



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

The Inclusion School

Name of Applicant(s):

Suzy Ahlman, Wendy Ahlman

Authorized Agent, if applicable:

Main Point of Contact:

Wendy Ahlman

Point of Contact Phone Number:

801-380-8123

Point of Contact Email Address:

ahlmanwendy@gmail.com

Proposed Charter School Location (city/area):

Provo, Joaquin

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

Provo School District

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

High School (grades 9-12, ages 13-22). Maximum 45 students.

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

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Max Enrollment: |
|----------|--|---|---|---|---|---|---|---|---|----|----|----|----|-----------------|
| Year 1 | | | | | | | | | | 5 | 6 | 9 | 10 | 30 |
| Year 2 | | | | | | | | | | 6 | 7 | 10 | 12 | 35 |
| Year 3 | | | | | | | | | | 8 | 9 | 11 | 12 | 40 |
| Year 4 | | | | | | | | | | 9 | 10 | 11 | 12 | 42 |
| Year 5 + | | | | | | | | | | 10 | 10 | 12 | 13 | 45 |

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


Yes. For the 2023-24 school year, the average percentage of students in each grade for the public high schools in Provo School District were as follows: 9th grade, 21%; 10th grade, 24%; 11th grade, 26%; and 12th grade, 29%. The average enrollment per grade for The Inclusion School over the next five years is, as follows, respectively: 19%, 22%, 28%, and 31%. Looking at our percentages, we are in close alignment with the resident grade configuration for Provo.

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

Our school is open to all students, with or without disabilities. However, we would like to propose a waiver for special consideration to be given to those with a documented disability. We are designing our school curriculum and classrooms to be the least restrictive for students with disabilities. Those students with disabilities will be the group that benefits the most from this setting and curriculum.

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: Wendy Ahlman

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: The Inclusion School

The Inclusion School is a center for individuals with developmental disabilities. A place where academics, behavior interventions, and advocacy education finally meet. Individuals with disabilities are often provided with academics in school, but not appropriate interventions for emotional, social, and independent living skills. Our mission is to create a school experience that focuses on individuality and differentiation. Students will be able to become part of a community, be a resource and support to others, and gain the knowledge of federal civil rights laws, creating a life of self-determination and inclusion.

As stated in our mission and vision statements, The Inclusion School is an access point for young adults with disabilities to become stronger members in society—benefiting them as individuals and the world at large. A place where students and their families are provided with a choice for a quality education—better preparing them for post-secondary success and independent living—that meets their individual learning needs.

In conjunction with the Utah State Charter School Board (SCSB) vision and mission of promoting access to education for all students and individuals, the Governing Board strongly believes that The Inclusion School will be a place where students who otherwise might not get an adequate education, are now able to set themselves up for post high success.

The Inclusion School will utilize the fifth method: “Establishing new educational models and new forms of accountability that emphasize unique performance measures and innovative measurement tools to measure education outcomes.” With the mission of individuality and differentiation, The Inclusion School has a philosophy and curriculum that emphasizes the use of different measures and materials to quantify student productivity and performance. The Inclusion School is accessible to all students with varying disabilities and severity. Including, but not limited to, those who are non-verbal, select mute, deaf, hard of hearing, blind, intellectually disabled and/or developmentally delayed. Through assistive technology, programmed instruction, and person centered planning the purpose of the chosen method is to increase accessibility.

Unfortunately, as it currently stands, there is no college preparatory school that involves the essential essence of post high success for those with disabilities in Provo. While most schools are required under federal law to follow the guidelines of the Individuals with Disabilities Education Act (IDEA), which includes differentiated instruction and changing the delivery and content of instruction, there is no obligation to teach students with Individualized Education Programs (IEP) what their rights are outside of IDEA. Therefore, the focus of advocacy education and self-determination at The Inclusion School is what sets us apart. By teaching the students federal civil rights laws that are applicable to them, specifically The Americans with Disabilities Act (ADA) and IDEA (eg. including the student in their IEP process), in turn teaches self-advocacy and determination skills to better prepare for college and career.

The academic outcomes that all students will take away from their experience at The Inclusion School is simply the word, *inclusion*. While the mission statement focuses specifically on students with developmental disabilities, students without disabilities are welcomed and encouraged to enroll. The aspect of inclusion should be taught to all individuals that will one day have a voice in society. So, while some students may come to The Inclusion School to learn about their own rights and prepare for college and career, others may choose to join to learn about their part in making society more accessible. All students will learn to be part of a community and a resource, and learn how to advocate for their own personal needs when situations arise in the future.

The Inclusion School's mission is to promote an educational experience that focuses on differentiation and post-secondary preparedness. Including tailored instruction and curriculum that addresses each student's needs and strengths. The overarching philosophy is learner-oriented teaching. Learner-oriented teaching, or student-centered learning (SCL), is an educational teaching approach that focuses on the learner and their individuality. It brings the students into the conversation by putting biased and traditional teaching styles on the back burner, and allowing students to take ownership over their learning by using their voice to advocate for their preferred learning materials, styles, and pace. This philosophy was built from the ideas, knowledge, and studies of many theorists including Jean Piaget, Lev Vygotsky, and Carl Rogers.

