



TODAY'S EDUCATION CREATES
A BETTER TOMORROW

New Charter School Proposal Application Technical Components:

Proposed Charter School Name: Sky High Academy

Name of Applicant(s): Jason Brewster

Authorized Agent, if applicable: Jason Brewster

Main Point of Contact: 1160 So Washington Fields Rd Unit 2, Washington, UT 84780

Point of Contact Phone Number: (435) 319-9783

Point of Contact Email Address: rooster.bvp@gmail.com

Proposed Charter School Location (city/area): Washington, UT → Green Springs Area

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

Proposed Charter School's Reported Grade Configuration and Maximum Authorized Enrollment: 500


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	0	20	20	20	20	20	20	20	20	20	20	20	20	240
Year 2	0	30	30	30	30	30	30	30	30	30	30	30	30	360
Year 3	0	30	30	30	30	30	30	30	30	30	30	30	30	360
Year 4	0	40	40	40	40	40	40	40	40	40	40	40	40	480
Year 5+	0	40	40	40	40	40	40	40	40	40	40	40	40	480

Does the proposed grade configuration match the district of residence grade configuration? Explain. **Yes, the grade configuration will be the same as the school district.**

Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule? Explain. **No, I am not requesting any waivers**

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

Proposal of Charter School:

Required Attachments: (11 page limit, as indicated)

1. Provide a 1-2 page overview of the “big ideas” of your proposed charter school. Be sure to include: a. Proposed mission and vision statements.

At Sky High Academy, our mission is to develop the love of learning through exposure to a diverse, core knowledge of content that will enhance their ability to succeed at any level. With a strong partnership with our teachers, parents, and community, Sky High Academy will be successful in full feeling our mission in preparing each student for success in college, life, and beyond.

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

At Sky High Academy, will develop the love of learning through exposure to a diverse, core knowledge of content that will enhance their ability to succeed at any level. With a strong partnership with our teachers, parents, and community, Sky High Academy will be successful in full feeling our mission in preparing each student for success in college, life, and beyond.

- c. 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.
 - i. Continuing to improve student learning

- Give frequent quizzes and homework assignments to help students monitor their progress.
- Give students written comments on the strengths and weakness of their tests/papers.
- Give students focused feedback on their work early in the term.
- Consider giving a mid-term assessment or progress report.
- **Become a role model for student interest.**
 - o Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.

- **Get to know your students.**
 - You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.
- **Use examples freely.**
 - Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.
- **Use a variety of student-active teaching activities.**
 - These activities directly engage students in the material and give them opportunities to achieve a level of mastery.
 - Teach by discovery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.
 - Cooperative learning activities are particularly effective as they also provide positive social pressure.
- **Set realistic performance goals.**
 - Help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.
- **Place appropriate emphasis on testing and grading.**
 - Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.
- **Be free with praise and constructive in criticism.**
 - Negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats
- **Give students as much control over their own education as possible.**
 - Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you. Give students options for how these assignments are weighted.

ii. Encouraging the use of different and innovative teaching methods

- **Student-Centric Focus**
 - Innovative teaching strategies prioritize the needs and engagement of students, fostering active participation in the learning process.
- **Active Learning**
 - Encourages hands-on and participatory activities, moving away from passive learning to promote deeper understanding and retention.
- **Flexibility and Adaptability**
 - Adapts to the diverse learning styles and needs of students, offering flexibility in content delivery and new teaching methods.
- **Technology Integration**
 - Utilizes technology creatively to enhance effective learning experiences, incorporating digital tools and resources for effective and interactive instruction.
- **Collaborative Learning**
 - Emphasizes group work, collaboration, and peer learning to enhance social and communication skills among students.

