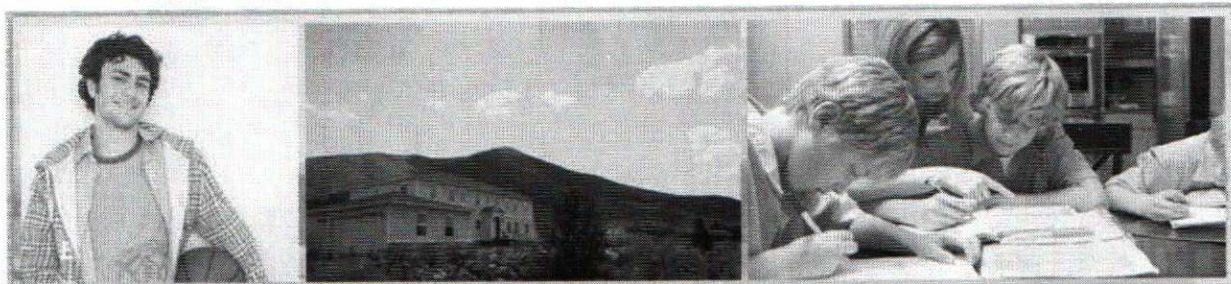


Exhibit 4

Daniels Academy Our Program Web Page



Our Program - A Holistic Approach...



Please Excuse our Mess! We are in the process of revising our website - all content is up to date but we will be changing photos and format!

Daniels Academy is a small residential program and school that sits on a hill overlooking the Wasatch Mountains in Utah. Each morning before school, students leave campus to exercise at the local gym. After workouts, students attend school. The academic program is interactive and designed to build upon each student's talent set. In the evenings students may participate in creative projects or leave campus for a service project or a cultural experience. Students often camp on the weekends to visit beautiful and diverse places across Utah.

Each component of the Daniels Academy program has been designed with a specific purpose and to create a rich, stimulating, and safe environment for our students. Our holistic approach integrates:

- Tailored academics and experiential education
- Individual and family therapy approach
- Social and executive skills coaching
- Daily exercise and a balanced diet
- Meaningful service projects
- Creative projects and the arts
- Adventure therapy activities

Tailored Academics and Experiential Education

We believe that a major purpose of education is to help students recognize and develop their personal strengths in ways that serve themselves and others. In order to realize this goal, Daniels academics strives to help students better understand their own strengths, develop skills that will serve them in society, and foster a love for learning.

The Daniels academic program balances individual and group instruction. Whenever possible, subjects are taught with a hands-on tactile approach. Students spend time in the community on field trips to discover new applications of personal interests. Subjects are integrated into one another to help students make connections between fields of study and to expand existing interests.

Because each student receives an Individualized Education Plan (IEP), students are able to recover needed credits. With a strong focus on executive skills and personal mentorship, the academy strives to help students learn to manage thoughts and behaviors that have previously interfered with success in school.

The Daniels Academic program is:

- Experiential
- Hands-on
- Individualized
- Project-based
- Integrated
- Service-learning oriented

The curriculum includes all required high school courses and further provides:

- Executive functioning skills
- Life skills
- Community-based learning
- Apprenticeship opportunities for students of working age
- Media Arts and Fine Arts instruction
- Wood working instruction

Daniels Academy is dedicated to helping students develop personal interests. As part of our apprenticeship program some students hold jobs in the community or take trade-specific classes. Daniels Academy is near a small airport and some students choose to take flight classes and work towards gaining a pilot's license.

Therapy

Daniels academy is a therapeutic program and each student is assigned a therapist upon admission into the program. Therapists at Daniels Academy collaborate with the students' families and school faculty to create a holistic treatment plan that considers social, academic, emotional and physical growth. Daniels Academy understands that therapeutic progress most often occurs outside of the therapist office. All administrators and direct care staff are trained to understand the unique needs and thinking styles of each student. All staff receive regular training on learning differences and program philosophies. Administrators and direct care staff join with therapists in the treatment team, wherein they discussed the needs and progress of each student.



Daniels Academy believes that family involvement in the program is critical. Families are given therapeutic assignments and are strongly encouraged to attend a quarterly multi-day family workshop. Workshops are designed to strengthen family relationships, to highlight student accomplishments, and to help families develop systems to support the changes made at Daniels Academy.

Therapists call parents weekly to discuss family progress. Students call home weekly and oftentimes the therapist will join student and family to facilitate important discussion.



Social and Executive Skills Coaching

Daniels Academy believes that social skills coaching occurs best on the fly with proper judgment and care. We have found that oftentimes students check out of formal group conversations that focus on social skills development. All of our staff are trained to recognize and address social skills growth in the moment.

Dr. Jubelirer M.D., an ADHD specialist, creates individual plans for each student to develop memory and executive functioning skills. Dr. Jubelirer is owner of the Attention Disorders Clinic in Park City.

Daily Exercise and a Balanced Diet

Each year more and more evidence suggests that healthy eating and regular exercise strengthen memory and attention and lightens our mood. Daniels Academy believes that the benefits of healthy living extend into every aspect of life.

Students leave campus and go to the local gym every morning before school. With the help of a fitness coach, each student helps to design an individualized work out plan.

Students participate in selecting foods and cooking meals. Daniels Academy emphasizes whole foods with a variety of fruits and vegetables.

Meaningful Service Projects

We believe that service helps foster compassion, confidence, and strengthens our students commitment to do well in life.

Daniels Academy organizes meaningful service projects in the community on a regular basis. We partner with the Within a Seed Foundation to lead an optional international service trip each year. In 2010 Daniels Academy spent two weeks in Peru helping to build an elementary school in a high mountain village. Daniels Academy Students look forward to the 2011 Peru trip.

Creative Projects and the Arts

Evidence suggests that creative participation in the arts stimulates brain activity and positively impacts performance in many other disciplines.

Daniels Academy is fortunate to have a strong film and cinematography program. Students learn to use cameras, audio equipment, and editing software. Creativity is strongly encouraged as students direct and help to create short documentaries, memoirs, and fictional productions.

The Daniels Academy team values and encourages creativity in multiple disciplines. The campus features a wood shop and many of the students participate in building projects. Recently Daniels students built planter boxes for residents in a local assisted living center.

Adventure Therapy

Our adventure therapy component is designed to teach students a host of skills and values. Adventure recreation teaches preparation, patience and diligence and strengthens self-concept, confidence and community reliance.

