



LINDSAY ACADEMY

Charter School Application

Abstract

This document provides a synopsis by Lindsay Academy Board of Directors for a unique, proposed charter school, serving Salt Lake City west-side students.

Jane Davis
lindsayacad@gmail.com

Charter School Information

1. Name of Proposed Charter School: Lindsay Academy
2. Authorized Agent: Jane Davis
3. Mailing Address: 887 North 1500 West, Salt Lake City Utah, 84116
4. Phone Number: 801-889-8729
5. Email Address: lindsayacad@gmail.com
6. New School Location School District(s): Salt Lake City School District

Governance Structure

Name		Position	Curr Ch. Aff.
Tom Hartvigsen		Community and Marketing	
Brian Barker		Building and Contractor Oversight	
Kerrie Naylor	Kerrie Naylor, Ph.D. Digitally signed by Kerrie Naylor, Ph.D. Date: 2017.05.15 09:28:09 -06'00'	Faculty and Curriculum	
Brent Hansen		Leadership Training	
Jane Davis		Coordinator/ Acting Chair	

Enrollment

7. Year School will start: Opening school year 2020.
8. Grades Served: PK-12
9. Does the proposed grade configuration match the resident district grade configuration?
X No

10. Grades and Specific Number of Students Served by Grade														Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	20	20	20	20	20	20	20	20	20	20	20			200
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	

SY	30	30	30	30	30	30	30	30	30	30	30	30	30	30	360
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12		
SY	36	36	36	36	36	36	35	36	36	36	36	36	35	500	

Waivers

11. Is this proposal seeking special treatment under UCA §53A-1a-501.9?

X Yes

We are seeking special treatment under UCA §53A-1a-501.9, specifically sections 2(a)(ii) – a charter school whose mission is to enhance learning opportunities for students at risk of academic failure. To do this 2(b), we want to meet the unique learning styles of children with self-regulation difficulty by using a program based in cultural-historical theory, brain-based therapies, and mindset for helping children acquire self-regulation capability.

12. Is this proposal seeking priority consideration under UCA §53A-1a-502.5?

X No

13. List any waiver requests here (i.e., Rule numbers and titles).

Signatures

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

1. Executive Summary

Elevator Pitch: We teach children to embrace a positive mindset, applying it to personal development, relationships, and productivity.

Key Points

1. The primary indicator of academic, social, professional, and civic success is a person’s ability to self-regulate emotions, cognition, and behavior. Difficulties with self-regulation permeate areas with lower-

functioning schools and become a divisive social factor as children mature (Raver, Roy, & Pressler, 2014) Educators can and should support parents in nurturing optimal development, which includes nurturing self-regulation and mindset, which are the essence of maturity and the most important factors in children's future success. We have identified self-regulation and mindset as our primary objectives in improving education quality for Salt Lake City's west-side students.

2. New evidence-based programs like Tools of the Mind (Bodrova & Leong, 2007) and Conscious Discipline (Bailey, 2015) grounded in Cultural-Historical Theory and brain-based education, indicate that schools can substantially improve children's self-regulatory ability. Recent studies show that gains with typically low-performing students are as great as with higher-performing students and that gains are not lost over time (Blair & Raver, 2014). Our goal is to create a program based in Cultural-Historical Theory that covers PK-12. This will be a difficult, but innovative and potentially very rewarding process.

3. Goal completion is more motivating and fulfilling than performance ranking. Students and faculty alike are more likely to thrive in an atmosphere that encourages personal growth, collaboration, creativity, and multiple means of achieving success as opposed to the competitive atmosphere that comes from performance ranking.

4. The organization should be crafted to enhance and support our mission. We envision a learning community which enables emotional health through multi-year classrooms and brain-based classroom management, personal discipline through role-modeling and goal-oriented advancement rather than grading, organizational flexibility that allows all faculty and students periodic leadership roles, and team oversight of student progress.

5. Integrating educational silos helps children integrate relationships among academic subjects, career or social applications, and higher levels of critical thinking and performance. In an integrated core classroom, "learning languages" such as English, math, dance, or Java, will be the tools practiced through application in the soft and hard sciences.

Mission Statement: Happiness and success are by-products of healthy mindsets and self-regulation. We want to help Salt Lake City west-side parents nurture these attributes in their children, who can then strengthen their families, workplaces, and communities.

Vision: Our vision is to prepare students for college; prepare them for life; and help them enjoy the journey.

2. Key Elements

Our purpose encompasses all of those listed by the Utah Charter Schools Act. We are interested in creating a new type of learning opportunity, in part to enable Salt Lake City children who live west of I-15 to acquire the emotional, cognitive, and behavioral capability to succeed, and also to provide a choice in pedagogical and organizational structures. In seeking special treatment under UCA §53A-1a-501, we propose using action research, organizational development, and Cultural-Historical Theory, which is inclusive of brain-based approaches, to 1) bring students who might otherwise be low-performing into the high-performance range, 2) locally retain college-bound students with greater social capital, and 3) use research and data to inform and share what we learn through our relationships within the academic community. Studies show that primary indicators of academic success include

neurocognitive indicators of self-regulation and language capability (Pera, 2015). Self-regulation capabilities include emotional intelligence, executive control, cognitive flexibility, working memory, and behavioral self-discipline. Education programs that promote these qualities improve the range of academic, social, and personal capabilities across the board. Although ADHD is highly heritable, the CDC (2017) reports that it is increasing at the rate of 5% a year. Other social and cultural factors apart from ADHD are also highly influential in the development of self-regulation.

Describe how this board originated and why it chose to propose this school.

Lindsay Academy began as parents of preschoolers living in the Westpointe area, between the airport and Redwood Road, and Jane Davis began collaborating through a shared vision of wanting more for their children, a new understanding of the implications of social capital, and agreement on the importance of mindset to the success of children. All were concerned about the self-regulatory behaviors exhibited by local children and the consequences of medicating their own children with powerful stimulants. The Lindsay Academy Board of Directors were recruited by Jane for their capability and desire to try some new approaches in serving west-side children. They see the generational aspect of our community's struggle, perceptions of victimization, and difficulty in overcoming pervasive problems. Their hope is that this school can become a vehicle within the community for introducing positive changes, one student and family at a time.

