



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Ensign Leadership Academy

Name of Applicant(s):

Ensign Leadership Academy Board of Directors

Authorized Agent, if applicable:

Curt Bramble, Ensign Leadership Academy Board Chair

Main Point of Contact:

Matt Throckmorton

Point of Contact Phone Number:

615-339-3349

Point of Contact Email Address:

matt.throck@charter.one

Proposed Charter School Location (city/area):

Lehi/Saratoga

Proposed Charter School Location's School District(s):

Alpine

Proposed Charter School's Reported Grade Configuration and Maximum Authorized Enrollment:

K-12, 2500

Projected Number of Students to be Served in Each Grade for Annual Projection Counts:

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Max Enrollment: |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------------|
| Year 1 | 150 | 150 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2500 |
| Year 2 | 150 | 150 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2500 |
| Year 3 | 150 | 150 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2500 |
| Year 4 | 150 | 150 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2500 |
| Year 5 + | 150 | 150 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2500 |

Does the proposed grade configuration match the district of residence grade configuration? Explain.

Yes, we are applying for a K-12 public charter school.

Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule? Explain.

No

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 applicants and governing body of the proposed charter school.

Name of Authorized Agent: Curt Bramble, Ensign Leadership Academy Board Chair



Signature of Authorized Agent: boxSIGN 15Q63Q3L-1VLVWXQW

Name of Charter School Board Chair (if different than Authorized Agent):

Signature of Charter School Board Chair (if different than Authorized Agent):

Proposal of Charter School:

Required Attachments: (11 page limit, as indicated)

Provide a 1-2 page

Overview of the “big ideas” for proposed charter school.

Proposed mission and vision statements.

Mission:

In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment.

Vision:

"Learn. Lead. Change the World!"

How the proposed school promotes the SCSB’s mission and vision.

The Board will know that Ensign Leadership Academy (ELA) is working toward attaining their mission "In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment" through oversight by monitoring financial, academic, governance and operational data. Through these measures the ELA Board feels we meet the rigorous authorizing and supportive oversight.

The Board chose to adopt Charter One's vision of "Learn. Lead. Change the World!" for ELA because of its inherent meaning. It demonstrates especially what we will accomplish as a board, and as a school, if we are achieving our mission. Students will learn how to think, how to lead, and how to influence others positively. Students will apply what they have learned in their homes, the school, and the community, thus proceeding to change the world for the better. The ELA board feels we are in alignment with the SCSB vision statement of providing excellent education opportunities for unique learning needs.

Which method the proposed school is utilizing most to meet the purposes of Utah’s charter’s schools (choose one), and explain how it is being done by the proposed school.

Continuing to Improve Student Learning

We believe we can assist the local area by providing school choice to all students, increasing student performance, and expanding the educational experiences for all students. As demonstrated by other Charter One schools, they consistently outperform the local LEA and state averages. Whether the schools are Title I, low-socioeconomic, or upper socio-economic, Charter One schools remain consistent and perform well. We have full confidence that the RAISE Leadership curriculum, adherence to the Core Knowledge Sequence with fidelity, and the moral and wholesome environment of the school will increase student achievement across all grade levels.

By utilizing the Core Knowledge sequence in the elementary and middle schools, and an adaptation of Core Knowledge for the high school students, the students will be granted an educational offering unique to Charter One schools. As Ensign Leadership Academy (ELA) will be located in Utah County, it will be a unique choice offering to families, especially for high school students. Note that the Core Knowledge curriculum is only

offered for Kindergarten through 8th grade. Charter One's academic team has utilized the Core Knowledge approach and has created its own high school curriculum based on E.D. Hirsch's original model. Charter One's curriculum requires Dave Ramsey's financial literacy course and an entrepreneurship course. This prepares our high school students for success after graduation, regardless of their career path.

Describe the defining characteristics that make the proposed school unique, which will become key elements of the model and mission of the proposed school.

Ensign Leadership Academy is a classical education model. Our classical approach utilizes the Core Knowledge sequence and will use the Singapore math strategies (i.e. Eureka math). High School Students will be required to take a Dave Ramsey financial literacy course and an entrepreneurial course to equip them with the tools necessary to be successful after graduation. When our students graduate, they will know how to create a budget, pay taxes, stick to a budget, and how to create and operate a business.

By utilizing Charter One's proprietary and innovative leadership curriculum (RAISE), students will learn leadership skills such as self-discipline, goal attainment, and how to inspire others. Regarding our RAISE curriculum, students from grades K-12 will be exposed to wholesome principles each day, which will teach them how to properly treat others and themselves, while instilling an internal sense of their importance of a strong work ethic. These are critical skills and competencies that are needed in a world driven by innovation and constant change. Students will be encouraged to apply these values to their academic experience, but more importantly, students will commit to utilizing these newfound values as leaders in their homes and communities.

Additionally, ELA will be a school of choice offering competitive sports and arts programs to our middle and high school students. One of the many benefits of working with Charter One is their proven ability to offer "the best educational experience." We believe that to create the best educational experience for students is to provide them with as many educational experiences as possible, which includes competitive sports (football, basketball, baseball, volleyball, etc.), fine arts (theater, choir, band, dance, etc.), and clubs (photography, debate, politics, sports, etc.) in addition to a high-quality, classical academic program.

Describe the expected academic outcomes of the school that will show the model and mission is successful.

Assessment strategies

Student performance will be evaluated regularly through a variety of assessments. Universal screeners will be utilized to identify students at risk and evaluate program effectiveness and student growth throughout the year. Formative and summative assessments will be required. Ensign Leadership Academy will comply with state testing requirements.

ELA will use formative assessments and teachers will utilize data from these assessments to identify gaps in learning and to develop individual learning plans. ELA will administer beginning of year and end of year reading assessments to third graders. ELA will administer summative Utah assessments.

Assessment data will be reviewed by PLC teams and administrators. Results from the assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. Adjustments to both curriculum and instruction will be made according to the trends that may be present.

Provide a 2-3 page overview

Educational Program

An explanation of the overarching educational philosophy that is supported by cited research and/or evidence.

Instructional methods

Ensign Leadership Academy infuses moral and wholesome leadership principles into an academic curriculum that facilitates student achievement. This approach will prepare students to successfully graduate from high school and be prepared for college and their careers. Each aspect of our instructional program promotes student ownership of the learning community, kindles a love for learning, provides cultural literacy, enhances social skills, and instills a moral and wholesome character. This will prepare students to be leaders on college campuses, in professional organizations, in their community, and in the world.

ELA utilizes the Core Knowledge Sequence to build cultural literacy, coupled with Classical Education tenets to provide a solid foundation for academic learning. Classical Education, from a research perspective, is most closely aligned with Cognitivist learning theories. These theories assume that children regenerate knowledge and meaning through sequential development of an individual's intellectual reasoning abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adaptive learning of techniques, procedures, organization, and structure to develop an internal cognitive structure that strengthens the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. Thus, the Classical approach will provide students at ELA with the foundational knowledge they will need to achieve academic success.

At ELA, we view the purpose of education as developing conceptual knowledge, techniques, procedures, and problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. ELA will focus on teaching methodologies that enhance learning opportunities such as direct instruction, cooperative learning, and inductive reasoning. Each of these methods allows for teachers to build cultural literacy as well as to support students in their sequential development. Direct Instruction will remain a key method throughout the student's experience at ELA.