While students engage in a variety of activities at Daniel's Academy, they primarily develop skills in rock climbing, mountain biking, winter sports, and backcountry trekking. Many of our students develop significant skills in one or more of these activities.

Students participate in adventure activities weekly and camp on a monthly basis.

Safety is the greatest priority when it comes to adventure and Daniel's Academy goes to great lengths to ensure that every activity is carefully led by qualified individuals following a thorough risk management plan.

Exhibit 5

Daniels Application for Conditional Use Permit

Town of Daniel
WASATCH COUNTY

- Planning Office -

188 South Main
Heber City, Utah 84032

Phone: 435-657-3205
Fax: 435-654-3218
e-mail: planning@co.wasatch.ut.us

Application For Conditional Use Permit

Application Fee: \$200.00 + \$.50 per letter + Costs

(Costs include \$.50 per letter, any Engineering Review expenses and legal noticing)

Applicant:

Name: Corbin Linde Phone: 801-362-8723 Fax: 801-798-8949
Mailing Address: P.O. Box 117 City: Spanish Fork State: UT Zip: 84660
E-mail Address: clinde@qwest.net

Authorized representative to Whom All Correspondence is to be Sent:

Name: Sandra Love Phone: - Fax: -
Mailing Address: - City: - State: - Zip: -
E-mail Address: -

Reason for Conditional Use: Therapeutic Boarding School

Property Location: Lot 3 Big Hollow Subd.
Street Address: 3725 Big Hollow Road Subdivision/City: Big Hollow Subd., Daniel
Section(s): 19 Township(s): 45 Range(s): 5E

Please read and sign before application submittal

I declare under penalty of perjury that I am the owner or authorized agent of the property subject to this request and the foregoing statements, answers and attached documents are true and correct. As the applicant for this proposal, I understand that my application is not deemed complete until the Planning Office has reviewed the application. I further understand I will be notified when my application has been deemed complete. At that time I expect that my application will be processed within a reasonable time, considering the work load of the Planning Office.

Signature of Owner or Agent: [Signature] Date: 1/11/08

IMPORTANT: Your application cannot be processed until determined complete by the Planning Staff. An application shall be considered complete when all applicable fees are paid (such as: Special Service District, fire, out-of-pocket expenses, etc.) and all items listed herewith are provided or considered not applicable by the Planning Office. All application fees are non-refundable.

FOR OFFICE USE ONLY

STAFF:		Application Number _____	
Date Received: _____	Received By: _____	Zone: _____	Tax ID Number: _____
Fee Paid: _____			
PLANNER:			
Complete / Incomplete _____			
Date: _____ Reviewed by: _____			

This checklist must be included with your submittal

WASATCH COUNTY - CONDITIONAL USE PERMIT

Conditional Use:

Although each zone attempts to identify permitted land uses that are generally compatible with each other and to assign compatible land uses to specific zoning districts, there are land uses that are more intensive and produce special impacts, which can be made compatible only through conditional regulation. If properly and carefully planned, these conditional uses may become compatible and appropriate.

Project Description:

On a separate piece of paper, please complete the following requests and attach to this application.

- ☐ List any prior County approvals or permits issued for the subject property. WXHD waste permit for 9 bedrooms
- ☐ List the existing zoning: P-160
- ☐ Current use of the property: Residential - Agricultural
- ☐ Total project area:
 - ☐ Acres: 5.0 Acres
 - ☐ Square feet: Existing building - 7,060 SF
- ☐ Number of residential units: 1
 - ☐ Average unit size: _____
 - ☐ Square feet: 7,060 SF
- ☐ Commercial area: N/A
 - ☐ Gross floor area: _____
 - ☐ Net leasable area: _____
- ☐ Type(s) of business activity: _____
- ☐ Number of parking spaces (Per Land Management Code - Title 16):
 - ☐ Required: 10
 - ☒ Proposed: Currently 16 parking spaces
- ☐ Project accessed by: (check one)
 - ☒ Public road
 - ☐ Private road
 - ☐ Private driveway
- ☐ Ownership/occupancy: (check one)
 - ☒ Owner occupied
 - ☐ Lease
 - ☐ Nightly rental
 - ☐ Condominium
 - ☐ Timeshare
- ☐ Water service availability: (check one)
 - ☐ Existing
 - ☐ Require extension of
 - County services
 - ☒ Well
 - ☐ New system
- ☐ List any other applications under review: _____

Submittal Requirements:

- ☐ Completed application form.
- ☐ Pay required fees and Costs
- ☐ An accurate list of the names and addresses of all property owners of current record within five-hundred (500) feet of the property, including your own. (This information is available in the Wasatch County Recorders Office)
- ☐ Provide unsealed, stamped envelopes addressed to each property owner of current record within five-hundred (500) feet of the property, including your own, as well as \$.50 per letter for the office staff to attach information and provide verification that the letters have been sent.
- ☐ One (1) D-size sheet (24"x36") of plans drawn to scale >1"=100'.
- ☐ Three (3) 11"x 17" copies of plans.

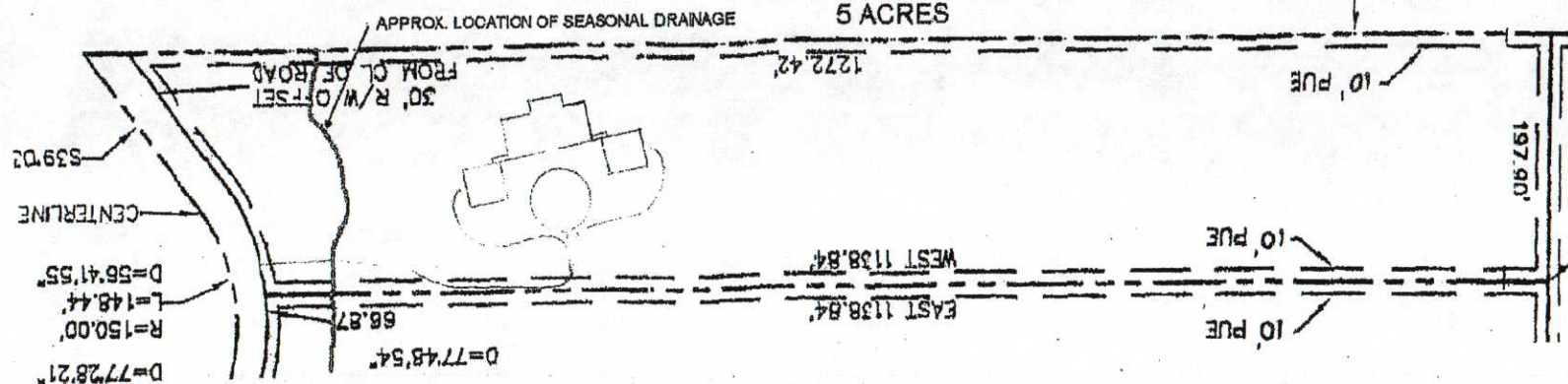
Provide a completed conditional use application and the following information:

(If items listed are determined to be unnecessary in a specific circumstance, the Planning Staff may waive the requirement. However, if additional information is needed in a specific circumstance, the Planning Staff may request reasonable additional information.)