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

1. Vygotsky-based curriculums such as *Tools of the Mind* and *Conscious Discipline* to maximize growth in language, social/emotional capability, and mindset that are critical as the foundation for good self-regulation. *Tools of the Mind* is currently a PK-K program. We want to extend the benefits of this type of program by modifying it for older students. We would then have the only PK-12 program based in Cultural-Historical Theory in the nation.
2. We will use social and brain-based strategies such as imaginative play and integrated drama, music instruction and therapy, rhythm and dance, mathematics and 2nd languages to maximize language and social capability and complexity, integrated into an academic core with a revolving three-week focus in science and social studies. This is to form the foundation for later critical thinking and to improve transference from academic subjects to professional applications. West-side children are diverse, but less exposed to the types of thinking and social strategies that motivate students from more affluent areas. Integrating the arts with science and social studies allows them to vicariously experience a variety of social classes and professions.
3. Multi-year classrooms are utilized, allowing team teachers to improve emotional security and bonding, as well as allowing greater insight into individual student needs. This works well with a Response to Intervention model while also putting less experienced and skilled teachers in an environment that is emotionally and professionally supportive. Utah's charter schools get a disproportionate number of new teachers and typically provide them with fewer training opportunities (Smith, Dickson, Suddreth, 2015). Teaming experienced and new teachers may improve employee retention and facilitate professional growth.
4. Elimination of age-based grades, grading, and other organizational measures based in outdated business models is paramount. Instead, we will monitor progress using a system based in achievement goal theory, developmental psychology, and Utah State Standards. Achievement goals have been shown to be more motivating and produce a more positive culture than performance ranking (Small, Chauncey, McKenna, 2010). Students will master competencies in a

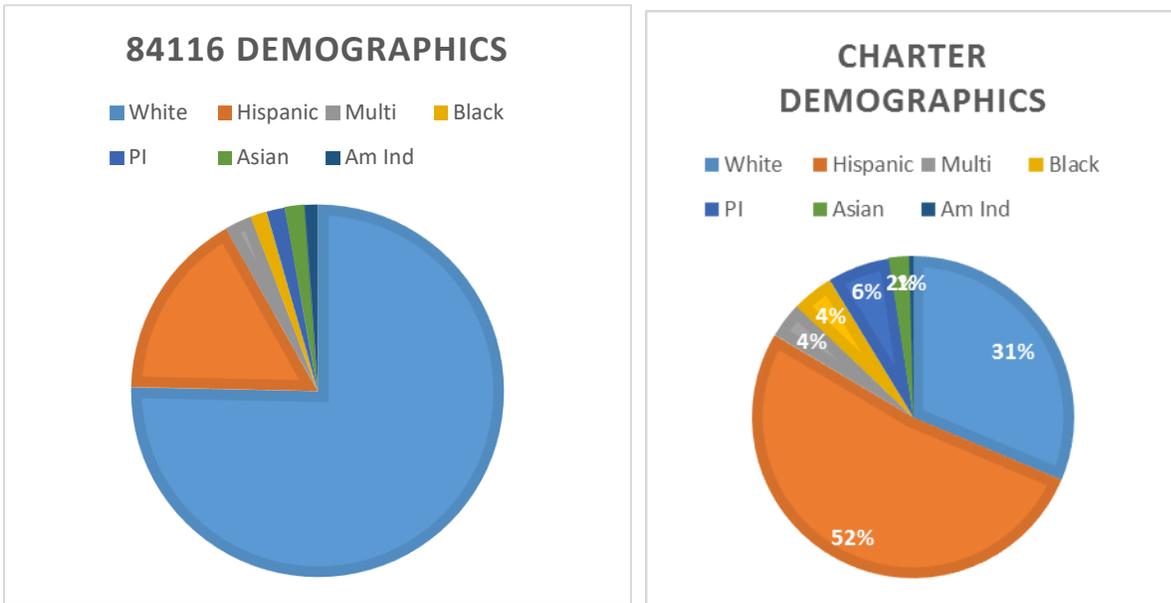
systematic manner to advance through multi-year levels. This allows students to move at their own pace in different content areas, which is efficient and motivating.

- Curriculum development will include collaborative input from student and teacher teams. Textbooks will be used, but often as resource material for problem solving. Faculty will work with students and parents in setting appropriate student learning goals throughout the year, guided by scaffolded objectives based on Utah’s standards.

3. Market Analysis

Location. The Lindsay Academy team plans to locate in the northwest quadrant of Salt Lake City, within the 84116-zip code, and if possible, in the North Temple, mixed-use zone. This is an older part of the city, but new apartments are going up near North Temple and Redwood Road, indicating future population growth. It is also adjacent to the TRAX green line, which would allow West Valley access. Salt Lake City planners have zoned this area to attract investment and resources to the area.

Target Population. Our target population is a local, ethnically diverse student body interested in a challenging college preparatory program for their children. To improve socio-economic and ethnic diversity, we want to offer two 2nd languages from PK-12: Spanish and also Japanese, which isn’t offered in other local public schools and provides a cultural perspective very different from Spanish and



English. Our expectation is that we will attract a demographic somewhere between the general area demographic and the mean charter demographic for schools in our area (USOE, 2017). This target population is aligned with our mission to improve long-range outcomes for west-side children through helping them develop appropriate mindsets and self-regulation.

Need. Currently, schools on the west side of Salt Lake City underperform relative to schools along the bench (USOE, 2017). Local families with greater social capital and resources often transport their children to schools in North Salt Lake, Woods Cross, or along the east-side bench, which further drains social capital within our own community. Maintaining college-oriented students within our neighborhood strengthens our community by keeping them local and by giving students with less social capital more access. Using data from the USOE data gateway and the Kem C. Gardner Policy Institute

(2017), The region west of I-15 and north of I-80 has approximately 8000 children between the ages of 5-17. By adding the estimated local population going to West High and Bryant Middle School, and the total population of those attending Northwest Middle School, Salt Lake Center for Science Education, Pacific Heritage Academy, Guadalupe, and the eight public elementary schools, their combined enrollment comes to approximately 7,198 students, a difference of about 800 students, or 10% of the student body.

Keeping more of the students in our own area would relieve pressure on the population capability of high-performing schools in other neighborhoods. It would also improve outcomes for motivated students without the capability to commute from the west side neighborhoods. Another need speaks to the reason for government's endorsement of charter schools: It is difficult to try innovative methods on a district-wide scale within public schools, because the price of failure is too high to consider and the difficulty of managing multiple systems within a district is often inefficient.

As schools become increasingly similar in curricula and common practice, there is even more benefit from data-driven innovation in charter school education. The pressure to retain practices that have traditionally worked well for some is a significant motivation to remain with the status quo. Despite that, if we expect education to improve the lives of all Americans, new paradigms and methods must be consistently sought, analyzed, and shared. We want to be one of those innovative schools with our roots in a struggling community, our trunk supporting area students and their families, and our limbs reaching up and out to the academic community.