While The Inclusion School's philosophy and curriculum is student-centered learning, the overarching mission is to set up young adults with developmental disabilities for college and career readiness. There are four founding principles that will help us accomplish this goal: advocacy education, individuality, differentiation, and social-emotional wellbeing. While student-centered learning is an approach that pulls away from the traditional educational learning styles, The Inclusion School Board understands the importance of ensuring all students are taught the Utah Core Standards. The key fundamental methods to accomplish this mission is through programmed instruction, person centered planning, and specially designed instruction (SDI).

The Inclusion School Board anticipates that a large population of its students will either come to The Inclusion School with an IEP, or meet the requirements to qualify under the IDEA. While these students are required under federal law to receive specially designed instruction (and accommodations if applicable), all students benefit from this type of instruction. However, because not all students who attend The Inclusion School will qualify for an IEP, we want every student to get the same tailored educational experience as their peers, under the umbrella of student-centered learning. This will be accomplished through person centered planning-this presents itself as a "check-in" system. The check-in system entails that all students (including those with IEPs) will have a graduation plan at the start of their experience at The Inclusion School. At this time, each qualified Inclusion School employee will be assigned and responsible for meeting monthly to review and revise the plan per the student's needs and interests. This ensures alignment with the current graduation requirements for the state of Utah.

While person centered planning and SDI focus on the individuality and differentiation aspect, programmed instruction is the research-based methods of instruction that will focus on self-determination and advocacy, again, under the curriculum of student-centered learning. Developed by B.F. Skinner, with additions later made by Norman Crowder, programmed instruction is described as a "self-paced, self-administered instruction, which is presented in a logical sequence and with multiple content repetitions." Therefore, core subjects such as language arts, mathematics, and science, will not be taught in the typical sense of lecture, followed by course work, but through the chosen delivery of instruction and content for the student. This will be done by first giving students a goal with a rubric (that is based on core standards and what the student needs to learn) in each subject. Then, providing options to the students on how they can accomplish this goal. Once the options are provided, teachers

will meet with each student individually and game plan, including providing action steps, and how they, the teacher, can support the student in reaching this goal based on their already developed skills. As the student works on learning about this subject through their chosen delivery of instruction, with teachers providing needed specially designed instruction, students will learn how to advocate for the help they need in getting to the next step. When the goal and content have been taught to the full extent, and all requirements have been met on the rubric, the reinforcement is the grade they receive for the work they did. This is also the assessment process. This helps show students that when you dedicate time and advocate for the support you need, you can accomplish the goals you make.

As previously mentioned, with a graduation plan that is developed through person centered planning, the plan will align with the graduation requirements for the state of Utah. While some students may not come to The Inclusion School for all four years of their high school experience, there is a general concept and focus for each year. Freshmen will focus on the development of *self-advocacy*, which will build the foundation for the next three years. Sophomores will focus on *career and business exploration*, with the junior year focus of *college and school access*. There will also be a strong focus on ACT prep their junior year, in preparation for the school application process at the beginning of senior year. Finally, senior year has a focus on *independent living* and finances. In the four year graduation plan below, we anticipate juniors will take the required 0.5 General Financial Literacy credit their junior year. This will build the background knowledge we feel students with disabilities, who tend to have lower working memory and processing speed, need when taking an elective called "Budgeting and Costs." This course will serve as a follow up to General Financial Literacy material with greater emphasis on the ability to live independently.

We have high expectations for all students who attend The Inclusion School. We believe that with our built in supports, all students will meet the high school graduation requirements. However, with the anticipated high population of students with disabilities, we understand the potential need to modify, substitute, or exempt a graduation requirement per the student's abilities, as documented on their IEP. Below is a sample/proposed four year credit plan:

| Freshman; 9 | Sophomore; 10 | Junior; 11 | Senior; 12 |
|---|---|---|--|
| Self-Advocacy | Career and Business Exploration | College and School Access | Independent Living |
| Core: 1.0 <i>Language Arts</i> , 1.0 <i>Mathematics</i> | Core: 1.0 <i>Language Arts</i> , 1.0 <i>Mathematics</i> , | Core: 1.0 <i>Language Arts</i> , 1.0 <i>Mathematics</i> , | Core: 1.0 <i>Language Arts</i> |
| Elective: 0.5 <i>Social-Emotional Health</i> | <i>Science</i> : 1.0 <i>Computer Science</i> | <i>Science</i> : 1.0 <i>Biological Science</i> | <i>Science</i> : 1.0 <i>Social Psychology and Sociology</i> |
| Social Studies: 0.5 <i>World Geography</i> , | Social Studies: 1.0 <i>U.S. History</i> | Elective: 0.5 <i>Inclusivity: Laws</i> | Social Studies: 0.5 <i>U.S. Government</i> , |

| | | | |
|--|---|--|---|
| 0.5 <i>World History</i> | | and Rights | 0.5 <i>Citizenship</i> |
| 1.0 The Arts | 0.5 <i>Career and Technical Education</i> | 0.5 The Arts | Elective: 0.5 <i>Housing: Rent and Mortgages</i> |
| 0.5 <i>Physical Education</i> | 0.5 <i>Physical Education</i> | 0.5 <i>Physical Education</i> | Health Education: 0.5 <i>Health, Medicine, and Insurance</i> |
| Elective: 0.5 <i>Self-Advocacy and Determination</i> | Elective: 0.5 <i>Community Outreach: Service</i> | 0.5 <i>General Financial Literacy</i> | Elective: 0.5 <i>Cooking and Safety</i> |
| Elective: 0.5 <i>Community Outreach: Volunteering</i> | Elective: 0.5 <i>Career Exploration: Internships</i> | Elective: 0.5 <i>ACT Prep</i> | Elective: 0.5 <i>Budgeting and Costs</i> |
| | | Elective: 0.5 <i>College Exploration and Outreach</i> | Elective: 1.0 <i>Internship</i> |

Optional after school classes: eg. driver's education.