- ☐ Site plan showing the existing conditions, including any existing buildings prior to any demolition or grading, as well as the north arrow and scale;
- ☐ A plan identifying the subject site in relation to adjoining public streets, residential uses and the neighborhood in which it is located;
- ☐ The boundaries of the site, and any easements of record or known prescriptive easements;
- ☐ Topography with contours shown at intervals of not more than two (2) feet;
- ☐ Vegetation type and location;
- ☐ Soil type and load carrying capacity information;
- ☐ Any information regarding 100-year flood plain, high ground water areas, known springs or seep areas, and ditches or canals;
- ☐ All existing roads, fences, irrigation ditches, and drainage facilities;
- ☐ Location of public utility facilities and easements;
- ☐ Site plan of the proposed conditional use showing building locations and proposed landscaping;
- ☐ Proposed road locations, parking spaces and other circulation features;
- ☐ Proposed finished grade;
- ☐ Proposed drainage, drainage works, retaining walls and erosion control plans;
- ☐ Proposed location of all site improvements;
- ☐ Proposed easements for new utility services or relocated utility services;
- ☐ Ownership of areas shown on the site plan if part of a condominium unit, common area or dedicated open space;
- ☐ General architectural drawings of proposed buildings;
- ☐ Lighting and signage plans;
- ☐ View-shed analysis or photo-simulations, if applicable;
- ☐ A preliminary title report showing title to the property vested in the applicant, the encumbrances, covenants, easements, and other matters affecting the title, and a legal description of the site, with attached copies of any covenants or easements mentioned in the title report;
- ☐ A development schedule indicating phased development, if any and the estimated completion date for the project;
- ☐ Stamped addressed envelopes for all property owners within five-hundred (500) feet of any boundary of the subject property with their current mailing addresses as shown from the most recently available County assessment rolls, unless the subject property is a condominium which has an owner's association, the name and address of the owner's association is sufficient in lieu of each owner;
- ☐ A general description of the project, the prospective tenants or occupants, whether condominium ownership, time share ownership, or nightly rental use are proposed, and the proposed property management structure for any timeshare or nightly rentals.

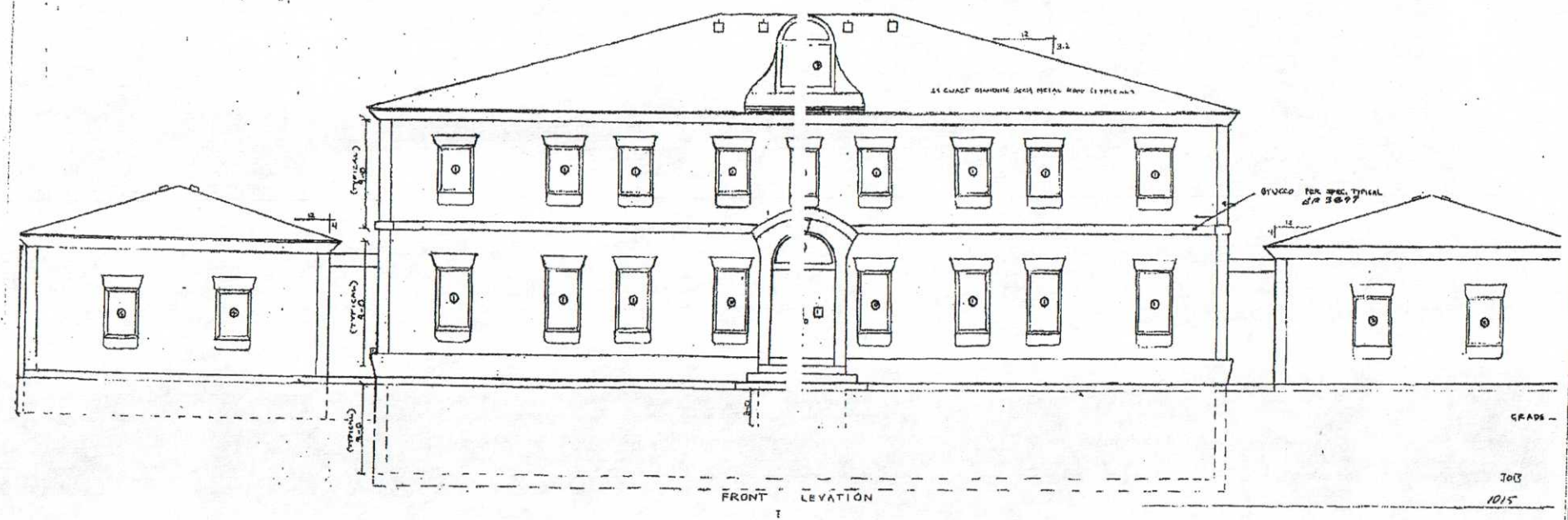
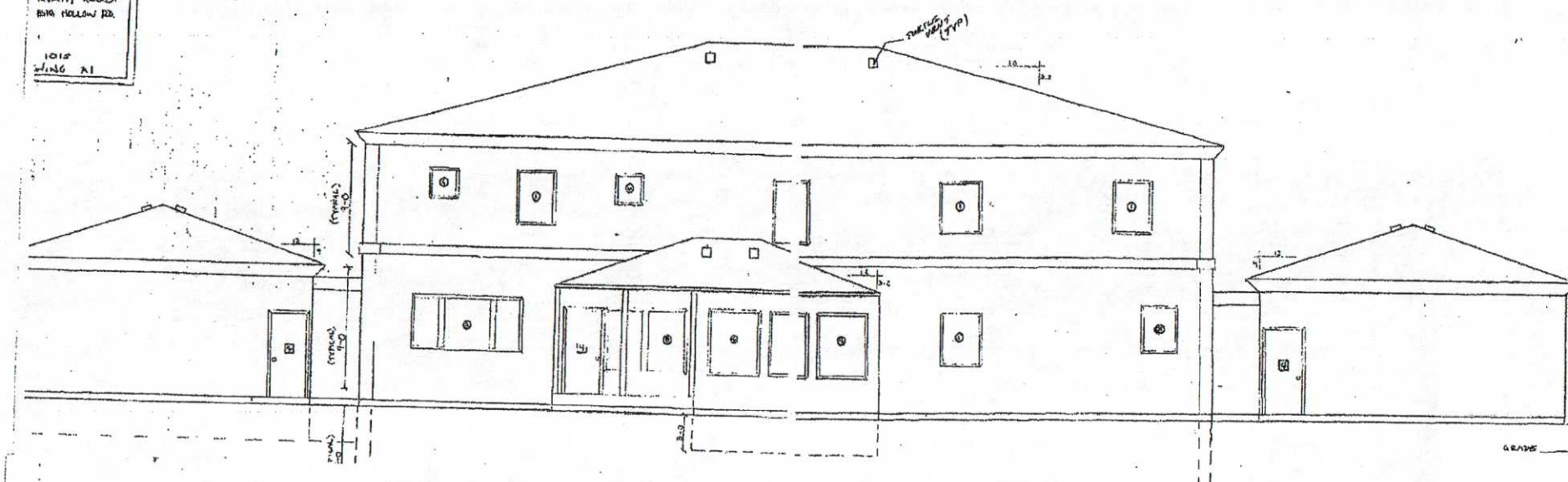
3725 BIG HOLLOW ROAD
TAX SERIAL # OBH-0003
PARCEL # 00-0020-1316