Instruction. Our mission to nurture self-regulation and healthy mindsets will differ from traditional schools most obviously in the way our program is organized. Within our program, a multi-age classroom level encompasses the course content of about three grades. Different learning needs will be accommodated through the use of teams compatible with a Response to Intervention model. Level 5 would correspond with Advanced Placement. Levels correspond to major developmental transformations that have their basis in a child's ability to gradually internalize the complexities of a variety of symbolic systems, which Vygotsky called "Tools of the Mind, (Bodrova & Leong, 2007)" and we call "learning languages." Learning languages include English, math, Spanish, Japanese, the fine arts, music, dance, computer languages, and even the Dewey Decimal system. We will integrate the K-12 curriculum through applying learning languages to science and social studies in three-week rotations.

To help students learn to make and master goals, we will eliminate the grading system. Instead, student progress will be tracked through their mastery of developmentally appropriate challenges based in the Utah State Standards. Friday mornings would be set aside for student/teacher goal-setting and completing challenges. In this way, all goal completion leads to a feeling of satisfaction and accomplishment, formative and summative data are specific to exact outcomes, and student goals and work can be tailored to fit individual needs. Not mastering a challenge would not indicate failure or mediocrity, but merely a lesson in perseverance, as more study or practice leads to eventual goal mastery. This system is based on a high-functioning family model and better aligns with the way society functions outside of schools.

To further emphasize self-regulation and effort, we propose modifying our schedule in two ways. The first is to include a longer core class that integrates a college preparatory curriculum. That would be supplemented with a variety of shorter term offerings and clubs. In this way, west-side children would have the opportunities and structure to participate in the types of private lessons and group activities that more privileged children commonly enjoy. Skills gained in any context can be used to progress through levels. The second scheduling modification is to the work week. Instruction and assignments would be completed Monday-Thursday, with Friday mornings reserved for presentations, challenges, and planning. Students with completed work done on their level would have Friday afternoons for supervised social activities or clubs. Teachers would have that time for team meetings to track student progress and coordinate curriculum. Students who do not have their work complete or up

to level would spend time in a lab, catching up or improving their assignments. This modified schedule could extend to the academic year as well, with students who are caught up enjoying a break between quarters while those who procrastinate come to school.

Each human being is unique in their potential. Although our objective is to provide a solid academic foundation, technology has transformed the pace of change in workplaces while undermining socio-economic mobility. Rather than assume the ability to foretell future workplace or individual educational needs, our focus on self-regulation and the tools of learning language application promote the cognitive flexibility, critical thinking, and executive control needed to succeed in a quickly changing work environment.

Stephen Covey (1989) used the analogy of a saw to explain that functionality is improved when a person has balance among the different facets of his or her life. He explained that a person may saw with a dull blade, but progress will be slow. Taking time to sharpen the saw may feel counter-intuitive, but leads to better outcomes in the long run. In modifying this metaphor for education, it is important to note that children are not yet producers within an economy or family. In this case, creating the saw, or neurological development, precedes the production phase of their lives. Our goal is to help children “build a better saw.” This approach tackles academic growth by focusing on its foundation of social/emotional intelligence and self-regulation.

4. Program of Instruction

Description of Program

Some curriculums already align with cultural-historical theory, most notably *Tools of the Mind* and *Conscious Discipline*. This preschool and kindergarten program has been shown to be most efficacious in helping young children develop self-regulation and language skills that then lead to academic success. Additionally, *Conscious Discipline* is a social/emotional program that begins by helping teachers and parents understand the mindset underlying good self-regulation so that they can model and teach understanding to children and teens through various concrete means called auxiliary mediators. Our plan is to expand upon these curricula so that our K-12 curriculum and pedagogy all have their basis in cultural-historical theory. Learning to find and use information is an important part of this scenario. However, some textbooks and specific reference books will be used.

	Math	L.A.	Soc/Em	Science and Technology	Arts
L1	Jump Math Soroban	Write and Read	Conscious Discipline	USOE resources/Open	varied
L2	Jump Math Soroban	Write and Read	Conscious Discipline	USOE resources/Open	varied
L3	Jump Math	Lit & COrSCoRRe Cr. Wr. Portfolio Killgallon	Conscious Discipline	USOE resources/Open	varied
L4	CPM Integrated	Lit & COrSCoRRe 5 Essay Portfolio Killgallon	Conscious Discipline Job Shadow or experience	USOE resources/Open	varied
L5		Lit & COrSCoRRe Killgallon	Internships	USOE resources	varied

Language Arts instruction will supplement literature with *Write and Read* in Levels 1 & 2, based on Spalding phonics and Killgallon's method of teaching grammar through pattern imitation. Levels 3-5 will use COrSCoRRe like the British use SPAG sheets, and will also continue with sentence patterning. Level 2 L.A. will require a book report collection. Level 3 L.A. will require a creative writing portfolio. Level 4 will require an essay portfolio, and Level 5 L.A. will require a research project.

For mathematics, we will implement Jump Math through level 3, because it is engaging and scaffolds learning. We also use Soroban to help students who are kinesthetic learners and to improve number sense. Beginning with Level 3 (middle school) advanced students will use Integrated CPM.

As children mature within our system, they will transition from imaginative play in early grades to collaborations on team projects that use increasingly complex learning to fulfill multi-part assignments. This will give individuals opportunities for autonomy within their teams and also the flexibility to work on individual goals in the context of a group assignment. For all students, this will also include school custodial assignments, service learning, work-study programs, internships, apprenticeships, and other means of helping students culturally experience the integration of knowing and doing.

Philosophical Approach

Lev Vygotsky's cultural-historical theory began with seeing the human ability to use tools as biologically unique, but transformed into a complex and scientifically sound means of understanding physiological, cultural, and personal dimensions of cognitive development. Vygotsky used the example of someone making notches in a stick as a physical reminder, or auxiliary mediator, for improving personal memory. Fashioning auxiliary stimuli is termed "a mediated act," which eventually results in a change of consciousness. These mediators and tools become the means of increasing cultural complexity, as the learning of one generation can be passed through them to the next. The deliberate use of tools to pass on our culture and learning forces one to consider values and priorities and places extraordinary value on the relationships within the learning community. Vygotsky and his colleagues worked extensively with children and adults who had mental disabilities or brain injury, developing a view of individual capability that was decades ahead of other educators. He also traveled as much as allowed in those early days of the Soviet Union, visiting different communities and noting distinct stages of cultural development which he compared with individual stages of cognitive development (Gredler, 2009).