- **Problem-Solving Emphasis**
 - Focuses on developing critical thinking skills and problem-solving skills, challenging students to apply knowledge in real-world scenarios.
- **Continuous Assessment**
 - Moves beyond traditional exams and grades by implementing continuous assessment methods, providing ongoing feedback for improvement.
- **Creativity Encouragement**
 - Cultivates a learning environment that stimulates creativity and innovation, allowing students to express themselves and explore new ideas.
- **Individualized Learning Paths**
 - Recognizes and accommodates the diverse learning preferences and paces of individual students, promoting personalized learning experiences.
- **Real-World Relevance**
 - Connects classroom concepts to real-world applications, demonstrating the practical relevance of what students are learning.
- **Feedback-Oriented Approach**
 - Prioritizes constructive feedback to guide students' progress, facilitating a continuous cycle of improvement and reflection.
- **Cultivation of Soft Skills**
 - Integrates the development of soft skills, such as communication, collaboration, and time management, essential for success in various contexts.

iii. Creating new professional opportunities for educators to actively participate in designing and implementing learning programs at the school

- As a director and principal, I want to provide the educators every opportunity to grow along with their students. At Sky High Academy, we will provide professional learning includes workshops and other more traditional types of professional development. But it goes further, engaging educators in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, educators can gain more than content knowledge or technical strategies—they can gain an improved understanding of their own teaching and learning and of the various ways by which students learn. Through this effort, educators also come together as a community of self-developing practitioners.

iv. Increasing choice of learning opportunities for students

- No student enters a classroom without any knowledge, and building upon familiar content helps to increase both capacity and confidence. Rather than jumping into any new information without any preparation, use the first few minutes of class to activate what students already know and make connections to less familiar material. That way, each class begins with an accessible entry point while still meeting high expectations and keeping the grade-level standard for learning where it should be. Once students become accustomed to starting class this way, it can also be empowering to give them the option to design the activators just once or twice a week, which increases their sense of agency and provides them with a deeper understanding of the work they do each day.
- Creating a classroom that includes more choice, voice and autonomy seems like a big lift. However, taking just one of the incremental steps highlighted above moves everyone in the right direction. When students are provided with smaller options for choice consistently in their classroom experiences, they are more likely to approach their work with meaningful engagement. Providing choice does not have to

be an every day, all day type of endeavor. Rather, a balance among different approaches to instruction can be beneficial for everyone if there are opportunities spread throughout any given week for additional student voice and autonomy.

v. Establishing new educational models and new forms of accountability that emphasize unique performance measures and innovative measurement tools to measure education outcomes

- Here are some simple yet powerful teaching methods that will foster personal accountability in the learning environment:
 - Role Modeling: Exhibiting personal responsibility as a guideline for students
 - Example: Apologize when you make a mistake. Even the best educators are human. Modeling for students that you can make a mistake, learn from it, and move on is a powerful example to set.
 - Promoting Open Communication: Encouraging students to express concerns and share progress
 - Example: Make it a rule always to practice empathic listening when talking to students. This means you listen to opinions and thoughts without judgment to understand what the speaker is feeling. Encourage students to practice this during classroom discussions to foster safety and respect. Good communication is the foundation of a healthy learning environment.
 - Developing a Culture of Trust: Building an environment for students to take accountability willingly
 - Example: Problem-solving as a group will help motivate students to think critically and see their role in the bigger picture. If a project doesn't go well, working together to improve on the next one turns a consequence into a teachable moment. It will also help students find the incentive to work through a setback and improve.
 - Recognition of Efforts: Highlighting improvements and positive changes to stimulate continuous practice of accountability
 - Example: Celebrate growth over perfection. If you have a student go from zero attendance to barely missing a day, acknowledge that and celebrate their achievement with them.

- vi. Providing opportunities for greater parental involvement in governance decisions at the school level

- One of the best ways to build family engagement is to start early and often, and never give up! It's important to engage students' families early in their academic career and early in the school year.

- One way your school can better communicate with families is for teachers to communicate among themselves. Encourage communication and collaboration among the teachers in your school as students advance in grades.

- **After-School Activities**
 - Your school's festivals, celebrations, and open houses are some ways your school can help educators connect with families in an informal environment. Including families in the planning of these events can help them be invested in the classroom.

- **Connection to School Resources**

- Put families in touch with school resources to make connections with them that are meaningful and individualized. Keep an eye out for specific ways your school could help students and families. For example, if a student is falling behind in math you can suggest to their family that they attend an after-school math lab.

- **Family Volunteering**

- Have a field trip coming up? Ask your teachers to send out volunteering sheets to bring families! Taking families along to special events or having them volunteer in the classroom for a few hours a week can help them develop a positive perspective on teachers and their child's class, as well as encourage and improve communication.

