacancy is required to be filled by election of the membership of the Parent Organization. The board composition and number of parent-elected Trustees shall be governed by State laws and USOE rules, and appointed or elected as outlined in the Mountainville Academy By-Laws.

Operational Period Governing Structure

Mountainville Academy Board of Trustees

After Mountainville Academy becomes operational, the Board of Trustees delegates operational responsibility for the school to the School Leader. The Board of Trustees retains the responsibility of governance and to oversee the vision and policies of Mountainville Academy and to maintain a consistent educational experience for students.

During the operational period, the Board of Trustees has these responsibilities:

- Maintain the school's charter.
- Maintain the school's policies and procedures.
- Approve curriculum
- Establish the annual budget.
- Utilize the expertise of the Board of Advisors.
- Approve appointments to key administrative positions, including the School Leader .
- Sign district assurances documents and honor other legal commitments as required by state and district code.
- Work with the School Leader on employment and staffing issues.
- Communicate with the State Charter School Board and State School Board when required.
- Act as a body of final appeal for any actions taken by the School Leader

Mountainville Academy School Leader

The School Leader serves under the direction and oversight of the Board of Trustees. The School Leader manages the school's daily operation. The School Leader is subject to policy defined during the school's founding and operational periods by the Mountainville Academy Board of Trustees. The School Leader is a key representative of the school, and bears the considerable responsibility of upholding school standards and values at all times.

Specific responsibilities of the School Leader may include:

- Administer the school annual budget.
- Apply school policies and procedures.
- Manage Mountainville Academy employees.
- Oversee school facilities management.
- Fulfill district and state reporting responsibilities.
- Ensure that required assessments take place.
- Recommend policy changes to the Board of Trustees.
- Promote and oversee school curriculum.
- Represent the school in public relations events.
- Provide arbitration services between parents and teachers

Mountainville Academy Board of Advisors

During the operational period, the Board of Advisors continues to assist the Board of Trustees in fulfilling its responsibilities. The Board of Advisors may also be utilized on occasion by the School Leader, providing counsel when needed in matters of finance, law and ethical matters.

Mountainville Academy Parent Organization

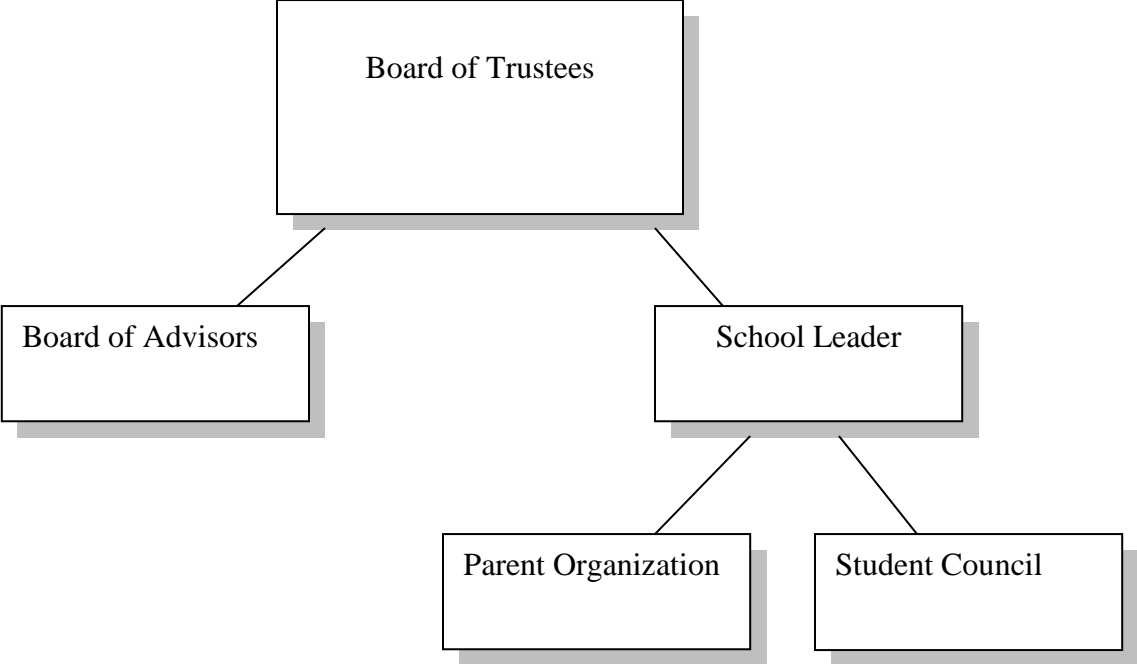
The Parent Organization comprises the parents whose students are registered to attend Mountainville Academy. A Chairman will be elected each year by the parent members and various committees will be organized to support and enhance the mission and vision of the school. The Chairman will also serve on the Board of Trustees, as a voting member, during their term of office. Some of the responsibilities of the organization may include:

- Coordinate the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other volunteer-based activities.
- Raise funds for supplementary materials and activities.
- Assist with approved school programs as directed by the School Leader or Board of Trustees.

Mountainville Academy Student Council

The Student Council offers students meaningful and fun opportunities to participate in school government. Each school year, middle school students shall elect representatives. These representatives will meet with the Student Council Coordinator (a parent) and the Student Council Faculty Advisor (a teacher). Both of these positions will be appointed by the School Leader.

Organizational Flow Chart:



Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name _____

Role in School (list positions with school) _____

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Education History:

Using as much space as necessary below, please 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.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

*The information and resume provided will be subject to verification by the board.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name _____ Social Sec. No. _____
 Address _____
 Street City State Zip
 Phone _____ Date of Birth _____ Place of Birth _____

<p>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>YES [] NO []</p>						
<p>2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.</p> <p>In most cases, background check applicants will be able to have their fingerprints taken at local police stations. If this is not possible, they may contact the Utah State Office of Education for alternative locations. The background check applicant is responsible for the cost of the background check:</p> <table data-bbox="235 1134 901 1228"> <tr> <td>Administrative cost</td> <td>\$15.00</td> </tr> <tr> <td>Cost of fingerprint analysis by BCI and FBI</td> <td>\$60.00</td> </tr> <tr> <td>Total Cost</td> <td>\$75.00</td> </tr> </table>	Administrative cost	\$15.00	Cost of fingerprint analysis by BCI and FBI	\$60.00	Total Cost	\$75.00	
Administrative cost	\$15.00						
Cost of fingerprint analysis by BCI and FBI	\$60.00						
Total Cost	\$75.00						
<p>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</p>	<p>YES [] NO []</p>						
<p>4. Do you have outstanding or unresolved civil judgments against you?</p>	<p>YES [] NO []</p>						

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR _____ CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature

Subscribed and sworn before me this ___ day of _____ Year _____.
County of _____ State of _____.
Notary Public _____ My Commission Expires _____

(Resumes)

Part 8: Articles of Incorporation and By-Laws

Mountainville Academy has submitted the Articles of Incorporation with the State of Utah and anticipates a certificate of Incorporation shortly.