Vygotsky noted that a child's tool and language use initially develops through extrinsic play, and that children have greater self-regulation and focus during play. Over time, mental tools, especially language, become increasingly internalized until eventually, they become the scaffolding for higher levels of cognition. This is critical to Vygotsky's vision of the nature of learning. He insisted that development is not linear, but transformational. The mediating act of creating and using tools is the vehicle that transforms mental processes. The essence of cognitive development in children is through the gradual appropriation of symbols to control cognitive processes. The symbols become integrated and then internalized, transforming subjective or idiosyncratic thinking to critical thinking and ever-increasing self-regulatory ability (Gredler, 2009). If they enter their mid-teens with an internalized sense of language, they are ready to begin the mental transformation that allows them to analyze other subject matter in terms of ideas and concepts, then reapply those concepts to a range of problems. This is the essence and solution to the transference of academic skills to workplace environments.

Approach to Standards and Data

Our goal is to bring a higher standard to west-side learning through a change in mindset. This must begin with adults. The difficulty of implementing Vygotsky's approach within the current system of standardized testing and subject matter explains why *Tools of the Mind* is still a PK and Kindergarten program. The current mindset is that those who know best set the standards, teachers provide opportunity, content, and data, and students are to respond by learning. In a top-down system of

responsibility, those most responsible for the transmission of learning are vulnerable to feelings of powerlessness about change and learning. At the heart of our approach is emphasis on the word “self” in self-regulation. Students can be loved and accepted whether they learn or not, and in fact, feeling loved and accepted apart from their academic performance is fundamental to their initial belief that they can learn and are worthy to do so. Students who don’t get to own their accomplishments and failures can never fully appreciate the importance of learning, relationships, and emotional growth. Failure and success are both part of the maturational process, casting shadow and light upon each other in equal measure. As the adults in this program, our commitment to high standards is our own. We will use formative and summative data to improve curriculum design, methods of instruction, our own self-regulation, and our own part in relationships with students, colleagues, and the community. Our commitment to these goals includes using Utah’s standards and objectives as the backbone of our mastery program. It also includes using data from the mandatory tests as an opportunity to assess against our own data for discrepancies and to ascertain our efficacy in achieving our own goals.

Select Programs

X We intend to partner with a four-year college or university and offer early college options.

Because our school will offer students the chance to work at their own pace, there will be some who finish our program before age eighteen. For this reason, we are offering level 5, which will include AP level curricula and support a variety of personal goals, which could include apprenticeships, dual enrollment, internships, study abroad, or other opportunities.

References

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Appendix B: Articles of Incorporation

Lindsay Academy

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for such Corporation:

Article I

Name

The name of the corporation is Lindsay Academy

Article II

Purpose

We are organizing a 501(c)(3) as a prerequisite to becoming a charter school.

To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

Article III

Name and Address of Registered Agent

The address of the corporation's initial registered office shall be:

887 N 1500 W
Salt Lake City, UT 84116

The corporation's initial registered agent at such address shall be:

Jane Elizabeth Davis



Article IV
Names and Addresses of Incorporators

The name(s) and address(es) of the incorporators are:

Incorporator #1
Jane Elizabeth Davis
887 N 1500 W
Salt Lake City, UT 84116
Jane Elizabeth Davis
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 27 June, 2017 and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

Article V
Members

The nonprofit corporation will have voting members

Article VI
Shares

The nonprofit corporation will not issue shares evidencing membership or interests in water or other property rights.

Article VII

Directors/Trustees

The name(s), address(es) and signature(s) of the director(s)/trustee(s) are:

Director #1
Jane Elizabeth Davis
887 N 1500 W
Salt Lake City, UT 84116
Jane Elizabeth Davis
Signature

887 N 1500 W
Salt Lake City, UT 84116
Jane Elizabeth Davis
Signature

Director #2
Kerrie Naylor
1805 Peyton Court
Salt Lake City, UT 84117
Signature

Trustee #3
Kerrie Naylor
1805 Peyton Court
Salt Lake City, UT 84117
Signature

Director #4
Thomas Martin Hartvigsen
1860 Springfield Road
Salt Lake City, UT 84116
Signature

Trustee #5
Thomas Martin Hartvigsen
1860 Springfield Road
Salt Lake City, UT 84116
Signature

Director #6
Brent Monroe Hansen
998 Sunset Drive
Bountiful, UT 84010
Signature

Trustee #7
Brent Monroe Hansen
998 Sunset Drive
Bountiful, UT 84010

Director #8
Brian Barker
1308 Colonal Road
Salt Lake City, UT 84116

Article VIII

The period of duration of this corporation is perpetual

Article IX

Principal Place of Business

The street address of the principal place of the business is:

887 N 1500 W

Salt Lake City, UT, 84116

Under GRAMA {63-2-201}, all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.

Appendix C: Governing Board Bylaws

**BYLAWS
of
LINDSAY ACADEMY CHARTER SCHOOL**

ARTICLE I GENERAL

Section 1. Purpose of the Corporation. The purposes of this Corporation shall be as set forth in the Articles of Incorporation of the Corporation. These Bylaws specify various matters affecting the operations and governance of the Corporation.

Section 2. Solicitation and Receipt of Gifts. The Corporation shall seek gifts, contributions, donations and bequests (herein generally called “gifts”) for its purposes. While the Corporation specifically encourages unrestricted gifts whose principal and/or income therefrom may be used for the Corporation’s purposes in the discretion of the Board of Directors of the Corporation, the Board of Directors will accept gifts for a restricted or otherwise designated purpose if such restriction is determined by the Board of Directors to be acceptable or otherwise conforms with these Bylaws and any other guidelines established by the Board of Directors for such restricted gifts.

**ARTICLE II
MEMBERS**

The Corporation shall have no members but shall be managed by its Board of Directors as set forth in Article III of these Bylaws.

**ARTICLE III
DIRECTORS**

Section 1. General Powers. Subject to the limitations of the Articles of Incorporation of the Corporation, these Bylaws and the laws of the state of Utah and any other state in which the Corporation may operate as it relates to the Corporation’s activities in that state, the affairs of the Corporation shall be managed by its Board of Directors.