Another method of instruction that will be utilized at the secondary level is inquiry-based instruction (Socratic). Research demonstrates that Socratic instruction has substantial advantages in the classroom. Students will have the opportunity to develop problem-solving and reasoning skills through concrete, hands-on science activities that form inquiry-based instruction. The National Science Education Standards advocate the use of inquiry teaching, using such methods as posing questions, examining data, planning investigations, collecting and interpreting data, and proposing explanations (Varma et al., 2009).

A description of how the Utah Core Standards will be taught and assessed.

The Utah Core Standards will set the school's minimum academic standard. All Utah Core Standards will be addressed using the school's core curriculum and will be documented within grade-level specific curriculum maps to ensure appropriate coverage and implementation.

The Utah Core Standards will be assessed through the following: routine checks for understanding throughout

and at the end of each lesson, unit/cumulative exams, benchmark exams, and State standardized exams.

A description of the intended educational program that includes evidence-based or research based cited methods of instruction and either sample curriculum choices or a description of how the curriculum will be selected/developed.

Ensign Leadership Academy will use the Core Knowledge Sequence as its guiding curriculum K-8, while aligning with the Utah Accountability Model. The Core Knowledge Sequence, with Singapore Math strategies (i.e. Eureka), meets or exceeds the guidelines set forth by the Utah Accountability Model. If an exact alignment does not exist, ELA's administration and teachers will create or supplement the curriculum with the assistance of Charter One professionals to ensure alignment. The principles found in the Core Knowledge Framework as well as in the Classical Approach will be utilized as a guide for curriculum choices for the 9-12 grades.

Traditional education seeks to understand humanity through classical sequencing and exploration of great literature, debate, and contemplation. The Core Knowledge Sequence supports a traditional education pedagogy by providing a classical structure for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully constructs content to build upon previous knowledge, avoid repetition, and provide focus. Core Knowledge doesn't explicitly require adherence to a certain methodology of instruction. However, Dr. E.D. Hirsch, the founder and chairman of the Core Knowledge Foundation, outlines the teaching methods that have been proven to deliver the best learning outcomes. He suggests Explicit (or Direct) Instruction be the primary method of content delivery and supplemented with Socratic Instruction and discussion. ELA will utilize this proven method of teaching to get the desired academic results.

The Math curriculum aligns with Utah standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally, about 30 math concepts can be covered in one year using a spiral approach, which introduces concepts and revisits them with added complexity. This method does not expect immediate mastery, leaving some students bored when a concept is revisited, and moving on before it's fully grasped by other students. If a concept is not fully internalized, it's understandably difficult for a student (or his teacher) to pick up exactly where his progress halted.

In contrast, Singapore Math strategies (i.e. Eureka) covers 10-14 concepts a year, stays with each concept for 2-3 weeks, and expects mastery before introducing a new lesson. This approach understands that there are multiple learning styles, and ELL students will benefit from the program's clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn them, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts) ensure that students master the material.

ELA will use Explicit (or Direct) Instruction as our primary method of content delivery. To this end, professional development will be provided to ensure teachers are properly implementing this instructional model. Decades of research on teaching and learning has supported the use of Explicit Instruction and its benefits among all types of learners.

The Explicit Instruction method allows for teachers to gather immediate data on student mastery through frequent student responses. Information gathered from these student responses is used to differentiate instruction in real time by providing affirmative and corrective feedback and determining the level of

supported practice that is needed. Differentiated instruction will also be provided to students using information gathered through a child's 504 Plan, Individualized Education Plan (IEP), and/or through in-class and benchmark assessments.

These methods will help provide students with a rigorous and comprehensive education that challenges and encourages them to excel in both learning and character. Assessment data will be used to ensure that students will have the same background knowledge to ensure success.

Explanation of the proposed graduation requirements and their alignment with the current graduation requirements for the state of Utah.

Ensign Leadership Academy students will meet and exceed graduation requirements to ensure they are prepared for the globally competitive workforce and post-secondary education. ELA students will earn four credits in English, Math, and Social Studies, as well as three credits in Science, one in Health/Physical Education, and eight elective credits, giving them twenty-four credits required for graduation from ELA.

Our school graduation requirements are aligned with the school's mission of creating a path to college or a career. In addition to the above, students will be encouraged to complete service hours and will be encouraged to, and assisted in, completing a college or university application. Students will participate in filling out and submitting the application to understand the requirements, process, and provide themselves with an additional option after graduation. For students with an IEP, exemption from one or more components of these additional requirements may be discussed with the IEP team. The final decision will be made by the School Director.

ELA will use Charter One's curriculum which requires students to take a Dave Ramsey financial literacy course and an entrepreneurial course to equip high school students with the tools necessary to be successful no matter their direction after graduation.

A description of any special programs such as CTE, distance or online education, community partnerships, etc.

Park University, Utah Valley University, Applied Tech, SEOP partner with Arizona State

Provide a 2-3 page detailed description of the research-based or evidence-based cited instruction for special populations that will be provided to students as required by federal law (ie, students with disabilities, multi language learners, students who are economically disadvantaged, students who are migrant, etc.)

We will utilize the MTSS, 3-tiered approach. The goal of our 3-tiered approach is to prevent students from being at risk of dropping out. We recognize that this will not prevent ALL students from dropping out, but it will remedy most cases. In addition to the MTSS approach, students will meet with a guidance counselor to ensure they are on a clear path to fulfilling Ensign Leadership Academy graduation requirements. These meetings will help the student realize where they stand academically, what and how to improve, and implement the plan effectively.

Additionally, we will seek to partner with the parents/guardians. This approach is key to shaping a well-rounded student. When students feel supported at school and at home, they are far more likely to succeed academically. For those students who lack home support, we will encourage the student to utilize after-school

tutoring programs to improve their academics. These after-school approaches may be required by the School Director if the School Director deems it imperative for a student's success at the high school level.

ELA will utilize the MTSS process to identify and meet the learning needs of students who are performing below grade level. The MTSS Implementation Guide will be used as the basis for MTSS implementation.

ELA will employ two sets of teams to support all students. First, each teacher will be part of a Professional Learning Community (PLC) where they will work with a team to use student data to inform their teaching and to identify students who are and are not meeting standards. Second, the school will have a MTSS team as appointed by the School Director, which will be responsible for supporting teachers and students through Tier 2 and Tier 3 of MTSS. The MTSS team will be responsible for reviewing school-wide data to support teachers in identifying students who need additional interventions, supporting teachers through the MTSS process, developing MTSS plans, and providing professional development as necessary. This team will also be responsible for ensuring that students who may have a disability are referred to the SPED team for screenings and/or consideration of an evaluation for special education services.

All students at ELA will be provided additional support through explicit instruction in areas of need during dedicated intervention/extension times built into the school schedule. This may include reading instruction from a reading specialist, math interventionist, and/or social skills groups. The intervention block may also be used to group students from a particular grade based on data and moved to remediation or enrichment for skill development.

Interventionists, such as the reading specialist and instructional paraprofessionals may support grade-level teams to form smaller groupings of students during this time period to ensure students who need Tier 2 interventions are supported appropriately. Students in Tier 3 will receive core instruction, Tier 2 interventions and additional intervention through Tier 3, which will be provided by an interventionist such as the reading specialist, an SPED teacher, or other specialist.