- **Family Trainings or Workshops**

- Even those who want to be involved in their child's academics might not know where to start. As an educator, you can facilitate family trainings or workshops, like those offered by Waterford Family Academy.

- **Parent-Teacher Committees**

- When families feel like they can make a difference in their child's education, they're much more likely to engage at school. If your school has a parent-teacher association, make it easy to join. Connect families with sign-up information and meeting times during the first months of school and keep families updated about any opportunities to get involved.

vii. Expanding public school choice in areas where there is a lack of school choice or where schools have been identified for school improvement, corrective action or restructuring

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- Creating a classroom that includes more choice, voice and autonomy seems like a big lift. However, taking just one of the incremental steps highlighted above moves everyone in the right direction. When students are provided with smaller options for choice consistently in their classroom experiences, they are more likely to approach their work with meaningful engagement. Providing choice does not have to be an every day, all day type of endeavor. Rather, a balance among different approaches to instruction can be beneficial for everyone if there are opportunities spread throughout any given week for additional student voice and autonomy.

viii. Collaborating within the public education system

- Building a connected school community enhances learning outcomes and support, collaboration and wellbeing for the entire school. Learning environments that are deeply united have an array of benefits for students, teachers, parents and the wider school.
 - Create a truly shared vision and goals. The level of ownership they feel in the process influences how much teachers actually invest in collaborative work.
 - Develop a sense of community.
 - Identify group norms.
 - Use discussion and dialogue.
 - Work through conflict.

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

- What makes Sky High Academy stand out from other schools:
 - All children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially.
 - We will create an IEP for each child to help each child to be successful.

 - **Focus on a Specialized Curriculum**
 - **STEM:** Emphasize Science, Technology, Engineering, and Mathematics with hands-on learning and real-world applications.
 - **Arts and Humanities:** Offer a curriculum rich in visual and performing arts, literature, and history.
 - **Environmental Education:** Incorporate sustainability, outdoor education, and conservation into the curriculum.

 - **Implement Innovative Teaching Methods**
 - **Project-Based Learning:** Encourage learning by doing, where students work on real-life projects over extended periods.
 - **Flipped Classroom:** Have students learn new content at home and use classroom time for discussions and applying knowledge.
 - **Blended Learning:** Combine online educational materials and opportunities for interaction online with traditional place-based classroom methods.

 - **Promote a Strong School Culture**
 - **Values and Ethos:** Will foster a community with strong values like respect, integrity, and empathy.
 - **Inclusive Environment:** We will ensure every student feels seen, understood, and valued regardless of their background.

- **Focus on Student Well-being and Development**
 - **Mental Health Support:** Will provide a robust support systems for students' mental and emotional well-being, including counseling and mindfulness programs.
 - **Life Skills Education:** Will teach practical life skills alongside academic subjects, such as financial literacy, public speaking, and critical thinking.
- **Engage with Technology**
 - **Digital Literacy:** Will integrate technology into all aspects of learning to prepare students for a digital world.
 - **Innovative Tools:** Will use virtual reality, coding kits, robotics, and other cutting-edge technologies to enhance learning.
- **Community and Parental Involvement**
 - **Community Projects:** Engage students with the local community through service projects and collaborations.
 - **Parental Engagement:** Create opportunities for parents to be actively involved in their children's education and the school community.
- **Extracurricular Diversity**
 - **Wide Range of Activities:** Offer a variety of sports, clubs, and activities that cater to all interests and abilities.
 - **Special Interest Groups:** Encourage students to start clubs or groups based on their interests, fostering leadership and initiative.
- **Global Perspective**
 - **Language and Cultural Studies:** Offer multiple foreign language courses and cultural exchange programs.
 - **International Curriculum:** Will adopt or incorporate international curricula, such as the International Baccalaureate.
- **Physical and Digital Infrastructure**
 - **Modern Facilities:** Will invest in state-of-the-art facilities that encourage innovative teaching and learning.
 - **Accessible Learning:** Provide platforms and resources for students to access learning materials anytime, anywhere.
- **Continuous Improvement**
 - **Professional Development for Teachers:** Regularly offer training and development opportunities for teachers to learn the latest educational strategies and technologies.
 - **Feedback Mechanisms:** Implement systems for receiving feedback from students, parents, and staff to continuously adapt and improve.