Section 2. Number, Election, and Term. The number of directors constituting the Board of Directors shall be fixed from time to time by the Board of Directors, but shall be no less than five (5) and no more than eleven (11), so long as it not an even number. Directors shall be elected by the vote of the directors then in office; and those persons who receive the highest number of votes at a meeting at which a quorum is present shall be deemed to have been elected. Elections shall take place in May of each year with directors taking office effective July 1. Each director shall hold office for a term of three (3) years or until such director’s successor shall have been duly elected or until such director’s death, resignation or removal. Directors may be re-appointed to serve more than one (1) term in office. Terms will be staggered so as to limit, insofar as possible, the number of newly-elected directors to a total of one-third of the total number of directors then in office. Directors will be a combination of business and community members and can be parents of school students so long as a majority of directors are not parents of any of the Corporation’s charter school’s students.

Section 3. Resignation. A Director may resign at any time by giving written notice to the Secretary of the Corporation, who shall advise the Board of Directors of such resignation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary of the corporation, and unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective. Such resignation shall be noted in the Minutes of the next regularly scheduled Board meeting following such resignation.

Section 4. Removal. Any individual director may be removed from office by the action of a majority of the directors then in office at a meeting duly called and held for such purpose.

Section 5. Vacancies. A vacancy or vacancies in the Board of Directors occurring for any reason may be filled by an alternate determined by the Board. If the alternate(s) declines to serve, the Board of Directors will

LINDSAY ACADEMY

solicit names to fill the vacancies and elect a new Director by the majority vote of the directors then in office. Each director so elected shall hold office for the unexpired portion of the term such director was appointed to fill or until such director's successor is appointed and qualified, or until such director's death, resignation or removal.

Section 6. Meetings.

a. Annual Meeting. The Annual Meeting of the Board of Directors shall be held each year at the end of the school year at the principal office of the Corporation or at such other place as the Board may designate.

b. Other Regular Meetings. Other regular meetings of the Board of Directors of the Corporation may be held in a manner consistent with the provisions of the Utah Open Meetings Laws or the laws of any state in which the Corporation operates and holds such meeting(s).

c. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes shall be held whenever called by the President of the Corporation or if the President is absent or is unable or refuses to act by any Vice President or by a majority of directors.

Section 7. Notices. With the exception of regular meetings as set forth in Section 6(b) above of this Article, notice of any meeting of the Board of Directors, in each case specifying the place, date and hour of the meeting, shall be given to each director by delivering notice, orally or in writing (including electronic mail or other means of electronic delivery), forty-eight (48) hours before the time set for such meeting or, if notification is by United States mail, by mailing such notice at least three (3) days before the day set for such meeting; such notice shall be deemed to be delivered when deposited in the United States mail, with postage prepaid, addressed to the director at the director's address as it appears on the records of the Corporation. Neither the business to be transacted at nor the purpose of any meeting of the Board of Directors need be specified in the notice or waiver of such notice of such meeting.

Section 8. Waiver of Notice. The transaction of any meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as though had at a meeting duly held after regular call and notice, if a quorum is present and if, either before or after the meeting, a written waiver of notice of the meeting, containing the same information as would have been required to be included in a proper notice of the meeting, is signed by (a) each director not present at the meeting and (b) each director present at the meeting who objected thereto to the transaction of any business because the meeting was not lawfully called or convened. All such waivers shall be filed with and made a part of the minutes of the meeting.

Section 9. Action Without Meeting. Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if all of the directors shall consent in writing to such action. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Such action shall be confirmed in the minutes of the next regularly scheduled Board meeting.

Section 10. Quorum; Action of Directors. A simple majority of the number of directors fixed pursuant to the Articles of Incorporation or these Bylaws shall constitute a quorum for the transaction of business. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act or decision of the Board of Directors, unless the act of a greater proportion is required by law, the Articles of Incorporation or these Bylaws.

Section 11. Adjournment. Any meeting of the Board of Directors, whether regular or special, and whether or not a quorum is present, may be adjourned from time to time by the vote of a majority of directors present.

Section 12. Organization. The Chair, and in his or her absence, the Vice Chair, and in their I think I'm the president of the non-profit, but don't want to be president of the board. This gets confusing quickly if we use the terms "president" and "director" in different contexts. absence any person chosen by the directors present, shall act as chairman at every meeting of the Board of Directors. The

secretary of the Corporation, or in the absence of the Secretary any person appointed by the chairman of the meeting, shall act as Secretary of the meeting.

- Section 13. Methods of Conducting Meetings. Directors may participate in any regular or special meeting or in any meeting of a committee of directors by any means of communication by which all participating directors may simultaneously hear each other during the meeting. If a meeting is conducted through the one of the foregoing means, all participating directors must be informed that a meeting is taking place at which official business may be transacted. A Director participating in such a meeting is deemed to be present in person at the meeting. If requested by any director, minutes of the meeting shall be prepared and distributed to each director.
- Section 14. Compensation. No compensation shall be paid to any director for serving as a member of the Board of Directors except that a director may be reimbursed for expenses actually incurred by such director in carrying out any activity of this Corporation which is within the scope of its purposes as set forth in Article I of these Bylaws.
- Section 15. Committees. The Board of Directors may authorize and appoint or remove members of (whether or not members of the Board of Directors) committees to consider appropriate matters, make reports to the Chair and/or Board of Directors, and fulfill such other advisory functions as may be designated. The designation of such committees, and members thereof, shall be recorded in the minutes of the Board of Directors.

ARTICLE IV OFFICERS

- Section 1. Officers of the Corporation. The officers of the Corporation shall be the President, Vice President, Secretary, Treasurer and such other officers as determined by the Board of Directors. Officers shall be elected by the Board of Directors. Any two or more offices may be held by the same person, but no officer may act in more than one capacity where action of two or more officers is required.
- Section 2. Election and Term. The officers of the Corporation shall be elected annually by the Board of Directors at its annual meeting. Each officer shall hold office for a term of one (1) year or until such officer's successor shall have been duly elected and qualified, or until such officer's death, resignation or removal. No officer may serve more than three (3) consecutive years in the same office.
- Section 3. Compensation. Officers of the Corporation shall not be compensated by the Board of Directors.
- Section 4. Resignation. Any officer may resign at any time by giving written notice to the Board of Directors or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary or the Board of Directors as the case may be, and, unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective.
- Section 5. Removal. Any officer may be removed from office by the action of the Board of Directors, whenever in its judgment the best interests of the Corporation will be served thereby.
- Section 6. Vacancies. A vacancy occurring in any office, for any reason, may be filled for the unexpired portion of the term of said office by the Board of Directors.
- Section 7. President. The President shall preside at all meetings at the Board of Directors, shall perform any other duties prescribed in these Bylaws or assigned by the Board of Directors and shall coordinate the work of the officers and committees of the Corporation in order that its purposes be promoted.
- Section 8. Vice President. The Vice President shall act as an aide to the President and shall perform the duties of the President when required.
- Section 9. Secretary. The Secretary shall: (a) Keep the minutes of all meetings of the Board of Directors in one or more books provided for that purpose; (b) See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) Be custodian of the corporate records; (d) See that the books, reports, statements and all other documents and records required by law are properly

kept and filed; and (e) In general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or the Board of Directors.