All instructional staff at ELA will be trained in the MTSS process. This training will cover the purpose of MTSS, including how students are identified and how they might move through the tiers and different times, and what data should be collected throughout the process. Staff training will occur prior to the start of the school year and again during the first professional development day of the school year. The MTSS team will offer on-going professional learning as it becomes necessary or as it is identified through PLCs.

Any student who requires additional support through the MTSS process will have a MTSS intervention plan developed by the student's teacher and the MTSS team. This plan will include specific goals for improvement in the areas identified. Teachers and anyone else providing the intervention to the student, will track the student's progress as defined by the goal. This data will be used to assess students' progress toward their MTSS intervention goals.

ELA founding board members are familiar with the requirements of working with students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out. One of the benefits of working with Charter One, is that they have extensive experience in working with students with special needs. They have a strong SPED Department with licensed SPED professionals on staff that will provide instructional and compliance support for ELA.

Parents will complete the Home Language Survey (HLS) for each student as part of the enrollment packet. Students identified through the HLS to speak a language other than English, will go through the following

process. They will take the WIDA ACCESS-Placement test if the student is in Kindergarten or the first semester of first grade and the WIDA Screener Online if the student is in the second semester of first grade through 12th grade to determine English proficiency. Once assessment results are determined and the student qualifies as Limited English Proficient (LEP), parents/legal guardians will be notified to obtain consent for ELL services. The assessment data will be used to provide feedback to ELA's administration for the student's initial placement and the development of the student's individual service plan. The individual service plan will be developed with the input of a variety of stakeholders: parents, teachers, administrators, and the student. Collaboratively, they will determine necessary objectives and goals for the student, based on the placement test data and the English Language Proficiency Standards. ELL students will be assessed and have their individual service plans updated annually.

ELL and/or Migrant students will be provided supplementary services to ensure their growth as English language learners/Migrant and to support their core instruction. Through their individual service plans, students could be provided with the following:

- Pull Out ELL/Migrant classes where students receive specific instruction in the English language
- Differentiated instruction in core classes based on their limited English proficiency/Migrant status
- Supplemental texts, modified assignments, and additional resources including ELL/Migrant textbooks, and English to foreign language dictionaries.
- Additional before/after school tutoring
- Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central.

ELL and/or Migrant students will be tested annually to determine their English proficiency. Students will be exited from the program once they are determined to be proficient. Each student in the ELL/Migrant program will have a portfolio that documents all of their assessment data, individual service plans, and specific interventions and accommodations provided for that student. Ultimately, it is ELA's goal to meet the needs of all of our students. Specifically, for our LEP students, we understand that the students' native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

Qualified staff will be provided to LEP students by ensuring at least one teacher has an English as a Second Language qualification. When ELA has 30 or more LEP students, a dedicated ESL teacher will be hired. ELA will utilize state and federal Title III funds to ensure LEP students are provided a qualified ESL teacher to oversee the ESL program.

ELA uses an assessment system that collects screening information, state assessment data, and formative and summative assessment data to create a learner profile for all students. Students who demonstrate advanced academic skills or aptitude based on their learner profile may be referred for further consideration to the Academic or Intellectually Gifted (AIG) program.

The learner profile for students referred for consideration to the AIG program will be reviewed by the School Director, the student's teacher(s), and the AIG teacher. If a student meets the criteria, parent permission for further evaluation will be obtained. Students who demonstrate intellectual aptitude at the 97% percentile or higher will be considered Intellectually Gifted. Students who demonstrate academic achievement 2 or more grade levels above their current grade level in reading and/or math will be considered academically gifted. Students may be intellectually and academically gifted.

In grades K-6, AIG students participate in differentiated instruction in the regular classroom as well as extended learning during the enrichment block, which is built into the daily schedule for all students. Students will work on cross-curricular units that extend beyond the general lessons. This ensures students fully participate in the general core instruction with differentiation and have the opportunity to extend learning on a daily basis.

In addition, students are given opportunities to accelerate if the school and family believe it is in the best interest of the student based on available data. Students may be accelerated an entire grade or for individual subject areas depending upon the individual student's needs. All acceleration decisions will require final approval by the ELA administration.

Students who are determined to be academically or intellectually gifted at the 7-12 grade levels will have the opportunity to participate in honors classes, advanced placement and/or dual enrollment programs. All 7-12 AIG students will have a differentiated education plan that will be updated at least annually and will support teachers to appropriately differentiate instruction.

The AIG program will be reviewed by the ELA administrative team and AIG teachers. The program will be modified as needed to meet the needs of students and families.

In line with state guidelines, SPED teachers and those that work with EL and gifted populations will be required to obtain and maintain appropriate licensure for the position. The needs of students in these populations will be evaluated by the appropriate team(s) at the school level, typically the School Director, Assistant Director and the SPED Director at the school, and the SPED Director at Charter One. We will track closely during registration the number of related students to ensure that we have sufficiently trained personnel on staff. If additional staff is required, the School Director will notify Charter One and appropriate staffing actions will follow. Budget adjustments will be approved by the Board if necessary.

During the enrollment process, the administration will review incoming student records from their previous schools to determine if IEPs or 504 plans exist. Once identified, we will contact the student's parents and previous school to obtain more documentation regarding the IEP or 504. The SPED teachers and administration will review the records and coordinate a plan to make sure it is appropriately implemented in the school setting. These teachers will use the Utah SPED accountability system to update, revise, and track each individual student's IEP. The administration will designate a staff member as the 504 coordinator who will create, update, and maintain 504 plans for all students with existing plans.

Provide a 2-3 page Market Analysis. A market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:

Justification of why the proposed school is needed in the selected location, and what sets it apart from other schools in the proposed location.

Ensign Leadership Academy will look at a potential location in the Redwood, Main Street area of Lehi, Saratoga Springs and Eagle Mountain. The distinction for ELA is a comprehensive all inclusive single campus experience for families in grades K-12 which supports our students and families in elementary-high school sports, award-winning fine arts programs, and innovative classes and programs such as financial literacy and entrepreneurship for high school students. We believe that the moral and wholesome environment at ELA creates a safe culture where distractions are minimized, and learning is accelerated.

The proposed school's target demographics, including the population and development trends in the area.

Demographic data analyzed to locate Ensign Leadership Academy in the Lehi, Saratoga Springs and Eagle Mountain, Utah areas included:

- Population - 90,227 (an increase of 19% compared to 2020)
- Persons under the age of 18 - 37.5 %
- Race - White 89.5 %
- Owner-occupied housing 78.4%
- Median home value \$500,100
- Number of households - 21,250
- Persons per household - 3.62
- Living in the same house compared to one year ago - 86%
- High school graduate or higher - 97.2%
- Bachelor's degree or higher - 48.4%
- Mean travel time to work - 21.9 minutes
- Median household income - \$117,243
- Persons in poverty - 4.8%
- Population per square mile - 2,700 (densely populated per square mile compared to Salt Lake City, which is 1,810)

Performance and models of nearby competing public schools (district and charter).