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

- **Focus on the Total Child**

- At Sky High Academy, we support all students' needs, inside and outside the classroom, to help them become effective, empowered learners.

- **Commitment to Equity and Access**

- Ensure that all students have access to high-quality services and supports enabling them to set and reach high goals for learning.

- **Family and Community Engagement**

- Effectively engage families and communities in support of students.
 - By doing so, we can identify barriers to such engagement and work to overcome them.

- **Distributed Leadership**

- Define leadership broadly.
 - Leadership is distributed — to principals, teachers, school counselors, community members, and others in the building — and decision-making is a shared endeavor.
 - Leaders (regardless of job title) meet high standards of practice and are supported in their development.

- **Strong, Supported Teaching Force and Staff**

- Will staffed the school with high quality educators — including teachers, principals, school counselors, technology specialists and others — who are well-educated, well-prepared and well-supported.
 - These educators meet high standards of practice.

- **Relationship-Oriented School Climate**

- Will create a culture of collaboration and shared responsibility among staff and students and with families and communities.
- Will provide a safe, welcoming, and respectful place for all.
- Establish teaching and learning as core values.
- Support positive behavior and build healthy, supportive relationships and a sense of community both between and among students and staff.

- **Accept Responsibility**

- Remember that you alone are responsible for your academic achievement. Your instructor is your guide and your classmates may help you to understand your assignments; however, you are responsible for your own success.

2. Provide a 2-3 page overview of the educational program. Be sure to include:

Educational philosophy:

Sky High Academy's philosophy is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is our desire to create this type of atmosphere where students can meet their full potential. Our school will provide a safe environment where students are invited to share their ideas and take risks.

We believe that there are five essential elements that are conducive to learning.

- The teacher's role is to act as a guide.
- Students must have access to hands-on activities.
- Students should be able to have choices and let their curiosity direct their learning.
- Students need the opportunity to practice skills in a safe environment.
- Technology must be incorporated into the school day."

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

Teaching the Utah Core Standards involves using a variety of assessments to confirm students' understanding of the core concepts. These assessments will include brief explanations, in-depth assignments, and hands-on activities to promote deeper understanding. Instructors will also incorporate features that draw learners into the discipline in meaningful ways, such as incorporating real-world examples or connecting the content to students' interests. By doing this and aligning instruction with the Utah Core Standards and utilizing effective assessment strategies, our educators will ensure that students are meeting the required standards and achieving academic success.

- Make the standards fit into student interests.
- Teach students to question.
- Focus on the skills and language of learning.
- Be open to many answers.
- Have authentic conversations about motivations.
- Emulate effective risk taking.
- Use professional learning communities.

A description of the intended educational program that includes evidence-based or research based.

Children come in different ages, stages, levels of development, learning preferences, personality types, and activity levels, and they have different interests. So, it depends on the student's needs. The best thing is to select materials that best meet the individual learning style and needs of the student. By creating an IEP for every child will help the educator to reach each child's highest potential. Here are some examples that we will use to help us with each child:

- Learning styles. Some children learn more by creating and making things; others through reading or talking to people
- Interest-led learning
- Grade levels
- Post-graduation plans
- Online/Virtual Learning

Cited methods of instruction and either sample curriculum choices or a description of how the curriculum will be selected/developed.

Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Our teachers do not use the same set of practices for every lesson, so they constantly will reflect what works and observe whether students are learning or not, and, then adjust their practice accordingly. Because there are so many variables for teachers to consider when making decisions about teaching and learning, it is essential that all our teachers plan accordingly with administrators and other teachers to plan the curriculum. Student's success is our highest priority.

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

- Utah requires students to earn a minimum of 24 units of credit through course completion or through competency assessment.
- We will help develop the love of learning through exposure to a diverse, core knowledge of content that will enhance their ability to succeed at any level exceed the minimum units needed to graduate. With a strong partnership with our teachers, parents, and community, Sky High Academy will be successful in full feeling our mission in preparing each student for success in college, life, and beyond.

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

All children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is our desire to create this type of atmosphere where students can meet their full potential. Our school will provide a safe environment where students are invited to share their ideas and take risks.