Within the recent years of online learning, and with our mission of advocacy, individuality, and differentiation, we believe students would be best served at The Inclusion School in an in-person learning environment. However, with The Inclusion School incorporating the college prep aspect, we think it is of great benefit for students to have the opportunity to participate in concurrent enrollment, which may be delivered through a distance learning format. CTE courses will also be a large focus of the curriculum. While there is only the Utah requirement of 1.0 credit of Career and Technical Education, similar to Financial Literacy, some electives will serve as an additional CTE class. Potential classes could include: agriculture, marketing, or trade and technical education.

As it currently stands, the weekly class model will be for classes to take place Monday-Thursday, with Friday's serving as internship and field trips days, as well as community building—community partners coming into the school to share different businesses, careers, or resources.

As the basic model of The Inclusion School is built for young adults with developmental disabilities in mind, there is a wide emphasis on research-based or evidence-based cited instruction, specifically tied to specially designed instruction, the five anchors of differentiated instruction, and universal design. However, The Inclusion School is not subjective only to this special population. With SDI being defined as the content, methodology, and delivery of instruction being tailored to the individual, for The Inclusion School that includes those who are English language learners, and those who are economically disadvantaged (including students who are migrants.) Anyone who enrolls at The Inclusion School will get the opportunity to participate in a rigorous Multi-Tiered System of Supports (MTSS) framework. This includes an MTSS procedure for both academics (including the essential elements), behavior, and transition, building a strong tier 1 curriculum and process. This framework of built in evidence-based practices to the curriculum will help students become more independent in their schooling and social life.

Evidence-based practices that lay the foundation of the academic MTSS framework and curriculum are guided practice, followed by independent practice, inquiry learning, and scaffolding. These evidence-based practices have a common theme of promoting independence. As our mission entails, The Inclusion School's foundational goal is meeting the students where they are, with small class sizes and career planning as part of the process. By meeting the student where they are, by tuning into their interests, likes, and strengths through career planning and programmed instruction, it gives students the support they need to find resources, programs, and careers that they would thrive in. A few of the basic universal strategies across all special populations that will be mentioned include: explicit instruction, task analysis, and modeling.

With inclusion being one of the overarching goals, we find it vital to student success that technology be accessible to all, especially that of assistive technology. The following key practices allow students who are non-verbal or select mute to participate in the curriculum as their same-age peers, as well as those who participate in the essential elements. Speech-generating devices, picture exchange communication systems (PECS), and computer-aided instruction help students communicate with their teachers and those in society. Two things that are vital to student success when preparing for college and career. In addition to accessible technology and technology education, a speech language pathologist (SLP) will provide speech services to students that qualify, on-site. The Board believes college prep and awareness should be accessible to all individuals no matter the severity of disability or economical disadvantage.

One of the guiding principles throughout the development of The Inclusion School has been Applied Behavior Analysis (ABA). This is our strategy for accomplishing the fourth principle: social-emotional wellbeing. As it currently stands, parents are not allowed to bring their child's private registered behavior technician (RBT) or board certified behavior analyst (BCBA) into the child's school environment without permission. This often leaves parents with a hard choice: school or therapy. The Board believes parents should not have to choose one or the other, but rather, join as one. The Inclusion School Board has created a prospective budget to accommodate the expense of a BCBA to have supervision over the RBTs on campus. In support and addition to ABA, other interventions will include discrete trial training,

naturalistic intervention, pivotal response training, and positive reinforcement. The Inclusion School behavior MTSS framework will include interventions from PBIS World and follow the guidelines of the Least Restrictive Behavioral Interventions (LRBI) manual. All of these interventions will help foster the mission of a focus on social-emotional education.

With college and career readiness as the overarching mission, the need for a transition MTSS framework is necessary for student success. In addition to career planning and computer-aided instruction, transition evidence and research-based practices will include community-based instruction, peer-assisted instruction, self-advocacy and self-determination. (Specially Designed Instruction, May 2019, Utah State Board of Education.)

Modeling, opportunities for practice, visuals and graphic organizers, and preteach are the foundational research-based practices that will be mentioned in applicable MTSS frameworks for English language learners. These practices are from the National Center on Intensive Interventions at the American Institutes for Research Multi-Tiered System of Supports for Multilingual Learners. Just as SDI is beneficial for all students, all mentioned practices for English learners have the same effect.

Linking academics and economically disadvantaged students to social-emotional health, LillyBelle Deer, Paul Hastings, and Camelia Hostinar, associates at the University of California, Davis, did a study on the link between executive function and academic success for those who are economically disadvantaged. Findings concluded that “low early-life income predicted poorer task-based executive function performance, which in turn predicted poorer academic achievement.” (Boosting Executive Function May Help Close Income-Based Achievement Gap, 2020.) While the main focus of this study was the early-life of children who are economically disadvantaged, arguably, students who are economically disadvantaged need executive functioning education in the later ages as well. In correlation, a study done by The University of Utah in 2021 reported that when students who are economically disadvantaged graduate from high school with a high school diploma, poverty rates decline, as well as unemployment rates. With that, it was also reported those who are economically disadvantaged score lower on the ACT.