5 ACRES

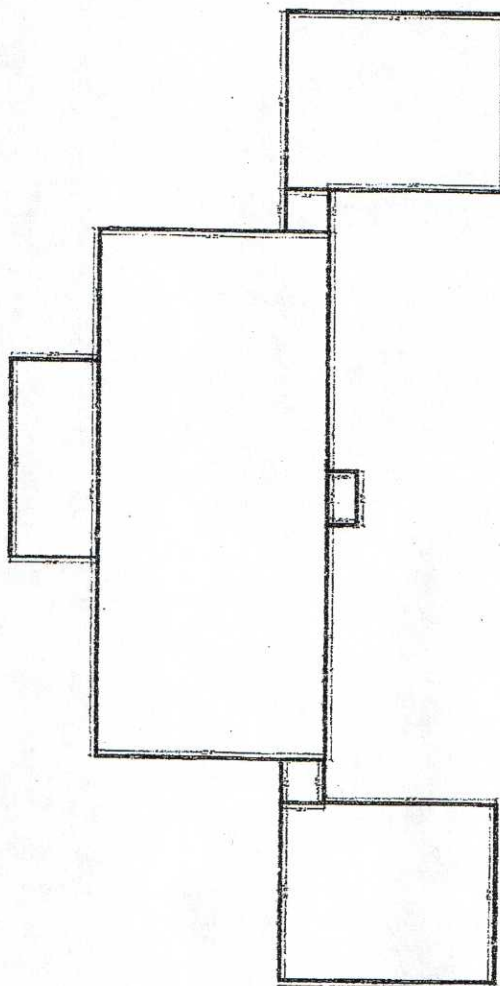


SCALE: 1" = APPROX. 152'

1 LE: 1/4" = 1'
 KATH REGD.
 BIRN HOLLOW RD.
 1015
 WING A1



1015
 1015



[THIS DRAFT IS FOR DISCUSSION PURPOSES ONLY.]

Municipality of Daniel, State of Utah

Conditional Use Permit

Daniel's Academy

This Certificate is issued on this _____ day of _____ 2008, pursuant to the terms of Title 8 of the Daniel Municipal Code (the "D.M.C.") for the property (the "Property") located at:

3725 S. Big Hollow Road

Zone P-160

The use of the above referenced property (3725 S. Big Hollow Rd., Daniel, Utah; the "Property") shall be authorized as a boarding school or a therapeutic school, as such terms are defined under Utah Code Annotated (U.C.A.) 62A-2-101, subject to the following conditions, which conditions shall be met upon application; applicant also shall continue to comply with all of the following conditions or otherwise may be subject to modification or revocation of this permit by the Municipality as provided in the Daniel Municipal Code (the "D.M.C.") Sec. 8.23.06 or as otherwise provided in the D.M.C. This permit does not authorize the construction of any additional buildings or structures on the Property that would not be considered a permitted use in the applicable zone. Please also note the following conditions as to the application and the continued use of the Property under the conditional use permit:

A. General Standards and Conditions (Ref.: D.M.C. 8.23.07.):

(1) The application and the use of the Property shall comply, and shall continue to comply, with all requirements of Title 8 of the Daniel Municipal Code; any uses of the Property that would constitute a nuisance under the D.M.C.

(2) Any business on the Property shall obtain a business license prior to beginning business operations and shall continue to maintain an active business license;

(3) The use shall be compatible with surrounding structures in use, location, scale, mass, design and circulation;

(4) The visual or safety impacts caused by the proposed use can be adequately mitigated with conditions;

(5) The use shall be consistent with the Town of Daniel General Plan;

(6) The effects of any future expansion in use or scale can be and will be mitigated through conditions;

(7) All issues of lighting, parking, the location and nature of the proposed use, the character of the surrounding development, the traffic capacities of adjacent and collector streets, the environmental factors such as drainage, erosion, soil stability, wildlife impacts, dust, odor, noise, and vibrations have been adequately mitigated through conditions;

(8) The use will not place an unreasonable financial burden on the Town of Daniel or place significant impacts on the Town of Daniel or surrounding properties, without adequate mitigation of those impacts; and

(9) The use will not adversely affect the health, safety or welfare of the residents and visitors of the Town of Daniel; the use of the Property shall conform to the rules and regulations promulgated by the Wasatch County Health Department.

(10) Any uses requiring a building permit shall conform to the International Uniform Building Code Standard.

B. Specific Standards and Conditions as to a boarding school or therapeutic school (such a boarding school or therapeutic school on the Property, the "School") in the Town of Daniel:

(1) The School shall comply with all applicable laws and requirements as set forth in the Utah Code Annotated as to its designation as a Boarding School and/or Therapeutic School, as such terms are defined under the U.C.A. 62A-2-101.