ARTICLES OF INCORPORATION

OF

MOUNTAINVILLE ACADEMY

A UTAH NONPROFIT CORPORATION

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators under the Utah Nonprofit Corporation and Cooperative Association Act, Utah Code Ann. 16-6-18 et seq., adopt the following Articles of Incorporation:

ARTICLE ONE

Name

The name of the Corporation is Mountainville Academy.

ARTICLE TWO

Duration

The period of duration of this Corporation shall be perpetual.

ARTICLE THREE

Purpose

This Corporation is organized as a nonprofit corporation. This Corporation is organized exclusively for charitable and educational purposes. The Corporation may receive and administer funds for educational and charitable purposes, within the meaning of Section 501(c)3 of the Internal Revenue Code and to that end, the Corporation is empowered to hold any property, or any undivided interest therein, without limitation as to amount or value; to dispose of any such property and to invest, reinvest, or deal with the principal or the income in such manner as, in the judgment of the directors, will best promote the purposes of the Corporation, without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these Articles of Incorporation, the By-laws of the Corporation, or any applicable laws, to do any other act or thing thereof, but not for pecuniary profit. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes of the Corporation.

No part of the net earnings of the Corporation shall inure to the benefit of the Trustees, office of the Corporation, or any private persons, except that the corporation shall be authorized to make reasonable compensation for the services rendered to or for the Corporation affecting one or more of its purposes. No member, Trustee, 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 the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in, include the publication or distribution of statements, any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried out by a corporation exempt from the Federal Income Tax under Section 501 c(3) of the Internal Revenue Code.

The Corporation shall not lend any of its assets to any officer or director of this corporation, unless such loan program is regularly conducted as part of the activities of the organization and the qualification of the individual to participate in same is determined by a panel comprised solely of non-Board members.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)3 of the Internal Revenue Code, as now enacted or hereafter amended.

ARTICLE FOUR

Capital Stock

The Corporation shall not issue stock.

ARTICLE FIVE

Distribution upon Dissolution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed exclusively to one or more charitable and educational organizations which shall qualify under the provisions of Section 501(c)3 of the Internal Revenue Code and its Regulations, or to the Federal Government, or to the state or local government including the Utah State Board of Education, for a public purpose.

ARTICLE SIX

Trustees

The number of Trustees constituting the Board of Trustees of the Corporation shall be as from time to time provided in the By-laws. Unless otherwise provided in the By-laws. The Board shall consist of four Trustees. The names and residential addresses of the initial members of the Board of Trustees are as follows:

Rebecca Whitchurch
746 S East Mountain Circle
Alpine, UT 84004

Todd Webb
242 W International Way
Alpine, UT 84004

Gaylee Coverston
535 S High Bench Road
Alpine, UT 84004

Linda Seeley
376 N Matterhorn Drive
Alpine, UT 84004

ARTICLE SEVEN

Incorporators

The names and addresses of each Incorporator are as follows:

Rebecca Whitchurch
746 S East Mountain Circle
Alpine, UT 84004

Todd Webb
242 W International Way
Alpine, UT 84004

Gaylee Coverston
535 S High Bench Road
Alpine, UT 84004

Linda Seeley
376 N Matterhorn Drive
Alpine, UT 84004

ARTICLE EIGHT

Registered Office and Agent

The address of the initial registered office of the Corporation is:

746 S East Mountain Circle
Alpine, UT 84004

The Board of Trustees without amendment of these Articles of Incorporation may change such office at any time.

The name of initial registered agent at the listed address is:

Rebecca Whitchurch

I, Rebecca Whitchurch, hereby agree to act as Registered Agent for Mountainville Academy.

Rebecca Whitchurch

ARTICLE NINE

By-laws

The Trustee shall adopt By-laws. Which are not inconsistent with law or these Articles of Incorporation for the regulation and management of the affairs of the Corporation. These By-laws may be amended from time to time, or repealed, pursuant to law.

ARTICLE TEN

Officers

The Trustees may designate and appoint a Chairman of the Board and may designate and appoint officers to officiate and conduct the business of the Corporation.

DATED this 25 day of April 2005.

Rebecca Whitchurch

Todd Webb

Gaylee Coverston

Linda Seeley

STATE OF UTAH)

: ss

COUNTY OF UTAH)

On the 25 day of April, 2005, personally appeared before me Rebecca Whitchurch, Todd Webb, Gaylee Coverston, and Linda Seeley, the Incorporators of Mountainville Academy, a Utah Nonprofit Corporation, who duly swore to me that they are the signers of the foregoing Articles of Incorporation.

Notary Public
Residing in Utah County,
State of Utah

My commission expires:

We have also prepared By-laws, which will be formally adopted, at our first public meeting according to State Law.

**BYLAWS OF
MOUNTAINVILLE ACADEMY
A NON-PROFIT CORPORATION
(Amended 8/10)**

ARTICLE I: ORGANIZATION

1. Name. The name of the organization shall be Mountainville Academy, Incorporated. It is hereinafter referred to as “MA,” which is the official abbreviation of Mountainville Academy. By an eighty percent (80%) vote of the Board of Trustees, the School may change its name.
2. Location. The principal location of MA’s facility shall be 195 South Main Street, Alpine, UT 84004.
3. Mission Statement. In partnership with parents, MA’s mission is to employ an educational environment that promotes both academic and personal excellence, appreciation of heritage and cultures and a love of learning to assist students in acquiring the confidence, knowledge, skills and character to facilitate life-long learning pursuits and achievements.

ARTICLE II: PURPOSES

MA is a non-profit corporation under the laws of the State of Utah and its purposes are exclusively educational. It has been established to provide public education in accordance with applicable Federal and State charter school laws and rules.

ARTICLE III: MEMBERSHIP

1. Members. Each family having one or more students enrolled in MA, having met the admission criteria as established by applicable Federal and State law or rule and MA policy, shall be considered a member.
2. Voting. Each member as described above shall be entitled to one vote on any particular matter regardless of whether the family has separate households.
3. Termination of Membership. The membership and all rights of membership shall automatically terminate if the family has no current students enrolled. However, termination shall not relieve the member from any obligation for charges incurred, services or benefits actually rendered, dues or fees, arising from contract or otherwise. The Board of Trustees shall retain the right to enforce any such obligation or obtain damages for its breach.