From these studies, it is clear students who are economically disadvantaged don't get the support they need in high school to graduate. By having a framework that focuses on the students' areas of need and offering access to college and employment opportunities, in addition to all previously mentioned evidence and research-based practices (specifically, community-based instruction and positive reinforcement), The Inclusion School administration can help students who come to the charter get the same opportunities as their same age peers.

During the 2023-24 school year, there were 483 students with a disability attending a Provo City School District public high school. This makes up 9% of this population. According to the Utah State Board of Education (USB E) the target graduation rate for students with disabilities in the 2022-23 school year was 68.66%. From that, the state target was projected to be 18.29% of those students would pursue higher education, such as college or trade school. As it currently stands, there are no other high schools in Provo specifically designed to mentor students with disabilities. Below we analyze local secondary schools that all have at least one similar aspect in conjunction with The Inclusion School mission.

Independence High School is an alternative high school for students who are struggling in traditional public school. During this past school year, over 40% of their student body had a documented disability. Independence High has a large amount of supports available for the students, including but not limited to, a school psychologist and behavior interventions. They also have small class sizes, ranging from 10-12 students. Many point to their class sizes as the reason for their great student success. 75% of the student body graduated this past spring, this includes 95% of the students who have disabilities. Independence High is anticipating about 50% of those students will pursue or have pursued higher education.

Currently, around 25% of the student body at Walden School of Liberal Arts have an IEP, and more with a 504 plan. Initially the school was created with the purpose of providing students who needed a safe space outside of the typical public school system. This includes many families who have children with disabilities due to their strong anti-bullying and inclusion stances, and a highly qualified team of teachers and support staff. Their graduation rate for 2023 for students with IEPs was 100%, with a 0% dropout rate. However, of those students who graduated, 0% of them have enrolled in higher education.

Conversely, Freedom Preparatory Academy, is a high school devoted primarily to preparing students for higher education. Their graduation rate for the past three years has been 95-98%. Of those graduating students, currently all have gone on to pursue higher education. This includes this past school year, where all of the students who graduated have applied for and been accepted into college, including those students with a disability. This is extremely promising. It demonstrates that students who are given the option of higher education as their next steps after high school, are more likely to pursue it. However, Freedom Prep is unfortunately only serving a very small population of students with disabilities with their rate being 2 out of every 40 of their student population having a disability. Freedom Prep has shown that when those with a disability were given appropriate supports by teachers, support staff and parents, they met the challenge, and went to college. Additionally, while for some students it has proven beneficial to wear uniforms to avoid social comparisons, it is challenging for many students with disabilities, including those with a sensory processing disorder (SPD), to not have a flexible dress code. According to a publication by Community Early Learning, "Sensory issues can lead to educational, social and emotional challenges for children...Their behaviours are at risk of being negatively misinterpreted, including labels such as disruptive, impulsive, immature, or belligerent." (May 2021)

Spectrum Academy, located in Pleasant Grove, is a successful school created primarily for students who have autism. The families who do get in, are from all over Utah County, some

driving over 45 minutes each day. Spectrum offers speech therapy, OT, transition planning, CTE, social skills courses, assistive technology, arts, and sports. However, they have a long waitlist due to the high demand. Some families have put their child's names into the lottery for years, with no response. There are many students who would benefit from enrollment at this school, but it's not big enough to accommodate them. The Inclusion school seeks to offer similar supports and education, but in Provo, to serve the families that live in this region.

The Inclusion School seeks to include the best and most successful aspects of these local schools. Having a choice, such as The Inclusion School, will be a great benefit to these students and their families.

As with any business working with students, there are always risks involved. The main risk factors we've analyzed is that of behavior concerns. While the IEP classification of Emotional Behavioral Disability (EBD) is of the lower disability types statistically, students with any IEP classification can have behavior concerns. However, with the fourth founding practice being ABA to address the mission of social-emotional wellbeing, we feel The Inclusion School is preparing to take appropriate measures to help these students with these concerns be successful and included.

References

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Governing Board:

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

| Name: | Position on Board: | Area of Expertise: | Any Previous or Current Charter Affiliation: |
|-----------------------|---------------------------|--|---|
| Wendy Ahlman M.Ed. | President | School Leadership, Education, Business, Parent | |
| Suzy Ahlman MLS | Vice President | Special Education, Autism, Disability and Education Law | |
| Kevin Pinder | Treasurer | Finance, Business, Parent | |
| Tamara Pinder RN | Board Member | Health, Parent | |
| Sarah Hampton | Board Member | Education, Parent | |
| Dr. Joseph Johnson MD | Board Member | Medicine, Parent | |
| | | | |

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.
2. The proposal application must include the Articles of Incorporation. The 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. Please include these as Appendix B.
3. The proposal application must include Governing Board Bylaws. Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (1) the existence and responsibilities of officers; (2) the size of the board and the manner and term of their election; (3) removal of board members; (4) how and when board meetings will be held, (5) who may call meetings; (6) how the board will function; and (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school. Please include these as Appendix C.
4. The proposal must include the minutes from the governing board meeting in which the Bylaws and Articles of Incorporation were approved. Please include these as Appendix D.