Because we strive in helping our students to be successful, we will offer

- Distance and/or online education.
 - Access to a wider range of programs and courses.
 - Ability to learn at your own pace
 - Flexibility to balance work and education.
 - Ability to continue working while pursuing an education.
 - Cost-effectiveness
 - Helps reduce social anxiety
 - Parents can see what their child is learning
 - Helps students with Time Management

CTE provides students with not only career and academic skills, but soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation.

- Our school will participate in the CTE program by working local companies and offering incentives by offering to pay the students wages in the areas interest by each student.

We will have a partnership with Utah Tech University & Dixie Tech to offer our students an early college options.

- Students accelerate their learning in a field of interest. Students gain a sense of belonging in higher education. Students earn early college credit at a reduced cost, making higher education attainment more affordable.
 - Our students will have all college classes offered to them in high school and middle school:
 - Earning real college credits
 - Building Familiarity with College Professors and Their Expectations
 - Understanding Time Management
 - Experiencing Campus Life
 - Making New Friends
 - Can help students graduate high school earlier
 - Bachelor's degree
- Our school will work closely with Utah Tech University and Dixie Tech by offering classes in our facility and also allowing our students to attend classes at their facilities.

4. 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:

- a) Justification of why the proposed school is needed in the selected location, and what sets it apart from other schools in the proposed location.
 - Sky High Academy will be located in Green Springs area of Washington, UT in a gated community for the safety of the children, teachers, parents, and staff. It will be located by the Green Springs Golf Course in Washington, UT. I know the location really well and waiting for funding to build the school.
 - It is close to Utah Tech University if the students decide to take college classes. For the students interested in sports, Green Springs Golf Course is close along with the Washington Recreation Center a few minutes away. We will also have a full functional gymnasium for students and parents to use. The school will offer free tutoring to our students, other students in the School District, and college students. Free After School programs to students that will challenge the students and will prepare the students for the future with a focus on practical Career training programs. Fun Special Olympic programs for children with special needs and for their families at the school and parks that are close by and this will be free.
- b) The proposed school's target demographics, including the population and development trends in the area. Performance and models of nearby competing public schools (district and charter).

Southern Utah and the City of Washington is growing fast. The school's minority student enrollment is 50%. The student population is made up of 49% female students and 51% male students. The school enrolls 45% economically disadvantaged students.

Schools	Percentage	Grades	# of Students
Coral Cliffs School	Math: 40-49% Reading: 30-39%	PK-5	147
Washington School	Math: 40-44% Reading: 35-39%	PK-5	451
Hurricane School	Math: 32% Reading: 38%	PK-5	661
Three Falls School	Math: 43% Reading: 42%	PK-5	566
Panorama School	Math: 34% Reading: 35%	PK-5	498
Coral Canyon School	Math: 28% Reading: 33%	PK-5	593
Sandstone School	Math: 21% Reading: 28%	PK-5	510
Fossil Ridge Intermediate	Math: 25% Reading: 40%	6-7	738
Hurricane Intermediate	Math: 39% Reading: 47%	6-7	759
Tonaquint Intermediate	Math: 31% Reading: 38%	6-7	724
Sunrise Ridge Intermediate	Math: 52% Reading: 54%	6-7	769

Washington Fields Intermediate	Math: 58% Reading: 55%	6-7	841
Pine View Middle School	Math: 29% Reading: 40%	8-9	824
Hurricane Middle School	Math: 34% Reading: 40%	8-9	834
Desert Hills Middle School	Math: 57% Reading: 57%	8-9	877
Crimson Cliffs Middle School	Math: 75% Reading: 61%	8-9	982
Dixie Middle School	Math: 40% Reading: 38%	8-9	896
Dixie High School	Math: 26% Reading: 37%	10-12	1,242
Desert Hills High School	Math: 47% Reading: 58%	10-12	1,082
Crimson Cliffs High School	Math: 48% Reading: 58%	10-12	1,241
Pine View High School	Math: 29% Reading: 48%	10-12	1,143
Hurricane High School	Math: 23% Reading: 53%	10-12	1,141
Snow Canyon High School	Math: 32% Reading: 48%	10-12	1,229