ARTICLE IV: MEMBERSHIP MEETINGS

1. Membership Meetings. General membership meetings of MA shall be held semi-annually, as determined by the Board of Trustees, as described below:

(a) The first membership meeting shall be held in September each year (the “September Membership Meeting”) and shall be presided over by the Chair of the Board of Trustees. The business to be conducted at this meeting may include an annual report of the work of the organization and any other business deemed necessary or appropriate by the Board of Trustees.

(b) The second membership meeting of MA shall be held at a specified time each May (the "May Membership Meeting") and shall be presided over by the Chair of the Board of Trustees. The business conducted during this meeting may include the election of individuals to serve on the Board of Trustees, the election of officers for the Parent Organization and any other business deemed necessary or appropriate by the Board of Trustees.

(c) Any official action or business conducted during the May or September Membership meeting shall be done in accordance with Article V below.

(d) All meetings of MA shall be held at the school facility, unless otherwise noticed.

2. Special Meetings. The Chair of the Board of Trustees may call a special meeting of MA at any time and for any reason when it is deemed necessary. In addition, at the request of sixty seven percent (67%) of the members of the Board of Trustees, or sixty seven percent (67%) of the members of MA, the Chair shall cause a special meeting to be called. Such request by the membership must be made in writing at least seven (7) days before the requested meeting date. The business to be conducted at a special meeting shall be that which was described in the official notice of the meeting and that which is contained in the meeting agenda.

3. Open & Public Meetings Act. All meetings described in this section shall be held in accordance with the Utah Open & Public Meetings Act and as it may be amended.

ARTICLE V: VOTING

1. Voting On Issues. All voting on issues during Membership Meetings shall be by voice, hand, ballot, or a combination of voice, hand or ballot, as determined by the presiding Chair. A majority vote of those voting on the issue shall be required to take any formal action on a given issue or question.

2. Election of Candidates. For the election of individuals to specified positions at MA, voting shall be done by anonymous written ballot in accordance with MA's election policy.

3. Absentee Voting. In the event voting by ballot occurs on an issue or election of a candidate to a specified position at MA, absentee voting may occur as described in this section. Any member who wishes to cast an absentee vote on an issue or election of a candidate must verify their eligibility to vote with MA and cast his/her anonymous vote via secret ballot at MA prior to the specified deadline for absentee voting. Absentee votes are counted at the Membership Meeting on the date the vote is taken, together with any other votes received whether they be by hand, voice or by ballot either paper or electronic.

4. Inspectors of Election. When voting by ballot occurs as described in sections 2 above on elections of candidates, the Chair of the Board of Trustees shall, prior to the commencement of balloting, appoint three individuals who shall act as "Inspectors of Election." The Inspectors of Election shall certify in writing the results of the election to the Chair. No Inspector of Election shall be a candidate for office or have a conflict of interest in the outcome of the election.

ARTICLE VI: GOVERNANCE

1. General. MA shall be governed by the Board of Trustees as defined in the MA Charter and as further outlined below.

ARTICLE VII: BOARD OF TRUSTEES

1. Composition. The Board of Trustees shall consist of not less than five (5) and not more than nine (9) voting members. Of the Trustees serving on the Board, there shall be four Board elected officers consisting of a Chair, Vice Chair, Secretary and Treasurer. The Board shall be composed of two categories of Trustees: (1) Board appointed; and (2) membership elected Trustees. Of the membership elected Trustees, there shall be no more than two (2) in total, one of which shall be the current sitting Chair of the Parent Organization. Any appointments to the Board of Trustees shall be done at a regularly scheduled Board of Trustees meeting. Any election of Trustees by the membership shall be conducted at the May Membership Meeting.

2. Term. The term for Board appointed and membership elected Trustees is as follows:

(a) A Board appointed Trustee shall hold office until such time as he/she resigns or is replaced as outlined in section 7 below. If a Trustee was appointed by the Board to fill a vacancy as described in section 6(b) below, such Trustee will only hold office for the remainder the replaced Trustee's specified term.

(b) A Trustee elected by the membership at the May Membership Meeting shall serve a term of 2 years unless he/she resigns before the 2 years expires. A membership elected Trustee is eligible to be re-elected for another term. However, the membership elected Chair of the Parent Organization who serves on the Board of Trustees shall serve a term of 1 year.

3. Powers and Duties. The Board of Trustees shall have all powers, authority, and duties as designated in the MA Charter and the MA Board of Trustee Job Description as officially adopted by the Board. The primary responsibility of the Board of Trustees is to partner with the School Leader to achieve the mission and vision of the school. The Board of Trustees is responsible to select, support, and terminate, if necessary, the School Leader. It is the duty of the Board of Trustees to partner with the School Leader to ensure the delivery of academic and personal excellence to students. The Board of Trustees has the authority to hire, terminate and set the compensation of any MA staff, but may delegate this authority to the School Leader as deemed necessary. The Board of Trustees is responsible to ensure the operational and financial viability of the school. The Board of Trustees has the authority to establish and maintain the policies, procedures and curriculum of the school. The Board of Trustees oversees all the affairs of MA and its property and is responsible to carry out all lawful acts as it deems proper and appropriate and to promote the vision and policies of MA. Such Board of Trustees shall only act collectively and in the name of the organization when it shall be regularly convened by its Chair after notice to all the Trustees, and the public, of such meeting as required by applicable Utah law.

4. **Quorum.** A majority of the current Board of Trustees shall constitute a quorum. A quorum of board members must be present at any meeting of the board before business can be transacted or any official action of MA may be conducted.
5. **Board Meetings.** The meetings of the Board of Trustees shall be held monthly, unless otherwise deemed necessary by the Chair. Each Trustee shall have one vote and there shall be no voting by proxy for absent Trustees.
6. **Board Vacancies.**
 - (a) If a vacancy on the Board of Trustees occurs to a Board appointed position, the Board of Trustees shall fill the vacant position by a majority vote of the remaining members of the Board of Trustees.
 - (b) If a vacancy on the Board of Trustees occurs to a membership elected position, prior to the expiration of the elected Trustee's specified term, the Board of Trustees will appoint, by a majority vote, a new Trustee to fill the vacancy for the remainder of the specified term.
 - (c) If a vacancy on the Board of Trustees occurs as a result of no member applying for the member elected position, the Board of Trustees will appoint, by a majority vote, a new Trustee to fill the vacancy for the specified term.
7. **Removal of Trustee.** A Trustee may be removed when sufficient cause exists for such removal. Any removal requires an eighty percent (80%) vote of the remaining Board of Trustees. The Board of Trustees may consider the reasons for any removal at a hearing conducted for this purpose. At any hearing for the removal of a Trustee, the Trustee may be represented by legal counsel.
8. **Financial Matters.** All fiscal procedures for MA shall be determined and established by the Board of Trustees. All procedures and fiscal reporting shall comply with Federal and State law, any other governing documents of MA, and generally accepted accounting principles. No expenditure may be made without the approval of the Board of Trustees if the expenditure would not be accounted for in the currently approved budget.