(2) The Property shall be at least five (5) acres in area.

(3) No student matriculated at the School shall have exhibited a history of severe mental illness, violence or aggression, runaway risk, sexual offences or adjudication, or a significant history of substance abuse, self-injurious behavior or sexual promiscuity.

(4) No more than twenty-four (24) students shall be resident on the Property at any given time.

(5) The Property shall be located on the then-existing border of the town with at least one-fourth (1/4) of the Property's border overlapping with the then-existing border of the town.

(6) The School shall not be located within 1.5 miles of another boarding school or therapeutic school located within the Town of Daniel.

C. Specific Standards and Conditions as to the Property and the School:

(1) [The School's provision of housing for up to twelve (12) persons with a disability as set forth in U.C.A. Sec. 10-9a-520.]

(2) [Minimum community and environmental service-hours requirements for students matriculated at the School.]

(3) [Minimum School supervision requirements as promulgated by state law.]

(4) [Minimum Property security (alarmed ingress/egress and surveillance) requirements.]

...

Exhibit 6

Daniels Amended Application for Conditional Use

Town of Daniel WASATCH COUNTY

- Planning Office -

188 South Main
Heber City, Utah 84032

Phone: 435-657-3205
Fax: 435-654-3218
e-mail: planning@co.wasatch.ut.us

Application For Conditional Use Permit

Application Fee: \$200.00 + \$.50 per letter + Costs

(Costs include \$.50 per letter, any Engineering Review expenses and legal noticing)

Applicant:

Name: L & C Holding Phone: 801-362-8777 Fax: 801-798-8949
Mailing Address: P.O. Box 481 City: Spanish Fork State: UT Zip: 84651
E-mail Address:

Authorized representative to whom All Correspondence is to be Sent:

Name: CORBIN LINDSEY Phone: 801-362-8777 Fax: 801-798-9077
Mailing Address: P.O. Box 481 City: Spanish Fork State: UT Zip: 84651
E-mail Address: clindsey@lcholding.net

Reason for Conditional Use: Residential facility for Persons with Disabilities

Property Location: Lot 3 Big Hollow Subdivision
Street Address: Big Hollow Road Subdivision/City: Big Hollow / Daniel
Section(s): 19 Township(s): 4S Range(s): 6E

Please read and sign before application submittal

I declare under penalty of perjury that I am the owner or authorized agent of the property subject to this request and the foregoing statements, answers and attached documents are true and correct. As the applicant for this proposal, I understand that my application is not deemed complete until the Planning Office has reviewed the application. I further understand I will be notified when my application has been deemed complete. At that time I expect that my application will be processed within a reasonable time considering the work load of the Planning Office.

Signature of Owner or Agent: _____

Date: 5/1/08

IMPORTANT: Your application cannot be processed until determined complete by the Planning Staff. An application shall be considered complete when all applicable fees are paid (such as: Special Service District, fire, out-of-pocket expenses, etc.) and all items listed herewith are provided or considered not applicable by the Planning Office. All application fees are non-refundable.

FOR OFFICE USE ONLY

STAFF:		Application Number _____	
Date Received	_____	Zone	_____
Received By	_____	Tax ID Number	_____
Fee Paid	_____		
PLANNER:			
Complete / Incomplete	_____		
Date	_____		
Reviewed by	_____		

This checklist must be included with your submittal

WASATCH COUNTY - CONDITIONAL USE PERMIT

Conditional Use:

Although each zone attempts to identify permitted land uses that are generally compatible with each other and to assign compatible land uses to specific zoning districts, there are land uses that are more intensive and produce special impacts, which can be made compatible only through conditional regulation. If properly and carefully planned, these conditional uses may become compatible and appropriate.

Project Description:

On a separate piece of paper, please complete the following requests and attach to this application.

- ☐ List any prior County approvals or permits issued for the subject property. WCHD waste permit for 9 bedrooms
- ☐ List the existing zoning: R-160
- ☐ Current use of the property: Residential - Agricultural
- ☐ Total project area:
 - ☐ Acres: 5.0 Acres
 - ☐ Square feet: Existing building - 7,060 SF
- ☐ Number of residential units: 1
 - ☐ Average unit size: _____
 - ☐ Square feet: 7,060 SF
- ☐ Commercial area: N/A
 - ☐ Gross floor area: _____
 - ☐ Net leasable area: _____
- ☐ Type(s) of business activity: _____
- ☐ Number of parking spaces (Per Land Management Code - Title 16):
 - ☐ Required: 10
 - ☒ Proposed: Currently 16 parking spaces
- ☐ Project accessed by: (check one)
 - ☒ Public road
 - ☐ Private road
 - ☐ Private driveway
- ☐ Ownership/occupancy: (check one)
 - ☒ Owner occupied
 - ☐ Lease
 - ☐ Nightly rental
 - ☐ Condominium
 - ☐ Timeshare
- ☐ Water service availability: (check one)
 - ☐ Existing
 - ☐ Require extension of
 - County services
 - ☒ Well
 - ☐ New system
- ☐ List any other applications under review: _____

Submittal Requirements:

- ☐ Completed application form.
- ☐ Pay required fees and Costs
- ☐ An accurate list of the names and addresses of all property owners of current record within five-hundred (500) feet of the property, including your own. (This information is available in the Wasatch County Recorders Office)
- ☐ Provide unsealed, stamped envelopes addressed to each property owner of current record within five-hundred (500) feet of the property, including your own, as well as \$.50 per letter for the office staff to attach information and provide verification that the letters have been sent.
- ☐ One (1) D-size sheet (24"x36") of plans drawn to scale >1"=100'.
- ☐ Three (3) 11"x 17" copies of plans.

Provide a completed conditional use application and the following information:

(If items listed are determined to be unnecessary in a specific circumstance, the Planning Staff may waive the requirement. However, if additional information is needed in a specific circumstance, the Planning Staff may request reasonable additional information.)