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Wendy Ahlman M.Ed

Position on Board:

President

Area of Expertise:

Education Leadership

Statement of Intent Regarding Role on the Board:

To give support to the other board members as we work to build, create and bring The Inclusion School to fruition.

Not-for-Profit History Relevant to Board Role:

I volunteered to develop after school programs for schools in Utah County. I've been the PTA President, and I served on the Provo Peaks Community Council board, where we made decisions on uses for the school's budget. I sponsor a free yearly event for parents at my business, focusing on literacy. I also started the non-profit we are using for our school.

Employment History Relevant to Board Role:

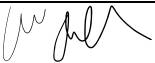
In 2004, I started Chrysalis Preschool and Kindergarten in Provo. I developed the curriculum, and format we use everyday. This includes, writing and illustrating over 50 books that the children read to help them continue learning to read, as well as several nonfiction and fiction books for various subjects during the school year. I hire the teachers, do the training, the advertising for the school, and communication with parents. I complete the yearly licensing requirements for the city and state to run a school and business. I'm responsible for the yearly taxes, and all applicable financial requirements.

Education History Relevant to Board Role:

Bachelor of Science in Elementary Education from UVU
Master of Education Leadership from BYU

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:



Date:

6/20/2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Suzy Ahlman MLS

Position on Board:

Vice President

Area of Expertise:

Special Education and Law

Statement of Intent Regarding Role on the Board:

Advocate for young adults with disabilities by creating a curriculum and framework in a school system that builds student success and community engagement.

Not-for-Profit History Relevant to Board Role:

PTA Treasurer, Provo Peaks Elementary, 2019-2020
Legal Intern, University of San Diego School of Law, 2022-2023

Employment History Relevant to Board Role:

Peer Mentor for the Wolverines Elevated program (Transition & Postsecondary Program for Students with Intellectual Disabilities) at UVU, helping serve as a support to college students with intellectual disabilities.
Legal Intern at the University of San Diego School of Law, providing pro-bono support and representation of families in special education legal proceeding and conservatorships.
K-12 Special Education Director at Charter School in Provo, heading the school's K-12 special education department, working on legal issues related to special education policies, procedures, and services, including IEP legality, writing reports for the state, and supervising special education paraeducators and case managers/teachers.

Education History Relevant to Board Role:

In 2020, while attending Utah Valley University, earning a bachelors in special education and autism studies, I had the opportunity to work as a peer mentor for Wolverines Elevated. While my passion to work with those who have disabilities came earlier, it was here I learned the importance for all individuals with disabilities to learn about self-advocacy and determination. Following this experience, I continued my education, attending the University of San Diego School of Law, earning a masters in Legal Studies, with an emphasis in education and disability advocacy. I have an Utah Professional Educator License in K-12 Special Education, and have been published in the Salt Lake Tribune.

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:



Date:

June 27, 2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Dr. Joseph Johnson

Position on Board:

Board Member

Area of Expertise:

Pediatrics

Statement of Intent Regarding Role on the Board:

My understanding is I will be a medical consultant for the needs that may come up with students at the school and how to best meet these. Also, I can help with suggestions on utilizing community medical resources.

Not-for-Profit History Relevant to Board Role:

I am on the board for Brade's place, a non profit organization based in Orem, Utah, providing pediatric care for children with special health care needs.

Employment History Relevant to Board Role:

I am self-employed as a pediatrician in Provo, UT since 2006. I worked as an employee 1 year prior to that.

Education History Relevant to Board Role:

Undergrad - BS at BYU
Medical School - Emory University (MD)
Residency - University of Colorado in Denver

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:

Joseph Johnson

Date:

June 27, 2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Sarah Hampton

Position on Board:

Board Member

Area of Expertise:

Education, mother to children with autism

Statement of Intent Regarding Role on the Board:

As a special education teacher, and mother to three children with disabilities, I'd like to provide input, knowledge, and support to The Inclusion School mission.

Not-for-Profit History Relevant to Board Role:

NA

Employment History Relevant to Board Role:

Special Education paraeducator, Special Education teacher/case manager

Education History Relevant to Board Role:

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Applicant's Signature:

Sarah Hampton

Date:

June 27, 2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Tamara Pinder

Position on Board:

Board Member

Area of Expertise:

Registered Nurse, mother of child with special needs

Statement of Intent Regarding Role on the Board:

Input regarding The Inclusion School

Not-for-Profit History Relevant to Board Role:

NA

Employment History Relevant to Board Role:

Registered Nurse

Education History Relevant to Board Role:

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Applicant's Signature:

Tamara Pinder

Date:

June 24, 2024

Appendix A: Background Information Sheet

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Kevin Pinder

Position on Board:

Treasurer

Area of Expertise:

Business owner, finance

Statement of Intent Regarding Role on the Board:

Help board review budget and obtain funding.