ARTICLE VIII: BOARD OFFICERS

1. **Board Chair.** The Chair of the Board of Trustees is the primary volunteer leader of the MA Board of Trustees who presides at all meetings of the Board of Trustees and other membership meetings. The Chair is an ex-officio member of all committees of the organization. The Chair oversees implementation of board and school policies and ensures that appropriate administrative practices are maintained. The Chair has authority to sign contracts and other legal documents on behalf of MA. The Chair's term and specific responsibilities are those that are described in the official Job Description for Board Chair as adopted by the MA Board of Trustees.

2. Vice Chair. The Vice Chair is the secondary volunteer leader of the MA Board of Trustees and as such, discharges the duties of the Chair and has all of the rights, privileges and powers as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate. The Vice Chair's term and specific responsibilities are those that are described in the official Job Description for Vice Chair as adopted by the MA Board of Trustees.

3. Secretary. The Secretary stands as general informant and record keeper for the Board of Trustees, and is primarily responsible for the keeping of legal documents including minutes of the Board meetings and other official MA documents. The Secretary shall serve all notices of meetings to the membership and the Board of Trustees as required in these bylaws. The Secretary's term and specific responsibilities are those that are described in the official Job Description for Board Secretary as adopted by the MA Board of Trustees.

4. Treasurer. The Treasurer provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities. The Treasurer or his/her designee shall give regular written accounts of the finances of the organization at specified Board of Trustees meetings and in accordance with applicable Federal and State law or rule. The Treasurer's term and specific responsibilities are those that are described in the official Job Description for Treasurer as adopted by the MA Board of Trustees.

ARTICLE IX: SCHOOL LEADER

1. School Leader. The "School Leader" is the Principal or Administrative Director of the school, as applicable, and serves under the direction and oversight of the Board of Trustees. The primary responsibility of the School Leader is to partner with the Board of Trustees to achieve the mission and vision of the school. The Board of Trustees delegates all management responsibilities of the school to the School Leader. The School Leader is responsible to create an operationally and financially viable school. The School Leader is responsible to train the teachers and staff and implement the school curricula so as to deliver the achievement of academic and personal excellence for students. The School Leader applies approved school policies and procedures. The School Leader enables the Board to effectively fulfill its governance obligations. The School Leader shall have all of the responsibilities and privileges as described in the MA Charter and the MA School Leader Job Description as officially adopted by the MA Board of Trustees.

ARTICLE X: COMMITTEES

1. Board Committees. The Chair of the Board of Trustees is responsible to establish standing (permanent) board committees as necessary for effective governance and to assist the board in achieving the mission and vision of the school. Such standing committees may include, but not be limited to, the following areas: 1) academic and personal excellence, 2) finance, 3) governance, and 4) development. The Board Chair may also establish temporary board task forces as needed. The Board Chair appoints all board committee and board task force chairs. Board committees may have non board members on them. Board committees and task forces shall have specific authority and responsibility as outlined in committee policy and/or committee or task force job descriptions as officially adopted by the MA Board of Trustees.

2. School Committees. The School Leader or his/her designee may establish standing school committees and/or temporary school task forces and appoint said chairs as necessary for effective school function and to assist in achieving the mission and vision of the school. School committees and task forces shall have authority and responsibility limited within the school and under the direction of the School Leader or his/her designee.

3. Parent Organization Committees. With the approval of the School Leader, the current sitting Chair of the Parent Organization may annually establish parent organization committees and appoint said chairs to support and enhance the mission and vision of the school. All parent organization committees are dissolved when the term of the current sitting Chair of the Parent Organization expires. Parent organization committees have authority and responsibility limited only within the parent organization itself and as delegated by the Chair of the Parent Organization.

ARTICLE XI: PARENT ORGANIZATION

1. Membership. The membership of the Parent Organization shall be composed of all families of MA. Each family shall have one vote of equal value to all other families as described in Article III, § 2 above.
2. Officers. Officers of the Parent Organization shall be determined as outlined in the Official Parent Organization Policy as adopted by the MA Board of Trustees.
3. Powers and Duties. As established through the MA Charter, the Parent Organization serves an important supportive role. As a supporting body, the Parent Organization:
 - a. Shall work under the direction of the School Leader and the Board of Trustees respectively.
 - b. Shall implement approved school programs, plans or other assignments as directed by the School Leader and/or Board of Trustees.
 - c. Shall not establish committees, programs, commit funds, fundraise, or seek donations in regard to any plan, program, event or assignment without the approval and oversight of the School Leader and/or Board of Trustees.
 - d. Shall not direct or oversee school staff but may utilize the services of school staff through the School Leader.
 - e. May recommend additional duties, rights, responsibilities or courses of action needed for the proper functioning of the organization, but shall be subject to the authority, policy decisions and specific direction given by the School Leader and Board of Trustees.

ARTICLE XII: INDEMNIFICATION

1. Indemnification of Officers and Trustees. MA shall indemnify any and all persons who may serve or who have served at any time as Trustees or officers, and their respective heirs, administrators, successors, and assigns, against any and all expenses, including amounts paid upon judgments, counsel fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been Trustees or officers of MA, except in relation to matters as to which any such

Trustee or officer, or former Trustee or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by MA in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Board of Trustees to repay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by MA. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

ARTICLE XIII: AMENDMENTS TO BYLAWS

1. Amendments. These Bylaws may be altered, amended, repealed or added to by an affirmative majority vote of the Board of Trustees and ratified by sixty seven percent (67%) of the received votes from the membership voting on the matter.

ARTICLE XIV: ADDITIONAL PROVISIONS

1. Compensation. No Trustee or officer shall, for reason of his/her office, be entitled to receive any fee, salary or compensation of any kind for services rendered to MA, except that Trustees and officers may be reimbursed for proven and approved expenses incurred in the business of conducting his/her duties.

2. Governing Law/Conflicts. To the extent these bylaws conflict with any applicable Federal and State law or rule, these bylaws shall be interpreted and enforced to comply with such law or rule and all other provisions of the bylaws shall remain in full force and effect. To the extent these bylaws conflict with the MA Charter or any other governing document, the MA Charter shall control.

These bylaws were amended in accordance with Article XIII, §1 above and become effective on _____ (Date).

Signed By:

(Chair)

(Date)

Part 9: Admission, Dismissal and Suspension Procedures

Admission

Mountainville Academy will offer enrollment for students in grades K-9. Mountainville Academy does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or disability, or any other classification protected by law.