Alpine School District 2022-2023 Data

Lehi K-8

Achievement: ELA 49.0%, Math 52.2%, Science 53.0%

Growth: ELA 61.9%, Math 60.0%, Science 67.4%

Lehi JR High

Achievement: ELA 48.6, Math 50.5%, Science 58.6%

Growth: ELA 57.2%, Math 61.3%, Science 67.4%

Lehi High

Achievement: ELA 59.9%, Math 43.7%, Science 41.9%

Growth: ELA 66.7%, Math 65.8%, Science 59.8%

4 year Graduation Rate: 92%

[Utah State Board of Education](#)

Local Charter Schools 2022-2023

Ascent Academy K-8 Lehi

[Ascent Model Lehi](#)

Achievement: ELA 49.9%, Math 55.2%, Science 58.4%

Growth: ELA 70.2%, Math 71.7%, Science 65.8%

Ascent Academy K-8 Saratoga Springs

[Ascent Model Saratoga](#)

Achievement: ELA 39.5%, Math 40.8%, Science 43.4%

Growth: ELA 63.9%, Math 67.6%, Science 63.4%

Ignite Entrepreneurship Academy K-8 Lehi

[Ignite Model](#)

Achievement: ELA 37.8%, Math 33.6%, Science 43.2%

Growth: ELA 60.2%, Math 63.7%, Science 60.4%

The proposed school's forecasts, along with supporting data.

Ensign Leadership Academy will operate a successful K-12 academic model serving over 2000 students modeled on other successful operating schools in Arizona, North Carolina, and South Carolina. ELA will

excel in academic performance above other surrounding district and charter schools in the area. ELA intends to grow to a full capacity of 2500 students offering a comprehensive classical education allowing our students to be productive, competitive adults in society.

Any risks, barriers, or regulations that may impact a proposed school's success.

Charter One has a proven success record opening charter schools in several states and will assist Ensign Leadership Academy to a successful opening once approved.

Governing Board:

Members of Governing Body:

| Name: | Position on Board: | Area of Expertise: | Any Previous or Current Charter Affiliation: |
|--------------------------|-----------------------------|-------------------------------|---|
| Curt Bramble | Chair | Governance, Accounting | No |
| David Erickson | Vice Chair/Treasurer | Finance | Yes |
| Stephanie Hill | Director/Secretary | Education | Yes |
| Richard Moss | Director | Development | Yes |
| Howard Stephenson | Director | Education, Finance | Yes |

Required Attachments:

Appendix A: All Board Member Information Sheets

Appendix B: Articles of Incorporation

Appendix C: Bylaws

Appendix D: Ensign Leadership Academy Board Agenda/Minutes

Agenda/Minutes where bylaws and articles were approved

Appendix A: Background Information Sheet

Name: David Erickson

Role: Board member

Statement of Intent: Using as much space as necessary, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

Having been invited to join the board of directors of Ensign Leadership Academy, I intend to give the time and effort necessary to provide oversight and policy guidance to the school. My expertise and experience are listed below.

Not-for-Profit History: Using as much space as necessary, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a charter school, nonprofit corporation, governing board experience, and background in group organization.

I have done the accounting and prepared financial statements for a private school in Oakland, California and for American Leadership Academy (a group of charter schools) in Arizona. I am currently financial controller for the Utah Valley Chamber of Commerce where I do the accounting and prepare financial statements and analyses for the executive committee and board of directors.

Employment History: Using as much space as necessary, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management. Also include any for-profit or financial dealings with charter schools.


I worked in San Francisco for the CPA firm Haskins & Sells (now Deloitte & Touche), then in several companies as financial controller.

I have substantial experience in design of accounting systems and analysis of operations using financial results. I have applied this skill set in several for-profit businesses and non-profits as mentioned above. I am able to provide financial reports that are understandable and usable by managers for business decision-making.

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

I have a bachelors degree in accounting, class of 1968, from Brigham Young University. I earned a California Certified Public Accountant certificate while working for the CPA firm mentioned above.

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



Applicant's Signature

Appendix A: Background Information Sheet

Name: Howard Stephenson

Role: Ensign Leadership Academy Board Member

Statement of Intent: Using as much space as necessary, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

My role on the board will be to ensure the charter is implemented with fidelity. I served in the Utah State Senate for 26 years. I was Senate sponsor of Utah's original charter school legislation and have influenced/sponsored several amendments to the law over the years.

Not-for-Profit History:

I currently serve as a founder and board member of Bridge Elementary in Roy, Utah, so I have four years experience on a charter school governing board.

I served in the Utah State Senate for 26 years chairing or serving on the Public Education Appropriations Sub-committee and the Education Interim/Standing Committee, holding public charter and district schools accountable while hearing their concerns and recommendations for statutory changes. I also chaired the Administrative Rules Review Committee for 24 years, ensuring that public education entities were complying with rules promulgated by the Utah State Board of Education and that rules complied with the Utah Constitution and state statutes. I served as Chair of the National Conference of State Legislatures Education Standing Committee, Public Sector Chair of the Education and Workforce Development Task Force of the American Legislative Exchange Council and member of the Steering Committee of the Education Commission of the States.

I lead the movement in the Utah Legislature toward digital teaching and learning. Working with classroom teachers and USBE staff, I have demonstrated the power of immediate interactive feedback through digital learning tools and how effective implementation of those tools can more than double the rate of student learning. My legislation for the UPSTART home-based Pre-K program ensures that thousands of disadvantaged students annually enter kindergarten typically with first-grade competencies. UPSTART has been recognized by TED Global as one of Eight Audacious Ideas that Can Change the World and is now spreading throughout the nation.

I am the sponsor of the K-8 Dual Language Immersion program and the 9-12 Bridge Program which enables DLI students to take the AP language program in 9th grade and receive upper division college language courses in grades 10-12 graduating high school just a few credits short of a minor in the language. Utah has the largest enrollment in Dual Language in the nation.

I have frequently been invited to speak at international and national digital learning conferences and world language conventions and before state legislative committees in various states.

Employment History:

My entire professional career was at the non-profit Utah Taxpayers Association, Utah's only statewide taxpayer advocacy group, where I retired in 2021 as President after a 44 year career.

While at the association I annually reviewed the proposed budgets of LEAs and compiled an annual school spending report showing the main categories of expenditures per student for district and charter schools. I worked with school boards and business administrators in achieving compliance with fiscal procedures laws.

Education History:

BYU 1975 Bachelor Degree in Psychology with an emphasis on the Psychology of Learning.
BYU 1977 Master of Public Administration

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Applicant's Signature

A handwritten signature in blue ink that reads "Howard Stephenson". The signature is written in a cursive style with a long, sweeping underline.

Appendix A: Background Information Sheet

Name: Stephanie Hill

Role: Board Secretary

Statement of Intent: I currently serve as an elected school board member in Iron County, Utah. Additionally, I serve as a board member for the soon-to-open American Principles Academy in Cedar City, UT. I am a 27-year veteran educator of the secondary classroom, teaching most of those years at the nationally-ranked Advanced Technologies Academy in Clark County. In addition to this, I was a Fulbright grantee, having taught middle school in rural Coahuila, MX, also teaching private university in the same area at El tecnológico de Monterrey. Prior to being elected to the ICSB in November 2022, I substitute taught as an aide in Iron County for two years across all levels. I support the vision of a classically-oriented charter school and the need for this kind of program to assure that students fulfill Ensign Academy's Mission to, "Learn. Lead. Change the World!"