Section 10. Treasurer. The Treasurer shall perform, or have performed under the Treasurer's direction, the following functions: (a) Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, credit unions or other depositories as shall be selected by the Board of Directors; (b) Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets liabilities, receipts and disbursements; (c) Render statements of the condition of the finances of the Corporation to the Board of Directors upon request; (d) Receive, and give receipt for, moneys due and payable to the Corporation from any source whatsoever; (e) Prepare all relevant tax filings and make filings and other financial records available for public inspection upon written notice; (f) In general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Board of Directors.

ARTICLE V

INSTRUMENTS; BANK ACCOUNTS; CHECKS AND DRAFTS; LOANS; SECURITIES

Section 1. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board of Directors may authorize any two officers or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authorization may be general or confined to specific instances. Except as so authorized, or as in these Bylaws otherwise expressly provided, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose in any amount.

Section 2. Bank Accounts. The Board of Directors from time to time may authorize the opening and keeping of general and/or special bank accounts with such banks, credit unions, or other depositories as may be selected by the Board or by any officer or officers, agent or agents of the Corporation to whom such power may be delegated from time to time by the Board of Directors. The Board of Directors may make such rules and regulations with respect to said bank accounts, not inconsistent with the provisions of these Bylaws, as the Board may deem expedient.

Section 3. Checks and Drafts. All checks, drafts or other orders for the payment of money, notes, acceptances, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation, and in such manner, as shall be determined from time to time by resolution of the Board of Directors.

Section 4. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loans may be made to any officer or director of the Corporation, directly or indirectly, except that reasonable advances of reimbursable expenses may be made at the discretion of the President or in the case of the President, as determined by the Board of Directors.

ARTICLE VI

MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

Section 2. Corporate Seal. The Corporation shall have no seal.

ARTICLE VII

INDEMNIFICATION

Section 1. Mandatory Indemnification. The Corporation shall, to the fullest extent permitted or required by statute, indemnify each director and officer against any and all liabilities, and advance any and all reasonable expenses incurred by a director or officer arising out of or in connection with any

proceeding to which such director or officer is a party because he/she is a director or officer of the Corporation. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against liabilities or advancement of expenses to which such person may be entitled under any written agreement, board resolution, vote of members, the statute or otherwise. The Corporation may, but shall not be required to, supplement the right to indemnification against liability and advancement of expenses under this Section 1 by the purchase of insurance on behalf of any one or more of such persons whether or not the Corporation would be obligated to indemnify such person under this Section 1. The term "statute," as used in this Article, shall mean any article of the Utah Code and all amendments thereto which permit or require the Corporation to provide broader indemnification rights than prior to the amendment. All other capitalized terms used in this Article and not otherwise defined herein shall have the meaning set forth in the statute.

Section 2. Limited liability of Volunteers. Each individual (other than an employee of the Corporation) who provides services to and on behalf of the Corporation without compensation ("Volunteer") shall be immune from liability to any person for damages, settlements, fees, fines, penalties or other monetary liabilities arising from any act or omission as a Volunteer, to the fullest extent provided by law regulating non-profit corporations or any similar successor provision thereto. For purposes of this section it shall be conclusively presumed that any Volunteer who is licensed, certified, permitted or registered under state law and who is performing services to or on behalf of the Corporation without compensation is not acting within the scope of his or her professional practice under such license, certificate, permit or registration, unless expressly indicated to the Corporation in writing.

**ARTICLE VIII
AMENDMENT**

These Bylaws may be amended at any time by action of the Board of Directors.

These Bylaws were unanimously adopted by the Board of Directors of Lindsay Academy at a regular meeting held 5/9/27, at Salt Lake City, UT.

Appendix D: Minutes from Governing Board meetings

School Board - Lindsay Focused Language |MINUTES

Meeting date | time: July 5, 2016 | Day-Riverside Library

Meeting called by Jane Davis

Facilitator: Rotate with Jane and members

Secretary: Liz Baker

Timekeeper: As needed

Attendees: Jane Davis, Tom Hartvigsen, Kerrie Naylor; Excused -- Liz Baker

Agenda Topics

Topic	Presenter	Time
Board Introduction and Expansion Westside Leadership Institute Sarah Jackson Carlton Christensen Mariah Dalzah Dan Geary Pam Atkinson Davis Hollings David Austin?	Jane Davis	20 min
Articles of Incorporation Fadel Law - Kurt D Reber	Jane Davis Described details, but need full board for action item; Jane suggested that we need to have a board meeting with all in attendance to vote by unanimous approval	5 min
Proposal Proposal Requirements	Jane Davis	50 min

Action Item:	Person Responsible:	Deadline
Contact U of U Westside Leadership Institute		
Contact David Austin	Jane Davis	July 12, 2016

Action Item:	Person Responsible:	Deadline
Contact Sue Scott	Tom Hartvigsen	July 12, 2016
Contact Sarah Jackson		

Action Item:	Person Responsible:	Deadline
Contact a neighbor to the west, Lawyer	Liz Baker	July 17, 2016

LINDSAY ACADEMY

Action Item: Person Responsible: Deadline
Contact Utah Education Policy Center Kerrie Naylor July 30, 2016
Andrea Rorrer, Chair

Action Item: Person Responsible: Deadline
Begin Marketing Ideas for Lindsay Tom Hartvigsen Ongoing

Notes:

Scheduled Board Meeting Dates: 1st Tuesday at 3:00 p.m.
August 2, 2016
September 6, 2016
October 4, 2016
455 East 500 South, 4th Floor, Parking Terrace north of building

Research Ideas:

Organizational Structures
Mindset
Collaboration
Roles of Parents
Power as a Web rather than Hierarchy
Children's role in education
Lindsay Learning "Focused Language" Charter School
Mastery as opposed to grades or rubrics

School Board - Lindsay Focused Language |MINUTES
August 2 | time 3:00 | 2016 | Day-Riverside Library
Meeting called by Jane Davis