- ☐ Site plan showing the existing conditions, including any existing buildings prior to any demolition or grading, as well as the north arrow and scale;
- ☐ A plan identifying the subject site in relation to adjoining public streets, residential uses and the neighborhood in which it is located;
- ☐ The boundaries of the site, and any easements of record or known prescriptive easements;
- ☐ Topography with contours shown at intervals of not more than two (2) feet;
- ☐ Vegetation type and location;
- ☐ Soil type and load carrying capacity information;
- ☐ Any information regarding 100-year flood plain, high ground water areas, known springs or seep areas, and ditches or canals;
- ☐ All existing roads, fences, irrigation ditches, and drainage facilities;
- ☐ Location of public utility facilities and easements;
- ☐ Site plan of the proposed conditional use showing building locations and proposed landscaping;
- ☐ Proposed road locations, parking spaces and other circulation features;
- ☐ Proposed finished grade;
- ☐ Proposed drainage, drainage works, retaining walls and erosion control plans;
- ☐ Proposed location of all site improvements;
- ☐ Proposed easements for new utility services or relocated utility services;
- ☐ Ownership of areas shown on the site plan if part of a condominium unit, common area or dedicated open space;
- ☐ General architectural drawings of proposed buildings;
- ☐ Lighting and signage plans;
- ☐ View-shed analysis or photo-simulations, if applicable;
- ☐ A preliminary title report showing title to the property vested in the applicant, the encumbrances, covenants, easements, and other matters affecting the title, and a legal description of the site, with attached copies of any covenants or easements mentioned in the title report;
- ☐ A development schedule indicating phased development, if any and the estimated completion date for the project;
- ☐ Stamped addressed envelopes for all property owners within five-hundred (500) feet of any boundary of the subject property with their current mailing addresses as shown from the most recently available County assessment rolls, unless the subject property is a condominium which has an owner's association, the name and address of the owner's association is sufficient in lieu of each owner;
- ☐ A general description of the project, the prospective tenants or occupants, whether condominium ownership, time share ownership, or nightly rental use are proposed, and the proposed property management structure for any timeshare or nightly rentals.

Exhibit 7

Daniels Academy Our Team Web Page



Our Team at Daniels Academy

Justin Robinson, LCSW, Executive Director



Justin Robinson, LCSW has over fifteen years experience working with adolescents and their families in various treatment settings.

Prior to Daniels Academy, Justin was the Clinical Director of Aspiro, a Wilderness Adventure therapy program. Justin started his career as a front line staff in his early twenties and through the next decade he worked in just about every position or staff role in a therapeutic boarding school including home parent, recreational therapist, clinical therapist, and as a program administrator. "Having worked in various capacities I feel like I am able to understand the nuances of running a therapeutic program, and my history allows me to see things from a variety of perspectives."

As an administrator, Justin continues to believe in the importance of getting out of the office and each week makes it a priority to spend time with the students in their day to day activities.

He believes that "whether as an administrator or as a therapist, there are insights that can be gained only through playing and working alongside the students." Justin was attracted to Daniels Academy as he felt it presented a unique and ideal model that focuses on the individual needs of youth that historically have been overlooked.

He found that "too often treatment approaches try to make the student fit into the structure of the program rather than adapting the structure of the program to meet the needs of the student." At Daniels the staff are knowledgeable about the specific learning and emotional needs of our students.

The staff are flexible and the school small enough to adapt to the individual needs of each student. Justin's passion to help youth and their families has driven him to seek both creative and effective interventions. Through his experiences he has learned that effective adolescent interventions need to focus on internal change rather than behavior modification. He believes that a new and positively stimulating environment is often an effective way to naturally break through resistance to change, allowing adolescents a new perspective from which to view the choices of the past.

Justin has a Bachelors Degree in Therapeutic Recreation and a Masters Degree in Social Work. He is currently enrolled at the University of Utah where he is working on his doctorate degree in Social Work. Justin returned to college out of a desire to research the potential of utilizing service as a therapeutic tool.

Justin lives with his wife Janet in the beautiful mountains of Heber, Utah with their four children.

While most of his life has been spent living in Utah, Justin has lived in Hawaii, Puerto Rico, and Alaska.

In addition to their own children, Justin and Janet are foster parents to teenagers with various therapeutic and learning needs. Justin has a love of the outdoors and enjoys skiing, water skiing, hiking and backpacking.

Debora Escalante Ph.D., Academic Director

Dr. Debora Escalante has worked in education in both public and private schools since 1979, and has taught at the university level since 2006. With a Ph.D. in Instructional Technology, her professional and research interests center on the development of curriculum and learning models for K-12. She is a firm believer in subject integration to meet the needs of diverse learners and is passionate about finding ways to connect with different learning styles. As the mother of a son with Asperger syndrome, she is keenly aware of the challenges families face when obtaining optimal



educational experiences for students with specialized learning needs. After hearing about Daniels Academy she became excited about the idea of developing an academic environment to meet the needs of students with learning differences. Dr. Escalante oversees the academic program for Daniels Academy. She is the mother of 5 children and enjoys good literature, theatre and the arts.

Jodi Escalante, Director of Business Administration



Jodi became interested in at-risk-youth therapy and treatment during her undergraduate studies. Inspired by the program director and the adolescents she worked with at Outback Therapeutic Expeditions, she decided to pursue an education in psychology.

During her undergraduate studies, Jodi worked at Telos, a residential boarding school for adolescent boys. At Telos she mentored boys during school and helped train them for triathlons. She also worked as a one on one life coach with a boy who had learning differences. In the spring of 2006, Jodi joined a small team to start Aspiro, a wilderness adventure therapy program. Jodi worked as a lead guide and field leader for a few years before her role as the field director. During her time at Aspiro, she completed her B.S. in Psychology from Utah Valley University. In 2010, she joined the Daniels Academy team as the Administrative Director. Jodi loves the

arts and is passionate about photography. She is also an avid rock climber and mountain biker. Jodi feels very fortunate to have begun working with adolescents early in her adult life. She is grateful to have had such quality, diverse experiences.

David Jubelirer, Developmental Pediatrician

David Jubelirer M.D. is a medical consultant to Daniel's Academy with a private practice in Salt Lake and Park City, Utah. His area of expertise is applying current neuroscience of brain function to better understand behavior, academic performance, and social competence.

"It is my belief that teenagers who do not fit into expected cultural or performance norms do not understand why they are different from their peers and suffer from lowered self esteem. This can be expressed as defiance, poor academic or job performance, deviant social behavior, lack of motivation, or substance overuse. Many families assume these actions are willful, but in my experience, often result from unrecognized differences in brain function coupled with genetic and family dynamic influences. Finding the underlying neurologic difference can be the key that unlocks the unrealized potential many of these children have struggled to reach. Many of these same children also have poor Working Memory capacities (a form of short term memory) which lead to frustration in social and academic settings despite being smart. Identifying strengths and weaknesses in Executive Functions, or the management system of the brain, also helps with organization, time management, motivation, regulation of emotions, and attention. It is through a recognition of these brain differences that individuals, families, and teachers can begin to properly direct intervention to things that truly contribute to intellectual, social, and emotional growth."