Not-for-Profit History: I was involved with FEAT (Families for Effective Autism Treatment) in Nevada, along with Grant-a Gift-as my son is affected with autism. For over ten years I assisted these two organizations as we collectively advocated at the NV State Legislature for the rights of people with neurodevelopmental disabilities. While not a not-for-profit organization, I was appointed to the UDDC by Gov. Herbert in 2020 to continue this work as a parent professional, having been reappointed by Gov. Spencer Cox in 2024.

Employment History: Pine View HS, Washington, UT, 1993—AP English Literature, Creative Writing, American Literature. Boulder City HS, Boulder City, NV, 1993-1994—English 10 H, Spanish I. Advanced Technologies Academy, Las Vegas, NV, 1994-2018—English 10 H, English 10, English 9 H, English 9, Spanish I-III H, AP Spanish Language, Spanish for Spanish Speakers II H and III H. Secundaria Técnica #13, La Concha, Coahuila, MX, 2002-2003, Fulbright Grantee—English, grades 6-8. El Tecnológico de Monterrey, Torreon, MX, 2003—English, intermediate college level. Iron County School District, Cedar City, UT, 2021-2022—substitute classroom aide. Iron County School District, Cedar City, UT, 2022-ongoing—School Board Member. American Principles Academy, Cedar City, UT, 2023-ongoing—School Board Member.

Education History: B.A. English, SUU, Cedar City, UT, 1993. M.A. Spanish, UCSB, Santa Barbara, CA, 1999. Educational Leadership Endorsement, SUU, Cedar City, UT, 2005.

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Applicant's Signature

Stylenie Hill

Appendix A: Background Information Sheet

Name: Curt Bramble

Role: Chairman of the Board

Statement of Intent: In over thirty years of public service, I have always supported public charter schools. This goes back to before charter school laws had even passed in Utah. As I leave over two decades of services in the Utah State Senate I look forward to continuing my public service through membership on the Board of Directors of Ensign Leadership Academy.

Not-for-Profit History: Extensive work in many causes. This includes various positions within my church; significant philanthropic work for various non-profits throughout Utah County and State of Utah. An example includes service on the Utah Sports Commission, Freedom Festival, Freedom Festival Hot Air Balloon Fest and Stadium of Fire.

Employment History: I have worked as a CPA for roughly forty years, Bramble & Company CPAs. In addition, I have engagements with Alexander Print Shop, Stars and Stripes 1 (hot air balloon), and a houseboat corporation.

Education History: Notre Dame University, Brigham Young University, MAcc Tax

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Curt Bramble

box SIGN 15Q69Q3L-4L62Y6YX

Applicant's Signature

Appendix A: Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary. Delete these instructions.

Name: Richard Moss

Role: Board Member

Statement of Intent: My extensive background and experience developing charter school facilities will ensure the board makes sound decisions in regards to facilities acquisition, development, and ongoing operational maintenance.

Not-for-Profit History:

2008-2010 Utah State Board of Education

2009-2012 American Leadership Academy-Arizona Board of Directors

Employment History:

2002-Present Schoolhouse Development and Charter One

Manage all aspects of charter school design, entitlement, permitting, and interagency coordination.

FF&E Purchasing

Provide turnkey facilities experience for new school operators.

Professional Certifications:

Certificate of Project Management

TAKT Certified Scheduler

OSHA 30 Certified

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Applicant's Signature

A rectangular box containing a handwritten signature in cursive script that reads "Richard Moss".

box SIGN

Richard E. Moss

Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
Ensign Leadership Academy, Inc.

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 this corporation is Ensign Leadership Academy, Inc.

Article II

Purpose

The purpose for which the corporation is organized is: to be operated as a non-profit corporation exclusively for charitable, scientific, literary or educational purposes as a tax-exempt organization under sections 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law). In furtherance of Its exempt purpose, the Corporation will:

- a. Administer property donated to the Corporation for charitable, scientific, literary, or educational purposes
- b. Distribute such property and the income therefrom to qualified organizations and persons for charitable, scientific, literary, or educational purposes.
- c. Do and perform such acts as may be necessary or appropriate in carrying out the foregoing purposes of the Corporation.

NAICS Code – 6111 Business will be a K-12 charter school operating as a nonprofit.

Article III

Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious or scientific purpose as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Laws) as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for

such purpose. Upon dissolution neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

Article IV

Name and Address of Registered Agent

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

Curt Bramble
3663 North 870 East
Provo, Utah 84604

Article V

Name and Addresses of Incorporator

Curt Bramble
3663 North 870 East
Provo, Utah 84604

In Witness Whereof I have executed these Articles of Incorporation on 24 JUNE 2024 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, exception as to matters herein alleged upon information and belief as to those matters they believe to be true.

Article VI

Members

The nonprofit corporation will not have voting members.

Article VII

Shares

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

Article VIII

Directors//Officers

The names, and addresses of the directors/officers are:

Board Member Names and Address
Curt Bramble, Chairman

3663 North 870 East
Provo, Utah 84604
David Erickson, Vice Chairman/Treasurer
3375 West Mount Ellen Way; #PC410
Taylorsville, Utah 84129
Stephanie Hill, Secretary
161 South 100 West
Cedar City, Utah 84720
Howard Stephenson
5512 North 2000 West
Saint George, Utah 84770
Richard Moss
18906 East Augusta Ave
Queen Creek, Arizona 85142

Article IX

Director Liability

The personal liability of a director of the Corporation, or of a person who serves on a board or council of the Corporation in an advisory capacity to the Corporation for money damages for any action taken or any failure to take action as a director is hereby eliminated to the fullest extent permitted by Utah law as it now exists or hereafter may be amended. Any repeal or modification of this provision shall be prospective only, and shall not affect adversely any limitation on the personal liability of such person with respect to any act or omission occurring prior to the time of such repeal or modification.

Article X

Duration

The period of duration of this corporation is perpetual.

Article XI

Principal Place of Business

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

3663 North 870 East
Provo, Utah 84604

Article XII

Notice of Nondiscrimination

The Corporation will not practice or permit discrimination on the basis of sex or gender, race, color, national or ethnic origin, ancestry, age, religion, or religious creed, physical handicap or disability.

Article XIII

Conflict of Interest Policy

Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of the corporation to do so.

Article XIV

Finance

The fiscal year of the Corporation shall end on June 30, unless otherwise provided by the Board of Directors. All funds and money of the Corporation shall be deposited, handled, and disbursed, and all bills, notes, checks, and like obligations and endorsements, for deposit or collection shall be signed by the Treasurer or the Chairman or such officers as the Board of Directors shall from time to time designate. Any officer or person performing said functions shall account therefore to the Treasurer as and when the Treasurer may require. All money funds, bills, notes, checks, and other negotiable instruments coming to the Corporation shall be collected and promptly deposited in the name of the Corporation in such depositories.

Article XV

Amendment

These Articles may be amended, in whole or in part, by the affirmative vote of two-thirds (2/3) of the Directors; provided that no amendment that diminishes the rights of the charter authorizer shall be adopted without the charter authorizer's approval. Any amendment shall be consistent with requirements applicable to tax exempt organizations under Internal Revenue Code Section 501(c)(3).