Student Progress	
Below Average	35%
Average	35%
Above Average	30%

- c) The proposed school's forecasts, along with supporting data.
- a. At Sky High Academy, our mission is to develop the love of learning through exposure to a diverse, core knowledge of content that will enhance their ability to succeed at any level. With a strong partnership with our teachers, parents, and community, Sky High Academy will be successful in full feeling our mission in preparing each student for success in college, life, and beyond.
 - b. Sky High Academy will create a safe, supportive, and student-centered environment with a focus on rich, diverse relationships and authentic learning experiences. Families will be valued partners in their child's educational journey. Students will rise to the expectations set before them, will embrace success, and will develop the resilience to face future challenges.
 - c. Sky High Academy's philosophy on education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is our desire to create this type of atmosphere where students can meet their full potential.

d. 5 Simple Guidelines:

- i. Believe in every student and make it known to every student that you believe in them
- ii. Build a Strong Relationship with each student
- iii. Set High Expectations on each student
- iv. Allow for Reflection to take place within the classroom
- v. Plan Purposefully

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

- a. There are no risks, barriers, or regulations that will impact the success of our school.
- b. If given a chance to be a charter school, then we will success and be able to help every student that attends our school.

Governing Board:

Members of Governing Body: (add additional rows if needed)

Name	Position	Area of Expertise	Any Charter Affiliations
Jason Brewster	Director/CEO/Superintendent /Teacher	Educator & 30 years of business experience	N/A
Kathy Brewster	Board Member	Office Manager & Department Head with 50 years of experience	N/A
Robert Brewster	Board Member	Engineer with 40 years of experience	N/A
Jeff Brewster	Board Member	Business manager & 35 years of business experience	N/A
Jeremy Brewster	Board Member	Business owner, Tech, etc with 30 years of experience	N/A

Required Attachments: (Not included in page limit count)

1. Each member of the governing body must complete a background information sheet. Please copy as many times as needed and add to your final proposal application as Appendix A.

Board Members			
Name	Role	Name	Role
<i>Jason Brewster</i>	<i>Director, Principal, and Teacher</i>	<i>Kathy Brewster</i>	<i>Board Member</i>
<i>Robert Brewster</i>	<i>Board Member</i>	<i>Jeff Brewster</i>	<i>Board Member</i>
<i>Jeremy Brewster</i>	<i>Board Member</i>	<i>N/A</i>	<i>N/A</i>

2. **Statement of Intent:** Each board member, staff, and everyone at Sky High Academy want to develop the love of learning through exposure to a diverse, core knowledge of content that will enhance their ability to succeed at any level. With a strong partnership with our teachers, parents, and community, Sky High Academy will be successful in full feeling our mission in preparing each student for success in college, life, and beyond.

We will provide a program that meets the academic, physical, social, behavioral, and emotional needs of every student so that each student has equal opportunities to succeed and become a contributing member of society.

Not-for-Profit History: I have provided life-changing educational adventures for young adults aging from 8 to 30. I also have worked closely with Washington County School District and Dixie State University to provide every child an excellent and equitable education. I also had the opportunity to help each child that I taught achieve his/her fullest potential and participate in and contribute to all aspects of life.

Employment History:

Dixie State College (Math Tutor) – 2001 to 2002 & 2011 to 2013
Southern Utah University (Math Tutor & Teacher Assistant) – 2002 to 2003 & 2004 to 2005
LaVerkin Elementary (4th Grade Teacher) – 2003
Beaver Dam Middle School – 2008 to 2010
Washington County School District (Substitute) – 2019 to 2020
BYU (Math Tutor & Teacher Assistant) - 2005
UVSC (Math Tutor & Teacher Assistant) – 2006
Dixie State University (Math Tutor & Teacher Assistant) – 2017 to 2021
Private Math Tutor – 2001 to 2023
Wells Fargo Bank – 2006 to 2008 & 2010 to 2011
Biolife Plasma Services – 2013 to 2019
Brewster Video Productions – 2021 to Present

Education History:

Dixie State – Associate Degree 1994 to 1998 & 2001 to 2002
Southern Utah University – Bachelor Degree (Elementary and Math Education) 2002 to 2003 & 2004 to 2005
Dixie State University – Math Education, Information System, & Digital Film 2005 to 2023

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 Jason Brewster

Appendix B: Articles of Incorporation

Articles of Incorporation must include language stating that 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. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

Articles Of Incorporation Of Sky High Academy

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

Article I – Name

The name of this nonprofit corporation shall be Sky High Academy.