Dr. Jubelirer is married, has five children, and has been practicing medicine for nearly 30 years and is the founder of BrainWorks Academy and Brainwave Diagnostics, and one of the principals of the Attention Disorders Clinic. He holds an undergraduate degree from the University of Wisconsin and a medical degree from the University of Southern California. Further training and practice opportunities have taken him to Cincinnati, St. Louis, and Tulsa, before moving to Park City, Utah spurred by his love of the outdoors. Dr. Jubelirer enjoys skiing, hiking, reading, architecture, art, photography, and traveling to explore other cultures and historical sites.

Marci Jubelirer, Clinical Director



Marci Jubelirer began her career as a teacher of students with Learning Differences in Tulsa, OK. After finishing her Masters in Counseling Psychology she began working as a therapist in the first Alternative High School in Oklahoma.

As this pilot program grew and became successful she became the Director of Counseling Services for

Alternative Education. After ten years in the Public School system she left to start a private practice with a group of professionals interested in using a team approach to address the needs of children, adults and families challenged with learning differences, AD/HD and related disorders.

At In Focus Health Marci did individual counseling, social skills coaching, social learning groups, family counseling, parenting classes and was a special education advocate for her clients attending IEP meetings, and helping families get appropriate accommodations for their children's special needs.

Marci moved to Utah full time in 2007. She has been working as a therapist for the past three years in a therapeutic boarding school. She recently joined Daniels Academy and will be working with students and their families as a therapist and social skills coach.

She loves living in the mountains of Park City and enjoys many outdoor activities. She loves skiing in the winter and hiking in the summers. She loves cooking, traveling and spending time with her family and friends.

Ken Betts, Program Director

For over thirty years Ken has recognized that there is a great reward in watching the spark return to the eyes of struggling youth. He has coupled his passion for teaching with his skills working with youth and his love for seeing successful, appropriate, permanent change in others and has found his true purpose. Ken has worked in many capacities within the therapeutic arena including: Director of Aftercare Services, Program Director, Wilderness Director, Field Director, Lead Guide and others. He has extensive, successful experience in working with youth and their families. Ken's unconditional approach and acceptance of others creates a safe environment for effecting change.

Ken is a native of Salt Lake City, Utah. He attended the University of Utah focusing his studies in social work. Ken has been actively involved as a volunteer with the Boys Scouts of America for over 30 years. He has trained many boys and leaders in many capacities. Ken has earned several awards of merit and leadership, including the Silver Beaver Award for his long time service and dedication in helping youth and leaders find their greatest potential.

He finds joy in being with his family. They especially like to travel, attend the theater, ski, golf, camp, boat, swim, backpack and hike. Ken and his wife, Robyn, have enjoyed facilitating leadership and team building conferences for adults and youth involved in various corporate conferences and educational programs such as the Boys and Girls Club and city leadership groups throughout the western United States.

Ken is excited to be a member of Daniels Academy leadership team. "It is a truly dynamic and inspiring program meeting a specific need that will bring about positive change to any student who will take full advantage of all Daniels Academy has to offer.

Instructors/ Teachers:

John Severo, Lead Teacher

"I sort of fell into teaching like raindrops to a bucket," reminisces John Severo as he looks back on his 15-year teaching career, "it came to pass purely by chance." Since his austere beginnings at a small non-public school in Los Angeles where he worked with students who were severely at-risk with gang violence, drugs and abuse of all kinds, he has developed the necessary skills needed to reach students from a wide array of backgrounds and learning issues. He brings these attributes with him to Daniels Academy.

While Severo strives to continue growing professionally, he believes wholeheartedly in the power of building relationships. "When it comes to being successful in the classroom, there is no substitute for the effective development of a strong bond with a student based on the concepts of mutual respect, trust, a willingness to be firm, yet nurturing, and finally, a sense of humor," he says of the skills he has acquired over the years. With this kind of relationship development, Severo says, all things are possible with any given student. He attended UCSB in Santa Barbara, California, and graduated with a BA in English Literature, although he very much enjoys teaching Government/Economics as well as courses in Political Science and Comparative Religion.

John Case, English/ History

John Case has always had a love for education. He recently graduated with a Masters of Education from the University of Phoenix, with an emphasis in history. Johnathon is a licensed teacher with the state of Utah. Johnathon has worked with youth in various settings, including schooling and private tutoring. While attending Utah State University for his undergraduate work, Johnathon was awarded the prestigious honor of being an Undergraduate Teaching Fellow in the history department. This opportunity allowed him to work closely with educators, learning different styles, techniques, and how to reach various students' needs. Watching his mother, who was an Occupational Therapist that worked with students with special needs, created a soft spot in Johnathon's heart for working with all types of learners of varying abilities. Johnathon is married to the love of his life and they have two beautiful little boys that keep them on their toes.

Michael Kocher, Math/ Science/ Spanish

Einstein once said "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world". Michael's approach to teaching Math and Science is to first unlock the imagination of the student through targeted hand-on projects, then to use that creative power to encourage the student to absorb the scientific concepts and mathematical skills.

Michael has always loved building and experimenting. "I would get home from my Physics lectures and put myself to work, building the devices and

demonstrations that we would read about in class". A few of his projects include electrostatic generators, hovercrafts, simple robots, and rocketry. He has a wide variety of interests, including aviation, robotics, rocketry, and anything outdoors.

Michael Escalante, Board of Directors: Operations



Michael came to Daniel's Academy in 2010 and is excited to develop and improve the program to the best of his ability. He feels a special love and connection to people with learning differences. Michael and his wife Jodi oversee multiple components of the Daniels Academy program including diet, exercise, film, arts, adventure therapy, and community service. Michael has worked in youth therapy since 2003 in both wilderness and residential settings.

While working fulltime with youth, he spent much of his free time volunteering as a program director for a non profit organization and led a couple of international service trips in Guatemala. Michael developed a life long interest in humanitarian service. Michael studied business management and writing at Brigham Young University. While in college, Michael worked in instructional design, marketing, and project management. In

2006 Michael joined a small team of people to start Aspiro, an adventure based wilderness program. As the program director Michael developed a good portion of the Aspiro program and regularly trained Aspiro staff on ways to invite change within themselves and the families they serve. Michael continues to facilitate the Aspiro parent workshop. He has shared his ideas on meaningful relationships and service with dozens of audiences at conferences, seminars and over the radio. Michael is co-founder of Within a Seed Foundation, a program that facilitates service opportunities for adolescents.