Curt Bramble

Curt Bramble, Inc. incorporator

BYLAWS
OF
ENSIGN LEADERSHIP ACADEMY
A Utah Non-Profit Corporation

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Article I. Name and Offices

Section I.01 Name

The name of the corporation shall be Ensign Leadership Academy (hereafter, the "Corporation" or "School").

Section I.02 Principal Office

The nonprofit corporation's principal office in the State of Utah is:
3663 North 870 East
Provo, Utah 84604

The Board of Directors may change the principal office in the State of Utah from time to time.

Section I.03 Other Offices

The Board of Directors may establish branch offices where the nonprofit corporation is qualified to conduct its activities.

Article II. Members

The nonprofit corporation will not have stock or members. Approval by the Board of Directors is sufficient for any action that would otherwise require approval by a majority or all members. All rights that would otherwise vest in the members will instead vest in the Directors.

Article III. Directors

Section III.01 General Powers

The Board of Directors will manage the nonprofit corporation's property and business affairs, including the operation of a charter school pursuant to Utah Law. The Board of Directors must act consistently with federal law, state law, the Articles of Incorporation, and these Bylaws.

Section III.02 Number

The nonprofit corporation's authorized number of Directors is at least 5 but not more than 7 Directors until changed by an amendment to these Bylaws by the Board of Directors. The Board

of Directors will fix the number of directors; this number will comprise the entire Board of Directors.

Section III.03 Selection and Term of Office

The Board of Directors will elect its Directors during the annual meeting of the Board of Directors at the conclusion of a Director's term. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. When a Director is elected, the director shall serve a two-year, renewable term with no limits. The Board may establish an alternating term schedule to minimize Board turnover. Each Director will serve until his or her successor has been elected or until his or her death, resignation, or removal.

Section III.04 Filling of Vacancies

Subject to the provisions of Section 3.03, if any vacancy is caused by the death, resignation, or removal of a Director, the remaining Directors, by majority vote, will elect a successor to hold office for the remaining term of the Director whose place is vacant. The successor will serve as a Director until the next regular election of Directors.

If the number of Directors is increased as provided in the Bylaws, the current Directors, by majority vote, will elect the appropriate number of additional Directors to hold office until the next regular election of Directors.

No reduction in the authorized number of Directors will have the effect of removing any Director before the expiration of his or her term.

Section III.05 Resignation

Subject to the provisions of Utah law, any Director may resign by giving written notice to the nonprofit corporation's Secretary. The resignation will be effective when the Secretary receives the notice unless the notice specifies that the resignation will be effective on a later date. If the resignation is effective at a later date, a successor may be elected before that date, but he or she will not take office until the resignation becomes effective.

Section III.06 Removal

A Director may be removed by a two-thirds vote of all Directors then in office. The action will be taken at a regular meeting of the Board of Directors or at a special meeting called for that purpose. The proposed removal must be announced in the notice and sent to the Directors at least 48 hours before the meeting.

Section III.07 Compensation of Directors

No stated salaries will be paid to the Directors for their services, but each Director may receive reimbursement from the nonprofit corporation for reasonable expenses incurred on behalf of the Corporation.

Article IV. Meetings

Section IV.01 Place of Meeting

The Board of Directors will hold its meetings at the nonprofit corporation's principal office or at any place the Board of Directors may from time to time select.

Section IV.02 Annual Meeting

The Board of Directors will hold its annual meeting during the month of May at the usual meeting time as established by the Board of Directors for electing Directors for the ensuing year and to transact other business that may be brought properly before the Board of Directors.

Section IV.03 Regular Meetings

The Board of Directors may hold regular meetings as determined by majority resolution of the Board of Directors. The resolution may authorize the chair to fix the specific date and place of each regular meeting, in which case notice of the meeting date and place must be given in the manner provided in these Bylaws. The notice need not specify the business to be transacted, nor the purpose of the meeting unless specifically required by Utah law or these Bylaws. The Board shall meet no less than four (4) times during the fiscal year.

Section IV.04 Special Meetings

Special meetings of the Board of Directors may be called by the chair or called by the chair at the direction of not less than a majority of the Board of Directors, or as otherwise provided by law. The Board of Directors may only transact the specific corporate business announced in the notice for the special meeting.

Section IV.05 Public Notice of Meetings

Except as may be otherwise specifically provided in these Bylaws, the Board will post public notice to the official website of each meeting pursuant to Utah Law. The attendance of any

person at any meeting constitutes a waiver of notice, except if a Director attends a meeting for the express purpose of objecting to the transaction of business at the meeting because the meeting is not lawfully called or convened.

Section IV.06 Quorum

The presence of a majority of the Directors then in office constitutes a quorum to transact business at all meetings of the Board of Directors. But if at any meeting less than a quorum is present, a majority of those present may adjourn the meeting to a different place and time.

Section IV.07 Meetings by Telephone or Video Conference

Any annual, regular, or special meeting may be held by conference telephone or video communication equipment, if all Directors participating in the meeting can hear one another. All participating Directors will be considered present in person at the meeting for all purposes.

Section IV.08 Required Vote

Except as may be provided otherwise in these Bylaws or the Articles of Incorporation, the action of a majority of the Directors at a meeting at which a quorum is present is the action of the Board of Directors.

Article V. Officers

Section V.01 Election, Tenure, and Compensation

The officers of the nonprofit corporation are the Chair, the Vice Chair, the Secretary, and the Treasurer. The office of Secretary and Treasurer may be combined into one position.

The Board of Directors will elect the officers at each annual meeting of the Board of Directors. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. Each officer will serve until his or her successor has been elected or until his or her death, resignation, or removal.

The Officers must be Directors. No officer may sign, acknowledge, or verify any instrument in more than one capacity if the law or these Bylaws require the instrument to be signed, acknowledged, or verified by any two or more officers.

If any office (other than an office required by law) is not filled by the Board of Directors, or, once filled, later becomes vacant, the office and all references to the office in these Bylaws will be treated as inoperative until the office is filled as provided in these Bylaws.

All corporate officers and agents are subject to removal at any time by a majority vote of the Board of Directors.

Section V.02 Powers and Duties of the Chair

The chair may execute all authorized bonds, contracts, or other obligations in the name of the nonprofit corporation after approval by the Board of Directors. Unless otherwise specifically limited by the Articles of Incorporation and these Bylaws, the chair has all powers and authority otherwise permitted by the chair of a nonprofit corporation under Utah law. The chair is an ex-officio member of all the standing committees and will perform any other duties assigned from time to time by the Board of Directors. The chair or the chair's designee shall be the presiding officer at each Board Meeting.

Section V.03 Powers and Duties of the Vice Chair

The Vice chair has all powers and authority otherwise permitted by the Vice chair of a nonprofit corporation under Utah law. The Vice chair will perform any other duties assigned from time to time by the Board of Directors or by the chair. In the absence of the chair, the Vice chair shall perform the duties of the chair.

Section V.04 Powers and Duties of the Secretary

The Secretary shall:

- (a) give notice of all meetings of the Board of Directors and all other notices required by law, the Articles of Incorporation, or by these Bylaws;
- (b) keep minutes of the meetings of the Board of Directors;
- (c) perform all other duties that may be assigned to him or her from time to time by the Directors or the chair.

Unless otherwise specifically limited by the Articles of Incorporation or these Bylaws, the secretary has all powers and authority otherwise permitted by the secretary of a nonprofit corporation under Utah law. The duties of the secretary may be assigned to a third party by contract or by corporate resolution.