Not-for-Profit History Relevant to Board Role:

Red cross board member, 2012

Employment History Relevant to Board Role:Owner - Provo Land Title Company + CEO, April 1990 - Jan 2024
Owner Trident Title + Prospect Title, Jan 2019 - Present**Education History Relevant to Board Role:**

B.S. Economics BYU

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:**Date:**

June 13, 2024

**MEETING BY UNANIMOUS WRITTEN CONSENT OF THE
BOARD OF DIRECTORS OF
MARY ANN ELIZABETH WHATMOUGH EDUCATION FOUNDATION
A NON-PROFIT CORPORATION**

The following action is hereby taken by unanimous consent of the Board of Directors of Mary Ann Elizabeth Whatmough Education Foundation, a Utah Non-Profit Corporation, in a special meeting in lieu of and without a special meeting of the Board of Directors of the Corporation as authorized by §16-6a-813 of the Utah Revised Nonprofit Corporation Act:

WHEREAS, the following action is deemed by the Board of Directors to be in the best interest of the Corporation;

NOW, THEREFORE, it is resolved as follows:

RESOLVED, that the Conflict of Interest Resolution is hereby approved and accepted by the Corporation.

THEREFORE, the Conflict of Interest Resolution shall read as follows:

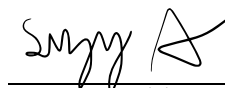
Any director, officer, or key employee, who has an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification, shall make a prompt and full disclosure of their interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the corporation's interest.

No member or director shall cast a vote on any matter which has a direct bearing on services to be provided by that member, director, or any organization which such member or director represents or which such member or director has an ownership interest or is otherwise interested or affiliated, which would directly or indirectly financially benefit such member or director. All such services will be fully disclosed or known to the Board members present at the meeting at which such contracts shall be authorized.

The undersigned being all of the members of the Board of Trustees of Mary Ann Elizabeth Whatmough Education Foundation, do hereby consent to the foregoing action this 16 day of May, 2024.



Wendy Ahlman



Susanne Ahlman

MEETING BY UNANIMOUS WRITTEN CONSENT OF THE
BOARD OF TRUSTEES OF
MARY ANN ELIZABETH WHATMOUGH EDUCATION FOUNDATION
A NON-PROFIT CORPORATION

The following action is hereby taken by unanimous consent of the Board of Trustees of Mary Ann Elizabeth Whatmough Education Foundation, a Utah Non-Profit Corporation, in lieu of and without a special meeting of the Board of Trustees of the Corporation as authorized by §16-6a-701 of the Utah Revised Nonprofit Corporation Act:

WHEREAS, the following action is deemed by the Board of Trustees to be in the best interest of the Corporation;

NOW, THEREFORE, it is resolved as follows:

RESOLVED, that the Articles of Incorporation, a copy of which are attached hereto and by reference incorporated herein, to be filed with the Division of Corporations and Commercial Code of the Utah State Department of Commerce are hereby approved and accepted by the Corporation.

RESOLVED that the principal office of the Corporation in the State of Utah shall be at 409 North University Ave, Provo, Utah 84606, but said office may be changed from time to time in the discretion and by the act of the Board of Trustees.

RESOLVED that Wendy Ahlman and Susanne Ahlman are hereby elected as the Board of Trustees of the Corporation to hold office until the annual meeting of shareholders or until their respective successors should be duly elected and qualified.

RESOLVED that Wendy Ahlman is hereby elected as President of the Corporation, that Susanne Ahlman is hereby elected as Vice President of the Corporation, Wendy Ahlman is hereby elected as Secretary of the Corporation and Treasurer of the Corporation.

RESOLVED that the By-Laws of the said Corporation, a copy of which was presented for approval are hereby approved and accepted by the Board of Directors as the By-Laws for Mary Ann Elizabeth Whatmough Education Foundation.

RESOLVED that the Corporation adopt the corporate seal whose impression is here affixed and the President and Secretary of the Corporation are instructed to use the seal and affix the seal to all appropriate records.

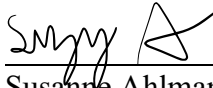
RESOLVED that the officers of the Corporation be, and hereby are, authorized to establish bank accounts in the name of and on behalf of the Corporation, with such banks as the officers may deem necessary or advisable, and in connection therewith, to execute said banks' regular corporate resolution forms, which are incorporated by reference in and made a part of this resolution, and the Secretary be, and hereby is directed to place a copy of each executed corporate resolution in the minute book of the Corporation.

RESOLVED that the elected officers of the Corporation are authorized to execute such documents as are necessary to effectuate the foregoing resolutions and shall commence operation of the business and conduct its affairs pursuant to the Articles of Incorporation, the By-Laws and these resolutions.

The undersigned being all of the members of the Board of Trustees of Mary Ann Elizabeth Whatmough Education Foundation, do hereby consent to the foregoing action this 16 day of May, 2024.



Wendy Ahlman



Susanne Ahlman

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BY-LAWS
OF
MARY ANN ELIZABETH WHATMOUGH EDUCATION FOUNDATION

ARTICLE I. OFFICES

1.1 Registered Office. The initial registered office of the Corporation shall be located at such place as is set forth in the Articles of Incorporation of the Corporation. The registered office of the Corporation may be changed from time to time by resolution of the Board of Directors and pursuant to the provisions of the Utah Revised Nonprofit Corporation Act (the “Act”).

1.2 Other Offices. The principal place of business of the Corporation shall be located at 409 North University Ave, Provo, Utah 84606. The Corporation may have such other offices either within or without the State of Utah as the Board of Directors may designate or as the business of the Corporation may require.

ARTICLE II. BOARD OF DIRECTORS

2.1 General Powers. All corporate powers of the Corporation shall be exercised by or under the authority of and all business and affairs of the Corporation shall be managed under the direction of the Board of Directors.