Agenda Topics

Topic	Presenter	Time
Board members	Jane	5 min
Policies	Jane	5 min
http://www.schools.utah.gov/charterschools/Legislation-Regulation.aspx R277 - 400s 500s 600s 700s	Jane	5 min

LINDSAY ACADEMY

1. Supporting our social media platforms
2. What is our story? Focus?
3. Find our tribe – who will be attracted to what we offer?
4. Marketing – when and how?
3. Bullet List for introducing Lindsay Academy (please give feedback):
 - Goal: Provide west side children private school education at public school prices
 - Action Research School
 - Innovators in Best Practices
 - Goal-based achievement and assessment
 - Vygotsky-based curriculum and implementation/Tools of the Mind and Integrated Developmental Model provides structure for balance in cognitive, physical, social, emotional, and self-regulatory domains
 - Student-paced advancement
4. Achieving a charter: State webpage still not updated. Assuming it's the same as last year, we need the following:
 - Mission Statement
 - Executive Summary
 - Market Analysis (Location, target population, evidence for enrollment and grade levels, outreach, area needs and trends, board connection to community, our uniqueness)
 - Program of Instruction (curriculum and methods of instruction, early college or affiliate, languages, etc.)
 - Articles of Incorporation
 - Board (Board member information, bylaws, minutes)
 - Business Plan and budget

School Board - Lindsay Focused Language | MINUTES

Meeting date | time [Date | 2016 | 455 East 500 South, 4th Floor, Parking Terrace north of building

Meeting called by Jane Davis

Secretary: Jane Davis

Timekeeper

Attendees: Brian Barker, Tom Hartvigson, Kerrie Naylor, Jane Davis

Agenda Topics

Topic	Presenter	Time
Proposal	Jane	
Board Positions	No action taken	
Locations reviewed		

Notes:

Discussion regarding changes to the Proposal most of the meeting. Jane took notes and will make changes.

School Board - Lindsay Focused Language | MINUTES

Feb 14 | 4:00 pm | 2017 | 455 East 500 South, 4th Floor, Parking Terrace north of building

Meeting called by Jane Davis

Facilitator - Tom Hartvigson

Secretary Liz Baker

Timekeeper - Brian Barker

Attendees: Tom Hartvigson, Brian Barker, Jane Davis

Training - Kerrie Naylor

Agenda Topics

Topic	Presenter	Time
Board Positions	Jane	
Articles of Incorporation	Jane	
Proposal		

Action Item: Positions

Jane - Director

Tom - facilitator and marketing

Brian - Timekeeper and facilities specialist

Liz - Secretary

Kerri - Training and Curriculum

Action Item:

Mail out articles of incorporation: Mail out articles of incorporation
been done because our board changes are occurring on a regular basis.

Jane: This hasn't

Discussion: Possible school locations. North Temple considered most appropriate location. Possible sites compared. Proposal to be updated. Pros and cons of new vs. existing structures. Other possible locations not ruled out.

Action Item: Jane will continue work on proposal

School Board - Lindsay Academy | MINUTES

3/14/17 | 4:00 pm | 2017 | 455 East 500 South, 4th Floor, Parking Terrace north of building

Meeting called by Jane Davis

LINDSAY ACADEMY

Facilitator - Tom Hartvigson

Secretary- Liz Baker

Timekeeper - Brian Barker

Training - Kerrie Naylor

Attendees: Tom Hartvigson, Brian Barker, Jane Davis

Training - Kerrie Naylor

Agenda Topics

Topic	Presenter	Time
Board Organization - recruiting Brent Hansen Becky Holman	Jane	5 min
Articles of Incorporation - Bylaws must be voted upon with 100 % of board.	Jane	5 min.
Proposal update and deadlines 1. Motivation spot + others of interest		10
Board Organization	Jane	Rest of meeting

Discussion: Began reviewing Arbinger material regarding individual responsibilities

Action Item: motivation

Person Responsible: Everyone

Deadline 1 wk

Action Item: read bylaws

Person Responsible: Everyone

Deadline 1 wk

School Board - Lindsay Academy | MINUTES

Meeting date 4 /9/2017 | 4:00pm | 2017 | 455 East 500 South, 4th Floor, Parking Terrace north of building

Meeting called by Jane Davis

Facilitator - Tom Hartvigsen

Secretary - Liz Baker

Timekeeper - Brian Barker

Attendees: Tom Hartvigsen, Brian Barker, Jane Davis, Becky Holman

Agenda Topics

Topic	Presenter	Time
Proposal (editing)	Jane Davis	

LINDSAY ACADEMY

Flier	Jane Davis	
Well-functioning board	Jane Davis	

Action Item: Minutes

Person Responsible: Becky

Deadline: ASAP

Action Item: Go to proposal-write what motivates you to be on the board

Person Responsible: everyone (except jane)

Deadline: 26 April, 2017

Action Item: Go to editable bylaws, see if you agree so we can vote on them next time

Person Responsible: Everyone

Deadline: next meeting

Action Item: About-yourself-form

Person Responsible: Brian, Brent, and Becky

Deadline:

Notes:

- Edited last part of proposal
- Discussed personal responsibilities
- Talked about processes and activities
- Three objectives:
 1. Get school
 2. Get school functioning well
 3. Sustainability
- Talked about sharing Facebook invitations for aspire and recruiting
 - Jane will occasionally whisk a parent to recruit
- Tom and Jane are working on fliers and tri-fold



2017 Meeting Minutes
Lindsay Academy Board of Directors
455 E 500 S 4th floor, America First Credit Union Building

Date: 5/9 /2017 Time: 4:00pm Called by Jane Davis
Facilitator: Tom Hartvigsen Timekeeper: Brian Barker
Notetaker: Jane Davis Prior Minutes: Becky Holman
Approved by: Tom Hartvigsen, Kerrie Naylor, Jane Davis, Brian Barker, Brent Hansen
Attendees:

Agenda Items	Presenter	Time Allotted
1. Marketing	Tom	10
2. Bylaws	Jane Davis	50

Decisions

1. We decided to hold off on fliers until we can get pictures with a uniform appearance. Marketing will be ps fliers at Parks, soc. Med., word of mouth until then.
2. We discussed group edits made to the bylaws point by point. Jane Davis, Brian Barker, and Tom Hartvigsen voted in person and Brent Hansen and Kerrie Naylor voted via Google Meeting. Approval in favor of the bylaws as now written was unanimous.