Article II – Duration

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

Article III – Purposes

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

Article IV – Voting Members

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

Article V – Powers

- A. Powers in General** – Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:
- a. To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;
 - b. To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;
 - c. To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent character or amount, and with all the powers of control management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;
 - d. To borrow money either upon or without security, given such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;
 - e. To appoint and pay officers and agents to conduct and administer the affairs of the corporation;
 - f. To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;
- B. Powers Relating to Specific Objects and Purposes** – This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

Article VI – Registered Office & Agent

The address of the corporation's initial registered office is 1160 So Washington Fields Rd Unit 2, Washington, Utah 84780. The name of the corporation's initial registered agent at said initial registered office is Jason Brewster.

Article VII – Incorporators

The names and addresses of the incorporators are:

Jason Brewster

1160 So Washington Fields Rd Unit 2
Washington, Utah 84780

Robert & Kathy Brewster

1251 W Vista View Dr
Washington, Utah 84780

Jeff Brewster
2175 Stone Ridge Dr
Twin Falls, Idaho 83301

Jeremy Brewster
1494 Erickson Park Dr
West Jordan, Utah 84047

Article VIII – Directors

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

Jason Brewster – Director (Main)
1160 So Washington Fields Rd Unit 2
Washington, Utah 84780

Robert & Kathy Brewster
1251 W Vista View Dr
Washington, Utah 84780

Jeff Brewster
2175 Stone Ridge Dr
Twin Falls, Idaho 83301

Jeremy Brewster
1494 Erickson Park Dr
West Jordan, Utah 84047

Article IX – Limitations On Liability

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

Article X – Bylaws

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

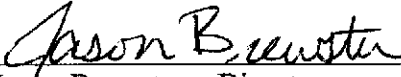
Article XI – Amendment Of Articles of Incorporation

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

Article XII – Debts & Obligations

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

In Witness Whereof, the undersigned have executed these Articles of Incorporation this December 2, 2023 and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and directors; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.



Jason Brewster – Director



Kathy Brewster – Board Member



Robert Brewster – Board Member



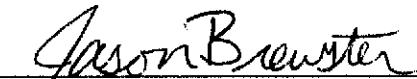
Jeff Brewster – Board Member



Jeremy Brewster – Board Member

Acknowledgement By Registered Agent

The undersigned, Jason Brewster, being first duly sworn on oath deposes and says that he is the person appointed as the Registered Agent of Sky High Academy and that he does hereby acknowledge and accept such appointment.



Jason Brewster

Appendix C: Governing Board Bylaws

Bylaws Of Sky High Academy

Article I – Name, Purpose

- (1) The name of the organization is Sky High Academy – Corporation.
- (2) The corporation was formed to manage, operate, guide, direct and promote the corporation, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

Article II – Members

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

Article III – Meeting Of Directors

- (1) **Annual Meeting** – The Board of Directors of the corporation shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.
- (2) **Regular Meetings** – Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice.
- (3) **Special Meetings** – Special meetings of the Board for any purpose(s) may be called at any time by the President, Secretary, or one-third of the members of the Board.
- (4) **Electronic Meetings** – In accordance with applicable state law and Board policy, any meeting of the Board may be held by telephone conference or a similar communication method as long as all Board members participating in the meeting can hear one another, and any such participation shall constitute presence in person at the meeting.
- (5) **Notice** – Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a documentable form of communication.

Article IV – Board Of Directors, Officers

- (1) **Board Role, Size, Composition** – The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Director/Principal and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (7) directors. The Board members shall receive no compensation other than reasonable expenses.
- (2) **Meetings** – The Board shall meet at an agreed upon time and place.
- (3) **Terms** – Board members shall serve three (3) year terms. However, in order to ensure that the terms of Board members are staggered to provide continuity in the Board, the terms for the initial Board of Directors shall be as follows: the Board member initially elected to serve as Board President shall serve a five (5) year term; the Board member initially elected to serve as Board Vice President shall serve a four (4) year term; the Board members initially elected to serve as Secretary and Financial Coordinator shall serve three (3) year terms; and Board members not initially elected to Board officer positions shall serve two (2) year terms. Board members are eligible for re-election.