2.2 Number, Tenure and Qualifications. The number of Directors of the Corporation shall be two (2). The number of Directors may be changed from time to time by amendment to the By-Laws by a majority vote of the Board of Directors. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of his or her term of office. Directors need not be residents of the State of Utah. The Directors shall be elected at the annual meeting and shall hold office until such Director’s successor has been elected and qualified or until such Director’s death, resignation or removal.

2.3 Resignation. A Director may resign at any time by delivering written notification thereof to the Corporation. The resignation shall become effective on the date designated in the notice of resignation or in the event no designation is made in the notice, the resignation shall be effective upon its receipt by the Corporation.

2.4 Removals. Any Director may be removed, with or without cause, at any duly constituted meeting called for and for which the notice thereof states that the purpose, of one of the

purposes thereof is a removal of the Director. A Director may be removed if the number of votes cast to remove the Director exceeds the number of votes cast against removal cumulative vote, provided, however, a Director may not be removed if the number of votes cast against his removal is sufficient to elect the Director under cumulative voting.

2.5 Vacancies. Any vacancy occurring in the Board of Directors whether by resignation, removal, or increase in the number of the Directors, may be filled by a vote of the Board of Directors, or the affirmative vote of a majority of the remaining Directors though the remaining Directors constitute less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office. If any Director is removed from office at a Directors' meeting, the Directors shall elect a Director to fill the vacancy at the same meeting.

2.6 Meetings. Meetings of the Board of Directors may be held either within or without the State of Utah. Meetings may be conducted by any means of communication by which all Directors participating in the meeting can hear each other during the meeting. A Director participating in a meeting by such means is considered to be present in person at the meeting. A regular meeting of the newly elected Board of Directors shall be held immediately following each annual meeting. Additional Regular meetings of the Board of Directors may be held without notice at such time and place as shall be determined by the Board of Directors. Special meetings of the Board of Directors may be called by or at the request of the Chairman of the Board, the President or any two (2) Directors. The person or persons authorized to call a special meeting of the Board of Directors may fix any date, time and place, as the place for holding any special meeting of the Board of Directors. Neither the business transacted nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

2.7 Notice. Notice of any special meeting shall be given at least two (2) days prior thereto by written notice delivered personally, mailed, telecopied, or telegraphed to each Director at their business address or residence. If mailed, such notice shall be deemed to be delivered one (1) day after it is deposited in the United States Mail so addressed with postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. If notice is given by telecopier, such notice shall be deemed to be delivered when the telecopy is transmitted.

2.8 Waiver of Notice. Any Director may waive notice of any meeting, either before or after the date and time of the meeting. Such waiver shall be in writing, signed by the Director and delivered to the Corporation for inclusion in the Corporate minutes or other corporate records. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, unless the Director at the beginning of the meeting or promptly upon his or her arrival objects to holding the meeting or transacting business at the meeting because of lack of or defective notice, and does not vote for or assent to action taken at the meeting.

2.9 Conduct of Meetings. The Chairman of the Board, if there be one, or if not, or in the absence of the Chairman of the Board, the President, or in the absence of the President, any Director selected by the Directors present, shall preside at meetings of the Board of Directors. The Secretary or any Assistant Secretary of the Corporation, or in the absence of the Secretary and all Assistant Secretaries, any person appointed by the presiding officer, shall act as secretary at any such meeting.

2.10 Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If a quorum is not present at any meeting, then the directors present thereat may adjourn the meeting from time to time without notice other than announcement at the meeting until a quorum is present.

2.11 Voting. At all meetings of the Board of Directors, each Director shall have one (1) vote on each issue to be decided. The act of the majority of the Directors present at a meeting at which there is a quorum shall be the act of the Board of Directors, except as otherwise specifically provided by statute, the Amended and Restated Articles of Incorporation or these By-laws.

2.12 Assent to Action. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be considered to have assented to the action taken unless: (a) The Director objects at the beginning of the meeting or promptly upon arrival to holding the meeting or transacting business at the meeting and does not vote for or assent to any action taken at the meeting; (b) the Director contemporaneously requests his or her dissent or abstention to any specific action to be entered into the minutes of the minutes of the meeting, or (c) the Director causes written notice of a dissent or abstention to any specific action to be received by the presiding officer of the meeting before adjournment or by the Corporation promptly after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of any such action. Absence of a member of the Board of Directors from any meeting of the Board shall in no way give rise to any presumption of assent.

2.13 Action by Board of Directors Without a Meeting. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if all of the Board of Directors consent, in writing, to the action. Any such action by the Board of Directors is effective when the last Director signs the consent describing the action taken unless the Board of Directors establishes a different effective date. Any Director may revoke his consent if the revocation is in writing and is received by the Secretary or any other officers authorized by the Board of Directors to receive the revocation, prior to the effective date of the action. Action taken under this section shall have the same effect as if taken at a meeting of directors and may be described as such in any document.

2.14 Compensation of Directors. Directors may be paid a stated salary for their services as well as their expenses of attendance, if any, and a fixed fee for attendance at each meeting of the Board of Directors. No such payment shall preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor. The foregoing compensation and expense payment, if any, shall be determined by the Board of Directors.