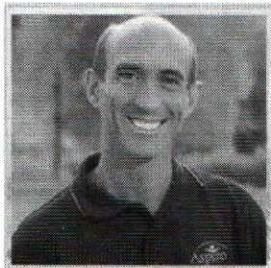
Gordon Day, Ph.D., Board of Directors: Clinical Oversight



Dr. Day has a Ph.D. in Clinical Psychology from Brigham Young University and specializes in assessing and treating students with a wide range of learning and psychological difficulties, including those in the pervasive developmental disorder spectrum.

Dr. Day oversees the clinical development of Daniels Academy.

Randy Oakley, Member of the Board



Randy grew up in Kansas City, Missouri where he loved team sports, journalism, canoeing, boy scouts and exploring the Ozark Mountains. After spending a few years in France and Switzerland, Randy began working in this industry in 1987. His years of experience in residential boarding schools and outdoor wilderness adventures include 8 years of working specifically with students who have learning disabilities, Aspergers Disorder, high functioning autism and other spectrum disorders. In addition to over 20 years in the industry, Randy has had 34 foster children in home.

Throughout Randy's career, his specialty has been running adventure therapy programs. "I love seeing the light in students' eyes when they have just accomplished something they didn't think they could," said Randy.

With children ranging from elementary to college age, Randy and his wife enjoy traveling in their motor home, staying home and playing family games and teaching the kids new things. Randy completed his college education in youth leadership & recreation management and is fluent in French.

Brian Church, Member of the Board

Brian Church brings a wealth of experience and leadership to the Daniels Team. Brian's father was one of three original founders of the SUWS adolescent program. As such, Brian grew up in the industry and has a wealth of experience from across the country with various boarding schools and wilderness based programs. Brian is fortunate to have a wonderful wife and four great children, two boys and two girls. He loves spending time with his family and their many different sports and theater interests. Brian loves to travel, all sports, especially golf, baseball and football. Brian is excited about working in such a dynamic atmosphere where a truly unique program has been created.

"Daniels is a school full of original thinking, and is not just a "re-run" of another program. It's exciting to be a part of such an outstanding team of people that get it."



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Exhibit 8

Record of Licensing for Daniels Academy

Office of Licensing

[Start a New Search](#)

Records 1 to 1 of 1

Facility: daniels academy

Website: <http://www.danielsacademy.net/>

Contact: justin robinson, director

Phone: 801 9796294

Mail: 3725 s big hollow rd
daniel, UT 84032

County: wasatch

Type: Initial-P Begins: 2/1/2011 Ends: 10/31/2011 License Number: 17626

License: Service: Residential Treatment Specific:

Capacity: 16 Gender: MALE Ages: 13-17 years old

Licensors: [John Ortiz](#)

Exhibit 3

Exhibit 9

Daniel's Academy Student Profile and Admissions

[Welcome](#) [Program](#) [Our Team](#) [Students](#) [Adventure Edu.](#) [Admissions](#) [Contact](#) [Members](#) [Tour](#)



Daniels Academy - Student Profile



Daniels Academy has been designed for students that have struggled in academic or social settings due to learning differences. These differences are most commonly labeled:

- Nonverbal Learning Disorder (NLD)
- Aspergers Syndrome
- Attention disorders
- Anxiety disorders
- Pervasive Developmental Disorder (PDD or NOS)

Learning differences often make a traditional school setting stressful and challenging. Unfortunately many teens deal with this stress in unhealthy ways. These coping patterns may include:

- Social withdrawal
- Technology or substance abuse
- Opposition and anger
- Avoidance of challenging situations
- Sustained or periodic patterns of depression

People struggling to understand and manage their learning differences benefit from a strength-based development approach. Daniels Academy helps teens redirect energy toward healthier ways of managing the stress and anxiety that comes from learning differences. It further seeks to sustain an environment that reduces anxiety and teaches each student more about themselves and their personal pathways to success.

Most often students with learning differences benefit from close relationships in a small intimate setting. Daniels Academy is a small school with no more than 18 students at any given time. Students receive individual attention and mentoring daily by caring staff who understand the nature of learning differences. Each student is considered individual with unique strengths, talents and needs. The Daniels Academy team develops an individualized educational and treatment plan for each student.

Exhibit 1

[Welcome](#) [Program](#) [Our Team](#) [Students](#) [Adventure Edu.](#) [Admissions](#) [Contact](#) [Members](#) [Tour](#)



Daniels Academy Admissions

For more information on how Daniels Academy can help your son, please contact our Executive Director Justin Robinson, LCSW

at (801) 979-6294 or email at: justin@danielsacademy.net

Fax (801) 904-0077

Daniels Academy helps students with differences that make traditional school settings challenging. These differences are commonly labeled:

- Nonverbal Learning Disorder (NLD)
- Asperger's Syndrome
- Spectrum Disorders
- Anxiety Disorders
- Attention Disorders
- Language based learning difficulties such as Dyslexia, Dysgraphia, reading disorders and receptive or expressive language challenges
- Pervasive Developmental Disorders (PDD or NOS)

Daniels Academy only accepts students that will benefit from our unique approach. Daniels Academy DOES NOT admit students that:

- Are actively aggressive/violent (hurting self or others)
- Are actively suicidal
- Are an immediate run risk
- Has a severe conduct disorder
- Has a sexual perpetration history
- Is court ordered into treatment due to criminal behavior

Tuition and Fees

Coming soon.

Exhibit 2

Exhibit 10

Record of Licensing for Oakley School

Office of
Licensing

Start a New Search

Records 1 to 1 of 1

Facility:	crc health group	
Specific Site:	OAKLEY SCHOOL	
Website:	http://www.oakley-school.com/	
Contact:	JAMES MEYER, director	Phone: 435 7835001
Mail:	251 WEBER CANYON RD OAKLEY, UT 84055	County: SUMMIT
	Type: Extension Begins: 3/1/2011 Ends: 3/31/2011 License Number: 1762	
License:	Service: Therapeutic School Specific:	
	Capacity: 128 Gender: Ages: 14-19 years old	
Licensors:	Bonnie Hanson	

Exhibit B