Mountainville Academy will comply with all applicable federal and state laws and rules relative to admission policies, which include an open admission. During Mountainville Academy's inaugural year, local residents will be notified of the open enrollment period via newspaper, flyers, radio, school website, and town meetings. The Board of Trustees shall establish a time frame as to how long open enrollment shall last, recognizing that law requires a minimum of 30 days. During the open enrollment period, the school must receive and Intent to Register (ITR) for each prospective student. The names of prospective students shall remain confidential.

If, at the end of the open enrollment period, the number of applicants for each class exceeds capacity, the Founding Council members shall hold a lottery to determine which applicants will be offered enrollment. The lottery will consist of all applicants who have submitted an ITR, excluding certain applicants who will be admitted independent of the lottery, which is known as preferential enrollment.

To be admitted by preferential enrollment, each applicant must have submitted an ITR within the established enrollment period. In accordance with both state and federal law, preferential enrollment will be guaranteed to the following applicants (1) children of the Founding Council members, and (2) siblings of students already admitted to the school (to ensure that family groups are enrolled together when possible). As required, we have included a list of current Founding Council members with this charter application. The number of students receiving Founding Council preferential enrollment slots shall not exceed 20% of the total student population.

In enrollment years subsequent to the first, Mountainville Academy will continue to grant preferential enrollment and may add or modify preferences as allowed by state and federal law. The Board of Trustees will establish, and update as needed, policies and procedures for admittance and registration in accordance with current state and federal laws, including provisions for an open admission, lottery, and preferential enrollment. The school will ensure that notice of admission policies, procedures, and timeframes for the admission process is provided to the public through a variety of means.

Dismissal and Suspension

Mountainville Academy understands that there may be occasions when it becomes necessary to either suspend or expel a student from the school. In the event of such a process all applicable state laws will be upheld including those as required under IDEA. Mountainville Academy's policy handbook will outline a detailed procedure that will ensure both due process and appeal and will be used to govern all such suspension or expulsion proceedings.

Part 10: Review of Complaints Procedures

We believe that students benefit when parents and teachers work together in a relationship of trust and cooperation. We also recognize that difficulties and differences of opinion arise and must be understood. Parents, as the primary educator of their child, are encouraged to bring forth their concerns. Their voice is very important in the education of their child and must be heard. Complaints should be brought to the person or persons directly involved. If a complaint cannot be addressed in this manner then the parent should proceed by contacting the administration by phone or email, or arranging a meeting with the School Leader and parties involved to discuss the issue.

Parents with Special Education issues should bring their concerns directly to the Special Education Director. If this does not adequately address the situation the parents may contact the School Leader. If any difficulties cannot be adequately resolved through the above avenues, parents will be provided information about parent advocacy groups like the Utah Parent Center or other like organizations. The state early dispute resolution procedure is available at any time, before a State complaint, mediation, or Due Process Hearing Request is filed and would be encouraged at this point. If any difficulties still cannot adequately be resolved, parents will be instructed to submit the complaint in writing to the Board of Trustees with a copy sent to the State Director of Special Education. If the parents are unable to file in writing, they may contact the board for assistance.

Mountainville Academy will resolve the complaint within thirty (30) days unless exceptional circumstances exist. Within this time limit, we intend to comply with all state mandated complaint procedures, including issuing a written decision to the complainant, with a copy sent to the State Director of Special Education, which addresses each allegation. Additionally, we will inform the complainant, in writing, of the right to appeal the decision for review to the USOE, and the procedures for doing so. If due process hearings and mediation are the result of an appeal, we intend to comply with all procedures outlined by Part B of the IDEA and Utah's Golden Rules.

Part 11: Parental Involvement

Mountainville Academy believes that parental involvement is key to a successful school and optimal student achievement. Parent involvement can improve the quality of education by relieving some of the burdens on the teachers and staff, affording them more time for quality teaching. Parents who enroll their children in Mountainville Academy should do so with the understanding that their involvement is crucial to the success of their child's education and of the school. Volunteer opportunities will be diverse in nature to accommodate individual circumstances and parents will be expected to put forth their best efforts in contributing volunteer hours at Mountainville Academy.

Opportunities for parental involvement will be available through multiple avenues. A Parent Organization shall be organized and used in many capacities. It will serve as the conduit for organizing volunteers into committees and coordinating parental involvement throughout the

school. The organization will be available to the School Leader and teachers for assistance in a variety of tasks. Examples of ways in which the organization may be utilized includes, but is not limited to, academic support groups, computer assistance, supervising recess and lunch, chaperoning field trips, fundraising, making charts and posters, photocopying, decorating bulletin boards, acknowledging teachers, staff, or community members, and in many other capacities.

As per the Utah Open Meetings Law, Board meetings will be open to the public. The parent body will be invited by various communication avenues to attend these meetings and the agenda will be posted publicly prior to the meeting. The agenda allows for time during which the parents are allowed to directly address the board regarding any area of concern.

The governing board or School Leader may appoint parent volunteers to serve on committees or taskforces. These committees will assist the school in carrying out the mission, vision and goals of the school.

Each year the parents will be given the Parent Survey to allow them the opportunity to express their views with regard to the effectiveness of the school. This formalized process will allow all parents to express their satisfaction or dissatisfaction with all aspects of the school. The school administration will use this feedback in creating their school improvement plans.

Part 12: Insurance

Mountainville Academy will participate in State Risk Management, but reserves the right to convert to a private carrier if determined to be in the best interests of the school.

Part 13: Extracurricular Activities

At this time, no agreements or plans have been developed regarding participation of our school's students in extracurricular activities within local school districts.

We recognize the need for extracurricular activities, especially in the middle grades. We intend to provide opportunities for music, foreign language, athletic, and various other activities or clubs as resources permit.

The parent organization will play an important role in the considerations of extracurricular activities. In organizing our extracurricular activities, we intend to utilize the diverse set of talents and skills of our parent volunteers. However, we recognize the sensitive nature of allowing adults into prolonged contact and influence of children. Just as all teachers and staff are required to have a detailed background check, we will also require all volunteers (e.g. club sponsors, coaches, assistant coaches, etc.) who have extensive contact with our students to also submit to a detailed background check. The governing board will determine the threshold for background checks.

Part 14: Teacher Qualifications

Mountainville Academy employs certified teachers according to Utah state requirements for public (charter) schools. In addition, Mountainville Academy will hire teachers that the School

Leader or governing board determine have sufficient breadth of knowledge of subject area, training in teaching or related areas, experience in instruction, or other demonstrated abilities deemed necessary for him or her to effectively perform the duties of a teacher. We also seek to ensure that our teachers are in alignment with the school's educational philosophy, methods of teaching, established curricula, goals and policies as set forth in this charter by the Founders.