- (4) **Quorum** – A quorum consists of a majority of the current Board members. A quorum of Board members must be present, in person or by electronic means, at any meeting of the Board before business can be transacted or motions made or passed.
- (5) **Officers and Duties** – There shall be four officers of the Board consisting of a President, Vice-President, Secretary, and Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individuals elected to these offices shall hold their respective offices until their resignation, removal, or other disqualification from service, or until the expiration of their office’s term. No Board member may hold more than one office at any given time. Officers’ duties are as follows:
- a. The **President** shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-President, Secretary, Financial Coordinator.
 - b. The **Vice-President** will chair committees on special subjects as designated by the board.
 - c. The **Secretary** shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.
 - d. The **Financial Coordinator** shall ensure a financial report is presented at each Board meeting. The Financial Coordinator shall chair the financial committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.
- (6) **Vacancies** – Vacancies on the Board will exist (1) on the death m resignation, or dismissal of any member, or (2) when the term of a current Board member has expired.
- (7) **Board Elections** – In order to fill a vacancy on the Board, the Board will solicit nominations and letters of application from the school community or members of the community at large. The Board may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.
- (8) **Resignation, Termination, and Absences** – Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective. A Board member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining directors.

Article V – Committees

The Board may create committees as needed to fulfill its responsibilities.

Article VI – Director and Staff

Director/Principal – The Director/Principal is hired by the Board. The Director/Principal has the day-to-day responsibility of managing the school, including carrying out the school’s goals and Board policy. The Director/Principal will attend all Board meetings, report on progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

Article VII – Indemnification

- (1) **Indemnification of Directors and Corporation Agents** – The corporation hereby declares that any person who serves at its request as a Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation’s agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney’s fees), judgement, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he/she reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his/her conduct was unlawful. Except as provided in Article VII, Section 3, below, termination of such action, suit, or proceeding by judgement, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he/she reasonably believed to be in the interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his/her conduct was unlawful.
- (2) **Indemnification Against Liability to the Corporation** – No indemnification shall be made with respect to any claim, issue, or matter as which a person covered by Article VII, Section 1 shall have been adjusted to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.
- (3) **Indemnification of Criminal Actions** – No indemnification shall be made in respect of any criminal action or proceeding as to which person covered in Article VII, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.
- (4) **Period of Indemnification** – Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Director, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representative of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.
- (5) **Advances of Costs and Expenses** – The corporation may pay costs and expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action, suit, or proceeding, in advance of the final disposition of the action, suit, or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these bylaws.

(6) **Personal Liabilities of Directors and Officers** – No Director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

Article VIII – Amendments

These Bylaws may be amended when necessary by the vote of a two-thirds (2/3) majority of the Board

Dated: December 2, 2023

Board Of Directors:




Jason Brewster – Director



Kathy Brewster – Board Member



Robert Brewster – Board Member



Jeff Brewster – Board Member



Jeremy Brewster – Board Member

Appendix D: Minutes from Governing Board meetings

Minutes Of The Organizational Meeting
Of The Board Of Directors Of
Sky High Academy

The following are the minutes of the organizational meeting of the Board of Directors of Sky High Academy, a Utah nonprofit corporation. The meeting was held at 1160 So Washington Fields Rd Unit 2, Washington, Utah on December 2, 2023 at 12 pm.

Present and participating in the meeting were the following directors: Jason Brewster, Kathy Brewster, Robert Brewster, Jeff Brewster, and Jeremy Brewster which constitute all of the directors of the corporation. The meeting was held in accordance with the provisions of the Bylaws, notice of the meeting was provided to all directors.

Jason Brewster served as Chairman of the meeting and conducted the meeting in that capacity. After calling the meeting to order, the Chairman requested that Jason Brewster record and keep the minutes of the meeting.

The meeting proceeded to the election of Board officers. Upon motion duly made, seconded and unanimously carried, the following persons were elected to the offices indicated opposite their respective names, serve during the ensuing year and until such time as their successors have been duly elected and shall qualify:

Jason Brewster	President
Kathy Brewster	Vice-President
Robert Brewster	Secretary
Jeff Brewster	Financial Coordinator

There being no further business, the meeting was thereupon duly adjourned.



Jason Brewster – President