Section V.05 Powers and Duties of the Treasurer

The treasurer shall:

- (a) have custody of all the funds and securities of the nonprofit corporation;
- (b) keep full and accurate account of receipts and disbursements in books belonging to the nonprofit corporation;
- (c) deposit all moneys and other valuables in the nonprofit corporation's name and credit in those depositories as the Board of Directors may designate from time to time;
- (d) disburse the funds of the nonprofit corporation as ordered by the Board of Directors after taking proper vouchers for such disbursements;
- (e) furnish to the chair and the Board of Directors an annual budget;
- (f) furnish to the chair and the Board of Directors, whenever either of them requests, an account of transactions as treasurer and of the nonprofit corporation's financial condition; and
- (g) furnish to the Board of Directors and to the donors of the nonprofit corporation within 60 days from the date that the nonprofit corporation's Form 990 is filed a written report of the nonprofit corporation's activities, receipts, and disbursements during the tax year for which the Form 990 was filed.

Unless otherwise specifically limited by the Articles of Incorporation and these Bylaws, the treasurer has all powers and authority otherwise permitted by the treasurer of a nonprofit corporation under Utah law. The duties of the treasurer may be assigned to a third party by contract or by corporate resolution.

Section V.06 Agents

The Board of Directors may designate agents of the nonprofit corporation as it considers necessary or advisable.

Article VI. Committees

Section VI.01 Committees of the Board of Directors

The Board of Directors may, by majority vote, designate one or more committees. Each committee must consist of at least two Directors. Non-Board Members may be appointed to serve on Board Committees. The number of members of a committee shall be no less than two and no more than half the total number of the Board of Directors.

The designation of committees and delegation of authority to the committees will not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed on the Board of Directors or any individual members by law.

Section VI.02 Term of Office

Each committee member will serve until his or her successor is appointed unless the committee is terminated sooner by the Board of Directors, or the member is removed or resigns from the committee. Unless otherwise provided in the resolution of the Board of Directors designating a committee, each committee member will serve at the pleasure of the Board of Directors.

Section VI.03 Chair

Unless otherwise provided in the resolution of the Board of Directors designating a committee, each committee shall appoint a chairperson by majority vote of the committee.

Section VI.04 Vacancies

Vacancies in the membership of any committee may be filled by appointments in the same manner as the original appointments were made.

Article VII. Liability and Indemnification

No Director or officer of the nonprofit corporation will be personally liable for the payment of the nonprofit corporation's debts and liabilities except as any Director or officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the nonprofit corporation's debts will not apply in any instance where that relief is inconsistent with any provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3).

Subject to the previous paragraph, the nonprofit corporation shall indemnify every Director or officer and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred by him or her—as well as any amount paid upon judgment—in connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Director or officer of the nonprofit corporation.

This indemnification is being given since the Directors will be requested to act by the nonprofit corporation for the nonprofit corporation's benefit. This indemnification is exclusive of all other rights to which a Director may be entitled.

Article VIII. Corporate Seal

The nonprofit corporation will not have a seal. If a seal is required for any corporate transactions, the words Corporate Seal followed by the signature of one or more officers on behalf of the nonprofit corporation shall constitute a proper affixing of the seal.

Article IX. Financial Matters

Section IX.01 Delegation by the Board of Directors

The Board of Directors may authorize any officer, employee, or agent to enter into any contracts or to sign and deliver any instruments in the name of the nonprofit corporation. The authority granted by the Board of Directors may be general or confined to specific instances.

Section IX.02 Authority over Certain Funds

If at any time the nonprofit corporation is a beneficiary of a charitable lead trust, a charitable remainder trust, or other similar trust (Charitable Trust), and the Charitable Trust was established by a Director, an officer, or a substantial contributor to the nonprofit corporation, the Director, officer, or substantial contributor who established the Charitable Trust is prohibited from acting on matters concerning funds coming to nonprofit corporation from the Charitable Trust.

The Director who establishes a Charitable Trust must adhere to the Conflict-of-Interest Policy.

Any funds received from a Charitable Trust must be segregated into a separate accounting line item in the nonprofit corporation's financial records as provided in Section 9.07.

Section IX.03 Deposits

All nonprofit corporation funds will be deposited to the credit of the nonprofit corporation at those banks, trust companies, or other depositories selected by the Board of Directors. But the Board of Directors may authorize any officer, employee, or agent to select the banks, trust companies, or other depositories into which the funds of the nonprofit corporation will be deposited.

Section IX.04 Checks and Drafts

All checks, drafts, and other orders for payments of money, notes, or other evidences of indebtedness by the nonprofit corporation must be signed by those officers, agents, or employees selected by the Board of Directors, and in the manner determined by majority resolution of the Board of Directors.

Section IX.05 Loans

The nonprofit corporation is prohibited from making any loans or borrowing any funds unless specifically authorized by a resolution of the Board of Directors. The authority granted by the

Board of Directors may be general or confined to specific instances. The nonprofit corporation will not make any loans to its Directors or officers.

Section IX.06 Investments

The nonprofit corporation's funds may be invested in any investments selected by the Board of Directors or any investment manager appointed by the Board of Directors for that purpose. In making any investments, the Board of Directors or investment manager (as the case may be) should give due regard to balancing the need to preserve principal, to produce income and capital gains, and to achieve long-term growth of the nonprofit corporation's assets.

Section IX.07 Separate Account

The nonprofit corporation must segregate any funds received from a Charitable Trust into a separate accounting line item in the nonprofit corporation's financial records. The nonprofit corporation shall administer the separate account in such a manner as to allow tracing of the funds into and out of that account. The separate account must be administered and distributed by a separate fund committee, and the Director, the officer, or the substantial contributor who established the Charitable Trust from which the nonprofit corporation received the funds may not possess any power over this account or this separate fund committee.

Section IX.08 Expenses

The Board of Directors will pay all expenses of the nonprofit corporation including, but not limited to, custodian, management fees, legal fees, and accounting fees and charges first from revenue and then from the principal assets of the nonprofit corporation.

Section IX.09 Third Party Contracts

All third-party contracts must include the following language:

No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

Article X. Conflict of Interest Policy

The Corporation shall adopt a conflict of interest and anti-nepotism policy pursuant to Utah Code § 53G-5-404.

Article XI. Dissolution of Assets

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with Utah Code § 53G-5-409 or the corresponding provision of any future Utah charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to Utah Code § 53G-5-409, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code, or to federal, state, and local governments to be used exclusively for public purposes.

Article XII. Miscellaneous Provisions

Section XII.01 Fiscal Year

The fiscal year of the nonprofit corporation shall end on the last day of June.

Section 12.02 Singular and Plural; Gender

Unless the context requires otherwise, words denoting the singular may be construed as plural and words of the plural may be construed as denoting the singular. Words of one gender may be construed as denoting another gender as is appropriate within the context. The word "or" when used in a list of more than two items may function as both a conjunction and a disjunction as the context requires or permits.

Section XII.02 Headings of Articles, Sections, and Subsections

The headings of Articles, Sections, and Subsections used within these Bylaws are included solely for the reader's convenience and reference. They have no significance in the interpretation or construction of these Bylaws.