We expect all of our teachers to have a work history that shows reliability, honesty, enthusiasm for teaching, and a strong work ethic. Our teachers will also demonstrate problem-solving abilities and the ability to work well with others. We further seek for teachers who have varied educational backgrounds.

We will look for teachers who have additional certificates in various specialties, such as music, foreign language, special education, and computer technology. Where necessary, we will consider individuals with specialties that require a Letter of Authorization. In such cases, we will work with both the school district and the teacher to ensure they understand the nature of the letter and the requirements to be met. We will encourage our teachers to pursue continuing education that will enable them to more effectively fulfill their duties.

Part 15: School Library

Mountainville Academy plans to dedicate a substantial amount of space for the purpose of a Library. This library will be located in a place easily accessible for all grades and will be wired for the Internet with multiple computer terminals dedicated for this purpose.

Our library will contain an extensive collection of material that meets standards such as literary value, alignment with our education program, and age appropriateness, etc. We will also provide extensive current affairs reading material, both printed and electronic periodicals.

We will rely heavily on donations of appropriate material, as well as private fundraisers and will use funds provided from any Startup Grants received to expand and strive to ensure an up-to-date and ever-growing library, using the Standards for Utah School Library Media Programs as a general guide. We intend to allow for assistance on occasion from the secretary, administrative assistant and parents to help implement some operations of the library. We also expect that students will be adequately supervised, and that all will exhibit appropriate conduct and behavior when using the library.

Part 16: Administrative and Supervisory Services

The School Leader will be the chief administrator for Mountainville Academy, and all staff will be under his/her supervision. The School Leader may utilize staff members with particular skills or experience to support his/her supervisory responsibilities. Additionally, the Board of Trustees, at its discretion and in the best interests of Mountainville Academy, may utilize the services of an independent third party to assist and support the School Leader in maintaining the operations of the school.

In addition, the School Leader will demonstrate commitment to the school's mission, philosophy and goals, model school values, and function as a visible leader by maintaining frequent contact

with students, parents and staff. At all times, the School Leader will work with the Board of Trustees, to ensure that all issues are addressed properly.

Mountainville Academy intends to initiate a handbook that will include a detailed description of the administrative responsibilities, to be updated as needed.

Part 17: Fiscal Procedures

All fiscal procedures for Mountainville Academy will be determined and established by the Board of Trustees under the direction of the Treasurer on said board. All procedures and fiscal reporting will comply with State and Federal law, the Articles of Incorporation and the Bylaws of Mountainville Academy, and generally accepted accounting principles. They will also comply with the following standards:

- ❖ The annual budget for the next fiscal year will be approved by the Board of Trustees in an open and public meeting.
- ❖ The authorized signatories of Mountainville Academy will be the Chairman, Vice Chairman, Treasurer of the Board of Trustees, and the School Leader .
- ❖ All expenditure checks must be signed in compliance with the school's fiscal policies.
- ❖ Operational expenditures pursuant to the adopted budget may be made by the School Leader without further action from the Board of Trustees, but is subject to the Board of Trustees oversight and can be revoked.
- ❖ All expenditures must have supporting documents, i.e. bills, receipts, statements, etc.
- ❖ If funds are available due to conservation resulting in an expenditure different from the planned budget, they may be reallocated from one line item to another with the authorization of the Board of Trustees. This type of reallocation will occur only on an as needed basis, and will occur with unrestricted funds.
- ❖ No expenditure may be taken without the Board of Trustees approval if it leads to an unbalanced budget; in accordance with requirements of U.C.A. 53A-19-106, the school may not expend or encumber school funds except in accordance with and within the limits of the budget passed by the Mountainville Academy Board of Trustees. .
- ❖ Purchasing will require a purchase order signed and approved by the School Leader . Purchases over \$1000 and under \$50,000 must have at least (2) quotations. Purchases over \$50,000 must use a formal bid process. Documentation of justification for choosing one bid over another will be kept with the contract file along with the original specifications of the bid.
- ❖ All reimbursements, out-of-pocket expenses and advances must be pre-authorized before money is spent.
- ❖ All incoming revenue will be documented and recorded appropriately according to its category, i.e. fundraising, income, etc. and deposited or invested in compliance with Utah Money Management Guidelines. A petty cash may be maintained for emergency purposes. A statement of account shall be maintained and reconciled on a regular basis. The petty cash amount may be increased at the discretion of the Board of Trustees. All bank accounts and petty cash boxes will be reconciled on a monthly basis.
- ❖ The filing and submitting of reports to the state board as required by the Utah State Office of Education will be the responsibility of the School Leader .

- ❖ A payroll service may be retained to provide payroll function for the school, including preparation of W-2 forms, filing of taxes and any other reports that are required by state and federal law and consistent with federal cost accounting principles applicable to receipt of federal funding.
- ❖ Mountainville Academy shall employ an accredited accounting firm to annually audit its fiscal procedures.
- ❖ Mountainville Academy's Board of Trustees may modify or enact future fiscal procedures it deems necessary for a financially sound school and compliance with Federal and State laws and generally accepted accounting principles.
- ❖ In accordance with (U.C.A. 53A-19 and U.C.A. 63J-1) expenditures will not exceed available revenue. Administration will present an operating budget to the Board of Trustees for adoption prior to June 30th of each year. Should the budget need to be amended once fall enrollment count is finalized the Administration will make the appropriate budget amendments and present to the Board for approval. The final budget including any amendments will be adopted prior to May 31st of each year.
- ❖ To enable responsible fiscal oversight, the Administration will provide fiscal reports to the Board in Public Board meeting as well as provide complete access to vendor files, bank records, and bank reconciliations to the School Leader and any Board Member at any time. Any other persons needing access will be granted in accordance to GRAMA.
- ❖ Mountainville Academy will follow state procurement rules specifically for applicable procurement of architect/engineer, leasing and building services.
- ❖ Mountainville Academy recognizes that facilities leasing contracts will be submitted to USOE for comment and review prior to signing (U.C.A. § 53A-1a-507(9))
- ❖ Mountainville Academy assures that we will meet cost accounting principles applicable to receipt of federal funds and will comply with board administrative rule with respect to state and other funding.
- ❖ Expenses will be tied to specific programs as required by relevant federal or state regulation.

Part 18: Employee Terminations

Not applicable. This is no longer required under SB 178.

Part 19: Employee Evaluation

Mountainville Academy shall comply with all federal and state laws relative to employee evaluation. Prior to operation of Mountainville Academy the Founding Council, under the direction of the Board of Trustees, shall establish documentation that shall outline expectations, rights and obligations. This employee handbook and additional documents shall serve as the basis of employee evaluations. These shall include expectations of instruction and outline performance goals and behavior. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment. Employees shall understand and acknowledge that Mountainville Academy retains its status as an at-will employer at all times.