New Action Items	Responsible	Due Date
1. Jane will continue with the proposal – All will offer editing suggestions	Jane	6/13/2017
2. editing suggestions	all	6/13/2017

Notes:

1. Jane will purchase a few uniforms and try to get some decent pictures
2. Summer camp will offer means to evaluate self-regulation program

4. Local Endorsements

June 27, 2017

To whom it may concern in the Salt Lake City School District Board,

Our family has lived in the Westpointe Community and Rose Park area for 7 years. We have two children. A 5-year-old daughter and a 2-year-old son. We are expecting twins this September, a boy and a girl. We enjoy many things about the neighborhood including a close commute to downtown, participating in the Westpointe Community Council, the Jordan River Parkway Trail, local parks and a diverse population. We love having our children be exposed to lots of cultures. We plan on staying here as long as possible. We have seen MANY friends and families either move out of the community to find other educational opportunities or take their children out of the local schools to attend other schools in the surrounding Salt Lake Districts and Davis School District. There is a great need for a school like Lindsay Academy in our area.

Even before having our eldest child we began thinking about the schools that are offered in our district. We feel strongly about participating in our community through supporting local schools. We also want the best possible opportunities and education for our children. A couple of years ago, we began a search for a preschool that met our needs. We wanted a school where our daughter could feel comfortable, but also be challenged. It was important to us she had access to a variety of learning experiences that would encourage her to develop her strengths and help her shore up her weaknesses. Additionally, we felt strongly that as a member of a highly globalized world, it was important that she be given good opportunities to learn another language from an early age.

We live in a Northwest neighborhood and found few options that filled most of the needs we had in a school for our children. We always assumed we would send our children to local schools but need to keep up on their education at home and make sure they were being adequately challenged and learning to their full potential. Our desire for regular foreign language exposure, that still met our educational expectations, would have required us to travel 30 min to take our daughter to school. The timing of our search has been fortunate, as it coincided with the advent of the proposed Lindsay Academy in Rose Park.

Lindsay Academy makes us excited about a school in our area that is close and where we know our children are being given a similar quality of education as someone in a private school. We are excited to have class sizes that allow for individual progress for all levels of social maturity. Lindsay Academy emphasizes a multifaceted pedagogy employing learning through play, and combining subject matter into a natural environment rather than isolated chunks of educational topics. The school will offer exposure to the languages as well as arts. The curriculum is interrelated and shows how the subjects they learn in school are not isolated but are interconnected.

Lindsay Academy will offer our diverse community a way to embrace our children's strengths while helping them progress naturally on their weaknesses. One of Lindsay Academy's biggest assets is breaking down the mental barriers children face when trying to learn. Key principles taught at the school

LINDSAY ACADEMY

focus on self-discipline and awareness. These elements help the children to have the clarity and calmness of mind to learn with less frustration and anxiety. Lindsay Academy has a vision for a child's individual responsibility as well as to their community. We need this school in our community.

We feel the range in the educational system used at Lindsay Academy will help our children gain the skills and the self-confidence to reach levels that would be difficult or impossible to attain at the current schools available in our community. We feel there are many families who feel similarly to us and want a school like Lindsay Academy for their children.

Thank you for your time!

Best Regards,

Blake and Elizabeth Baker



Robert (Buzz) Storey - *Real Estate Agent*

My daughter has been taught by Jane Davis. It has been a great school experience with Jane Davis and it has been a relief for both me and my wife. My daughter has attended three different schools. One private, one charter and Jane's. We found so much peace of mind having Victoria in her school. It's so uncommon to find a teacher that has such insight and understanding with education. She has been a true professional and I highly appreciate her teaching education. She has helped Victoria grow in extremely valuable ways. She has helped her achieve better focus and make more friends. She has taught her emotional intelligence too. With this emotional intelligence Victoria has been able to recognize when others and herself are acting emotionally and thus in a type of intoxicated or unnatural way.

Her experience as a teacher has also been valuable to us. She knows the theory and she knows how to teach. With this experience, she has made suggestions to us on how to supplement Victoria's learning at home.

I have given much thought into the future education of my daughter because I do not want her with any other school. It is so important that I have made a commitment the school \$5,000 or more if the school ever needs such a contribution. I highly recommend that the board approve Jane's school.

Sincerely, Buzz Storey

A handwritten signature in blue ink, appearing to read 'Buzz Storey', with a long horizontal flourish extending to the right.

1826 Village Park Ave
Salt Lake City, UT 84116

☎ **C: 801.4.Proven** (801.477.6836)

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<https://storeyrealty.com/>

STATE CHARTER SCHOOL BOARD

Megan Muhn | meganmuhn@hotmail.com

June 28, 2017

To Whom It May Concern:

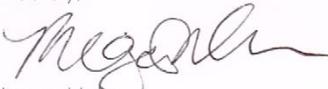
My name is Megan Muhn and my son Thomas, age 7, recently finished first grade at Lindsay Academy taught by Jane Davis. I am writing this letter in reference to Jane Davis. Thomas has a lot of energy and has had a hard time concentrating and controlling his feelings. He learns well but required quite a bit of personalized teaching and behavioral training besides just scholastics. In the beginning of the school year, Thomas would lash out in loud crying for the slightest of reasons and this would make other kids sad and uncomfortable. Thomas also had a hard time concentrating and reading for longer than 15 seconds, which greatly slowed his progress. After Teacher Jane's personalized teaching approach and patience to learn how Thomas learned and how to respond to him to help him change into a better citizen, Thomas learned how to control his hyperactivity better and when prompted can stop to pause and learn. In the end, Thomas not only improved in his reading, writing and math skills, as expected for going to school, but he also became a better child, student and citizen.

Teacher Jane not only taught our son how to control his feelings and be better around his friends and others, but she also taught us how to help our son in a very personal and individualized way. She taught us how to teach him accountability for his actions but not strictly in a punishment-reward system.

Teacher Jane has a number of strengths to offer as a teacher which cannot be found in your regular school teacher. She is always interested in helping others and has taken much schooling to help children, not just seek a bigger pay-check.

In conclusion, I would highly recommend Jane Davis's school program get the funding it needs and become a funded charter school. She fills a void that is highly needed in the North Rose Park area for schools that will personalize teaching, teach self-regulation for children at a young age, and teach children how to better control and express their emotions. This area north of I-80 and West of I-15 has many families which are single parent families and children need to learn how to be responsible and help their parent and society. Teacher Jane can make this area better, starting with our very young children. If you need any additional information, feel free to contact me by email at meganmuhn@hotmail.com anytime.

Sincerely,


Megan Muhn

[Street Address, City, ST, ZIP Code]

Office: [Telephone] | [Web Address]