Section XII.03 Reference to Laws

All general or specific references to the Internal Revenue Code are to the Internal Revenue Code of 1986 as now in force or later amended, or the corresponding provision of any future United States revenue law. Similarly, any general or specific references to the laws of the State of Utah are to the laws of the State of Utah as now in force or later amended.

Article XIII. Amendments

The Board of Directors may amend, alter, or repeal the Bylaws or any specific provision of the Bylaws, and may from time to time make additional Bylaws. Amendments may only be implemented after approval by the Utah State Charter School Board or the State Board of Education pursuant to Utah Administrative Code R277-481.

CERTIFICATE OF SECRETARY

Stephanie Hill
box SIGN 4KQV7238-42VKP3R7

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned does hereby certify that the undersigned is the secretary of Ensign Leadership Academy, a nonprofit corporation duly organized and existing under and by virtue of the laws of the State of Utah; that the above and foregoing Bylaws of said nonprofit corporation were duly and regularly adopted as such by the Board of Directors of said nonprofit corporation; and that the above and foregoing Bylaws are now in full force and effect.

Board MINUTES

Ensign Leadership Academy Board Meeting Agenda

****Virtual****

ELA 6-17-2024 at 1:00 p.m.

Board of Directors' Access:

Video call link: <https://meet.google.com/hww-izpc-gbq>

Or dial: (US) +1 316-512-3970 PIN: 371 240 101#

- I. Call to Order** at 1:10 PM
(Start Recording)
- II. Pledge of Allegiance** [IMAGE](#) by David Erickson
- III. Reading of the Mission Statement (Assign or Ask for Volunteer):** by Stephanie Hill
The mission of Ensign Leadership Academy is, in support of the family, to provide the best educational experience to as many students as possible in a moral and wholesome environment.
- IV. Roll Call of membership onto the Board of Directors** by Richard Moss.
Quorum present
(Staff perform roll call)

| Board Member | Title | Term Expires | Attendance |
|-------------------|----------------------|--------------|------------|
| Curt Bramble | Director | June 2026 | NP |
| David Erickson | Vice Chair/Treasurer | June 2026 | Present |
| Stephanie Hill | Director | June 2026 | Present |
| Richard Moss | Director | June 2026 | Present |
| Howard Stephenson | Director | June 2026 | Present |

- V. Management Updates** Format presented
 - A. Charter One Campus Update LINK**
 1. Director's Update
 - a) Director - ELA Upper
 - b) Director - ELA Lower School
 2. Finance Update - LINK
 3. School House Development

VI. Board Training - TBD

Board MINUTES

Ensign Leadership Academy Board Meeting Agenda

****Virtual****

ELA 6-17-2024 at 1:00 p.m.

VII. Approval of the Consent Agenda (Motion, Second, Discussion, Vote)

- A. Example: Meeting Minutes from previous board meeting
- B. Other items

VIII. Discussion/New Business/Action Items

- A. Selection of Officers

Motion by Howard Stephenson, seconded by Richard Mostt for the following officers:

Curt Bramble as Chairman

David Erickson as Vice Chairman/Treasurer

Stephanie Hill as Secretary

Approved 5-0 (proxy vote by Curt Bramble)

- B. Approval of Bylaws

Motion to approve as amended by Richard Moss, seconded by Stephanie Hill. Howard Stephenson added to the motion that final edits would be presented at the next board meeting, with any edits approved by email approval of board members to allow timely filing. 5-0

- C. Notice of Articles of Incorporation - Rob Nelsen

- D. Set next Board meeting (recommended Tuesday June 25, 1pm)
Monday June 24 at 1PM

IX. Executive Session (if required) not required

X. Announcements

- A. Set regular scheduled Board meetings (Frequency, day of month, time and location.) Howard Stephenson noted that it is reasonable we should expect more frequent board meetings during the time prior to opening

XI. Adjournment at 1:27 PM

Board Meeting MINUTES

Ensign Leadership Academy Board Meeting Agenda

****Virtual****

ELA 6-24-2024 at 1:00 p.m.

Board of Directors' Access:

Video call link: <https://meet.google.com/gya-syrr-koz>

Or dial: (US) +1 937-396-5058 PIN: 264 479 107#

- I. **Call to Order** by Vice Chair David Erickson at 1:05 PM
(Start Recording)
- II. **Pledge of Allegiance** [IMAGE](#) by Vice Chair David Erickson
- III. **Reading of the Mission Statement (Assign or Ask for Volunteer):** Director Richard Moss
The mission of Ensign Leadership Academy is to, in support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment.
- IV. **Roll Call of membership onto the Board of Directors**
Performed by Vice Chair David Erickson, roll call.

| Board Member | Title | Term Expires | Attendance |
|-------------------|----------------------|--------------|------------|
| Curt Bramble | Chair | June 2026 | NP |
| David Erickson | Vice Chair/Treasurer | June 2026 | Present |
| Stephanie Hill | Secretary | June 2026 | Present |
| Richard Moss | Director | June 2026 | Present |
| Howard Stephenson | Director | June 2026 | Present |

V. Management Updates

A. Charter One Campus Update LINK

1. Director's Update
 - a) Director - ELA Upper
 - b) Director - ELA Lower School
2. Finance Update - LINK
3. School House Development
Introductions of Tina Letchworth, Joe Dahle, Erica Martinext, and Rob Nelsen.

Board Meeting MINUTES

Ensign Leadership Academy Board Meeting Agenda

****Virtual****

ELA 6-24-2024 at 1:00 p.m.

VI. Board Training - TBD

VII. Approval of the Consent Agenda (Motion Secretary Stephanie Hill, Second Director Howard Stephenson, Roll call vote 4-0-1)

- A. Meeting Minutes from 17 June 2024 [LINK](#)
- B. Other items

VIII. Discussion/New Business/Action Items

- A. Approval of Proposal [LINK](#)
Motion to approve, with a focus on looking at Eagle Mountain to become a community school by Director Howard Stephenson, seconded by Secretary Stephanie Hill. Roll call vote, 4-0-1
- B. Bylaws as edited and approved [LINK](#)
Noted two edits to the Bylaws since last presented. Motion to accept by Director Howard Stephenson, Second by Vice Chair David Erickson. Roll call vote, 4-0-1
- C. Notice of Articles of Incorporation - Rob Nelsen [LINK](#)
Read and reviewed by the Board, edits made. Motion to accept Vice Chair David Erickson, second by Director Howard Stephenson. Roll call vote 4-0-1
- D. Set travel date in July to visit ALA Arizona
Will look at August, desire to visit campuses and other facilities of Charter One. Will coordinate with the Executive Team of Charter One to meet all key individuals Also, set a preparation session prior to the August 8 meeting before the SCSB. Will look at the week of July 22 or July 29.
- E. Set next Board meeting

IX. Executive Session (if required)

Will identify required language read, and training in Executive Session prior to the next Board meeting.

X. Announcements

- A. Set regular scheduled Board meetings (Frequency, day of month, time and location.)
The Board discussed the proper pronunciation of “ensign.” It will be with an emphasis on pronouncing “sign”, as opposed to the rank of a naval officer, which is pronounced with a :”sin” sound. Thus, the ‘s’ has a ‘z’ pronunciation; En-zign.

XI. Adjournment motion by Director Howard Stephenson, seconded by Vice Chair David Erickson at 2:21 PM. Roll call 4-0-1