The Board of Trustees shall be responsible for evaluating the performance of the School Leader on an annual basis.

The School Leader shall meet regularly with and evaluate every employee, ensuring a clear understanding of what is expected. These evaluations will serve to address any performance deficiencies as well as an opportunity to ensure state standards are being incorporated within teaching lessons and plans. The evaluation shall be seen as an opportunity to recognize superior performance, improve employee performance as needed and facilitate a strong working relationship within the school.

Part 20: Employment of Relatives

Mountainville Academy does not prohibit the employment of relatives. However, in recognizing that nepotism is a concern, no relative shall be allowed to serve in direct supervisory role over another. This policy will be further defined in the school's handbook. All policies and procedures regarding employment of relatives shall be in compliance with state and federal law.

Part 21: Conversion Charter Schools

Mountainville Academy is a new school. Conversion procedures do not apply.

Utah State Board of Education

UTAH CHARTER SCHOOLS Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Rebecca Whitchurch

Title (type): Chairman, Board of Trustees, Mountainville Academy

Signature: _____

Date: _____

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Mountainville Academy Charter School except those allowed by law.

Mountainville Academy Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Proof of Insurance

Mountainville Academy Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

Mountainville Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Mountainville Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Mountainville Academy Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Rebecca Whitchurch
CAO (please print)

CAO's Signature

Date

Waivers from State Board Rules

Mountainville Academy is not seeking any waivers.

Part 24: Additional Information and Letters of Support

In the summer and fall of 1850, groups of families left Salt Lake City with the task of settling Utah Valley, and began the origins of what has now become the numerous communities we live in today. In early September of that year, seven families arrived in Utah Valley and, seeing that settlements had already begun in what are now Lehi and American Fork, turned to head northeast. They found abundant water and rich soil, and settled around the middle of the far north-east end of Utah Valley. As the first settlement in north-eastern Utah Valley, it was known as Mountainville, no doubt a tribute to the beautiful mountains that surround us.

In a desire to respect the history and heritage that we all benefit from today, we've chosen the name "Mountainville Academy" for this charter school. The opportunity to allow our children access to this rich heritage and teach them to respect, honor, learn from and cherish those who came before them is part of what instills respect, honor, and general courtesy toward their teachers, leaders and fellow students today.

Although the term "charter school" was not used in 1899 when the Alpine Schoolhouse was built, the school was essentially a charter school. It was started by the residents and parents in the area and it was run by its own Board of Trustees, who managed it financially and academically. The school was financially sound, could hire teachers of its choice, and had a reputation for being one of the outstanding schools in the state. In 1915 the state of Utah initiated a consolidation of all the schools in the area and insisted that Alpine School join them, forming what has now become the Alpine School District. When this change occurred, the policies and management of the school were no longer in the hands of the trustees and parents, but were under the authority of the school district.

The "old red schoolhouse", as it came to be fondly known, was abandoned in January of 1965 when Alpine Elementary was built. It was demolished in April of 1968, with feelings of both sadness and joy. With such rich historical content in our community, we feel it most appropriate to bring a taste of it back to life by building a school that is both reminiscent of our heritage and enthusiastic about the future. This is reflected in the name of our school, Mountainville Academy, and in our desire to pattern its architecture after the old Alpine Schoolhouse, while taking advantage of technology and curricula to give students the necessary tools to thrive in an ever-changing world.

In order to create a school worthy of the heritage it implies, we employed many, many countless hours of studying, researching and categorizing curricula. Our research included visiting many of the area's existing charter schools and procuring the help of a consulting firm that has given guidance as how best to proceed. Our intent was not to haphazardly create a school, but to fulfill the needs of the area and comply with the goals we set forth. Mountainville Academy will represent the best of what we, its founders, deem necessary to provide our children and the children of the area with the tools to find academic and personal excellence.

(Letters of Support)

Utah State Charter School Board
2006-2007 School Application (revised 9.14.10)

(Letter of Support)

Part 25: Utah State Retirement System

Mountainville Academy will not participate in the Utah State Retirement System.

Terms to Know

Applicant – An individual or groups of individuals, including teachers and parents or guardians of students who will attend the school, or a not-for-profit legal entity organized under the laws of this state, that is seeking a charter from a Utah School District Board or the State Charter School Board.

Authorized Agent/Member – Must be an appropriately authorized individual as per articles of incorporation or by-laws to contractually bind the organization. This individual would be the primary point of contact for communications regarding the application and presentation.

Charter Contract – A legally binding agreement between the State Charter School Board or local school board and an approved applicant.

Financial Plan – A narrative that supports the operational budget.

Governing Body – Responsible for the policy decisions of the school. This may or may not be the same as the members of the corporate organization.

Management Plan – Description of roles and responsibilities of those in charge of the operation of the school.

Marketing Plan – Description of how you will attract, hold, and increase your target population.

State Standards – The State Board of Education adopted the Utah State Core to be incorporated into curricular and instructional practices. The standards may be downloaded from www.usoe.k12.ut.us/curriculum.

Strategic Plan – A means of implementing the business plan, mission, and goals.

Summative Assessment – A means for evaluating student proficiency at the end of a unit of instruction.

Unit Lesson Plan – Representation of sequenced instruction (goals, objectives, and activities) that requires student demonstration of performance objectives identified in the State standards for an identified instructional period.

WPU Payment – A monthly apportionment distributed to the school based on current year enrollment.

Charter _____

Reviewers Name _____

Date _____

Reader's Guide

The following will be used to score the areas of the application as indicated.

- 0 = Falls far below the expectations described in the rubric
- 1 = Approaches the expectations described in the rubric
- 2 = Meets the expectations described in the rubric
- 3 = Exceeds the expectations described in the rubric

	0	1	2	3
Coversheet				
All information was provided.				
Title Page				
All information was provided.				
Founding members were identified and will not result in founding preference being extended to large percentage of enrollment.				
Target Population				
All information was provided.				
Quality mission statement provided.				
Outreach efforts sufficient to comply with intent of law.				
Applicant demonstrates how school will serve purposes of charter school legislation.				
Comprehensive Program of Instruction				
Curricular Emphasis The philosophy described provides clear evidence of the principles, beliefs, and attitude of the school.				
Curricular Emphasis The methods of instruction to be implemented at the school provide clear descriptions of how the State standards will be taught, assessed, and tracked over time.				
Curricular Emphasis The implementation of the special emphasis of the school is clearly described.				
Curricular Emphasis The implementation of the special emphasis of the school aligns with the philosophy and methods of instruction provided.				
Curricular Emphasis The vision/mission of the school is aligned with the philosophy, methods of instruction, and special emphasis.				
Effectiveness Goals Includes complete, separate statements reflecting improved pupil learning measured by CRTs at elementary and high school levels.				
Effectiveness Goals Includes complete statements about grading/mastery for subject matter/courses. The targets for success are stated.				
Effectiveness Goals Additional pupil learning goals align with the method of instruction described.				
Effectiveness Goals Includes complete statements reflecting measurement/attainment of				

mission statement.				
Effectiveness Goals Goals, objectives, and measurement criteria align with the mission of the school.				
Unit Lesson Plans Lesson plans represent the application requirements for the grade levels served.				
Unit Lesson Plans Lesson plans align with the methods of instruction described.				
Unit Lesson Plans Lesson plans identify the performance objectives of the State standards to be addressed.				
Unit Lesson Plans Lesson plans reflect the special emphasis of the school.				
Summative Assessment Summative assessment is aligned with the lesson plans.				
Summative Assessment Summative assessment reflects the method of instruction described.				
Summative Assessment Summative assessment provides opportunities for students to demonstrate proficiency in identified performance objectives.				
Discussion and Examples of Monitoring Discussion includes means of ensuring teachers are provided with and understand the curricular emphasis and effectiveness goals of the school.				
Discussion and Examples of Monitoring Description of means of ensuring all teachers know, by grade level and content area, what must be taught and to what level (the standards).				
Discussion and Examples of Monitoring Description of how students' progress toward mastery of State standards will be tracked over time is provided.				
Discussion and Examples of Monitoring Description of how site administrator will ensure the appropriate integration of State standards into the instructional practices of individual teachers is provided.				
Description of Plan to deliver Special Education Description provides adequate evidence that applicant understands resources necessary to comply with IDEA.				
Detailed Business Plan				
Start-up Plan Budget suggests a plan for a successful and effective first year.				
Start-up Plan Includes detail on property and facility acquisitions that are reasonable and adequate.				
Operational Plan Includes budget that is balanced, with reasonable revenue projections and inclusive of all operational costs.				
Operational Plan Budgets include sufficient detail of ongoing M & O costs.				
Operational Plan Budgets address facilities in a realistic way.				
Operational Plan Budget does not rely on unrealistic fundraising goals.				
Organization Structure				
Description of Governing Body responsibilities, election/selection process and terms.				

Description of roles and responsibilities of individuals responsible for the day-to-day operation of the school.				
Organizational flow chart reflects the flow of information to and from stakeholders.				
Organizational flow chart reflects a management structure consistent with the information provided within the application.				
Background Information Sheet				
Qualifications are appropriate to school's mission				
Admission and Dismissal Procedures				
Admission is in line with federal guidance on lotteries				
Admission procedures recognize IDEA and Civil Rights protections				
Dismissal procedures are within State and Federal law				
Dismissal procedures legal under IDEA				
Complaint Procedures				
IDEA grievance protections are recognized				
Procedure allows for timely resolution of issues and due process protections				
Opportunities for Parent Involvement				
Voluntary not mandatory				
Involvement is meaningful and parents have influence				
Insurance				
Complete and adequate				
Qualifications of Teachers				
Within State Law and Board Rule				
Library				
Library plan supports and is adequate to school's mission				
Administrative and Supervisory Services				
Services and assignments are sufficient to ensure successful management and oversight, both instructionally and operationally				
Fiscal Procedures				
Procedures will ensure responsible fiscal management				
Employee Termination				
Plan is complete				
Employee Evaluation				
Plan will accomplish evaluation adequate for State licensing requirements and sound oversight				
Employment of Relatives				
Plan is clear				
Utah Retirement System				
Applicant has included declaration of intent				
Conversion Schools				
Information is complete and within law				
Waivers from Board Rule				
Waiver is reasonable and has support of CS Board				

Reviewers Comments/Suggestions:

Administrative Completeness Checklist
(to be completed by the Utah State Charter School Board staff)

In completing the Administrative Review, the following items will be evaluated to determine whether an application is complete. Any section not completed, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.

Incomplete applications will not be forwarded to the Board.

_____ **Cover Sheet** – Attachment A

- _____ School Name
- _____ Applicant Name
- _____ Table of Contents
- _____ Signature Box Complete

_____ **Title Page** – Attachment B

_____ **Target Population** – Attachment C

_____ **Comprehensive Program of Instruction** (Section 4)

- _____ Curricular Emphasis
 - _____ Philosophy
 - _____ Methods of Instruction
 - _____ Special Emphasis
 - _____ Mission
 - _____ Effectiveness Goals – Attachment D
 - _____ Lesson Plans and Summative Assessments
 - _____ Discussion and Examples of Monitoring Student Progress
 - _____ Dissemination of Information Regarding Student Progress in State Standards
 - _____ Plan for Tracking Student Progress in State Standards
 - _____ Monitoring Teacher Integration of State Standards into Instruction
 - _____ School Calendar
 - _____ How Special Education will be provided (hire, contract, share, etc.)

_____ **Detailed Business Plan** (Section 5)

- _____ Start-up Plan – Attachment E for Start Up Year
- _____ Operational Plan – Attachment E for operational year(s)
- _____ Facility Costs Addressed

_____ **Organizational Structure and Governing Body** (Section 6, 7)

- _____ Description of Governing Body
- _____ Organizational Flow Chart
- _____ Board Selection

_____ **Background Information Sheet and Resume** –Attachment F

- _____ Background Information Sheet(s)
- _____ Resume(s)

- _____ **Articles of Incorporation and Bylaws, when available** (Section 8)
- _____ **Admission and Dismissal Procedures** (Section 9)
- _____ **Complaint Procedures** (Section 10)
- _____ **Opportunities for Parental Involvement** (Section 11)
- _____ **Insurance** (Section 12)
- _____ **Agreements with local districts, if they exist** (Section 13)
- _____ **Qualifications of Teachers** (Section 14)
- _____ **School's Intent to Create a Library** (Section 15)
- _____ **Plan for Providing Administrative and Supervisory Services** (Section 16)
- _____ **School's Fiscal Procedures** (Section 17)
- _____ **School's Policy regarding Employee Termination** (Section 18)
- _____ **School's Policy regarding Employee Evaluation** (Section 19)
- _____ **School's Policy regarding Employment of Relatives** (Section 20)
- _____ **Conversion School Documentation (Only for Conversion Schools) 53A-1a-504(2)**
(Section 21)
- _____ **Compliance Assurances – Attachment H** (Section 22)
- _____ **Waivers for State Board of Education Rules - Attachment I** (Section 23)
- _____ **Letters of Support (OPTIONAL)** (Section 24)
- _____ **Statement of Intent to Participate in Utah State Retirement System** (Section 25)