ARTICLE III. OFFICERS

3.1 Officers. The Officers of the Corporation shall be elected by the Board of Directors and shall include a President, one or more Vice Presidents, a Secretary and a Treasurer. If no Treasurer is specified, the Secretary shall also be deemed the Treasurer. Any two or more offices may be held by the same person. The Board of Directors may also choose such other Officers, Assistant Officers and agents as may be deemed necessary.

3.2 Election and Term Office. The Board of Directors at the first meeting of the Board of Directors held after each annual meeting shall elect the Officers of the Corporation. If the election of Officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each Officer shall hold office until such Officer's successor shall be duly elected and qualified until such Officer's death, resignation or removal.

3.3 Removal. Any Officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors, with or without cause, whenever in its judgment the best interests of the Corporation would be served thereby. Any such removal shall be without prejudice to the contract rights, if any, of the person so removed.

3.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

3.5 Chairman of the Board. The Chairman of the Board, if there shall be such an Officer, shall, if present, preside at all meetings of the Board of Directors and exercise and perform such other powers and duties as may from time to time be assigned to the Chairman of the Board by the Board of Directors or prescribed by these Bylaws. If the Chairman of the Board is designated the chief executive officer of the Corporation, the Chairman of the Board shall have all powers granted to the President.

3.6 President. Subject to such supervisory powers, if any, as may be given by the Board of Directors to the Chairman of the Board, if there be such an Officer, the President shall be the chief executive officer of the Corporation or, in the event the Chairman of the Board is designated the chief executive officer, the President shall be the chief operating officer, and shall, subject to control of the Board of Directors, have general supervision, direction, and control of the business and Officers of the Corporation, and shall have the general powers and duties of management usually vested in the office of President of a Corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or these Bylaws. The President shall: when authorized by the Board of Directors or required by law, execute in the name of the Corporation deeds, conveyances, notices, leases, checks, drafts, bills of exchange, warrants, promissory notes, bonds, debentures, contracts, and other papers and instruments in writing, and unless the Board of Directors shall order otherwise by resolution, make such contracts as the ordinary conduct of the Corporation's business may require. The President may, subject to the approval of the Board of Directors, appoint

and remove, employ and discharge, and prescribe the duties and fix the compensation of all agents, employees, and clerks of the Corporation other than duly appointed officers, and control, subject to the direction of the Board of Directors, all of the Officers, agents, and employees of the Corporation. Unless otherwise directed by the Board of Directors, the President shall attend, in person or by substitute appointed by the President or the Vice President and the Secretary or the Assistant Secretary to act on behalf of the Corporation.

3.7 Vice President. In the absence or disability of the President, the Vice Presidents, in order of their rank as fixed by the Board of Directors or, if not ranked, the Vice President designated by the Board of Directors, shall perform all the duties of the President, and when so acting shall have all of the powers of, and be subject to all the restrictions on, the President. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or these Bylaws.

3.8 Secretary. The Secretary shall attend all meetings of the Board of Directors and shall keep or cause to be kept a record of all of the proceedings at such meetings, all actions taken by the directors with or without a meeting, and all waivers of notice of meetings kept for that purpose. The Secretary shall give, or cause to be given, notice of all meetings and special meetings of the Board of Directors, in accordance with these Bylaws and as required by statute. The Secretary shall keep in safe custody the seal of the Corporation and affix the same to any instrument requiring the same. The Secretary shall properly keep, or cause to be kept, all books, reports, statements, and other documents required by statute. The Secretary shall perform such other duties as may be prescribed by the Board of Directors or President, under whose supervision the Secretary shall be. In the absence or disability of the President and all Vice Presidents, the Secretary shall perform the duties and exercise the powers of the President.

3.9 Assistant Secretaries. The Assistant Secretaries in the order of their seniority, unless otherwise determined by the Board of Directors, shall, at the request of the Secretary, or in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary. The Assistant Secretary shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe, provided that in the absence of the express delegation of other duties or powers by the Board of Directors, no Assistant Secretary shall have the authority to act in such capacity except as permitted herein.

3.10 Treasurer. The Treasurer shall have the custody of the corporate funds and securities and shall keep full and accurate accounts of receipts, disbursements, and all other appropriate accounting records in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the President and the Board of Directors, when the Board of Directors so require, an account of all such transactions and of the financial condition of the Corporation. If required by the Board of Directors, the Treasurer shall give the Corporation a bond in such sums and with such

surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of the office of the Treasurer and for the restoration to the Corporation, in case of the death, resignation, retirement or removal from office of the Treasurer, of all books, papers, vouchers, money and other property of whatever kind in the possession or control of the Treasurer belonging to the Corporation.

3.11 Assistant Treasurers. The Assistant Treasurers in the order of their seniority, unless otherwise determined by the Board of Directors, shall, at the request of the Treasurer, or in the absence or disability of the Treasurer, perform the duties and exercise the powers of the Treasurer. The Assistant Treasurers shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe, provided that in the absence of the express delegation of other duties or powers, no Assistant Treasurer shall have the authority to act in such capacity except as permitted herein.

3.12 Salaries. The salaries of the Officers shall be fixed from time to time by the Board of Directors. No Officer shall be prevented from receiving such salary by reason of the fact that he or she is also a Director of the Corporation.

ARTICLE IV. GENERAL PROVISIONS

4.1 Fiscal Year. The fiscal year of the Corporation shall begin and end at such time as determined by the filing of the first federal income tax return for the Corporation or by resolution of the Board of Directors.

4.2 Seal and Official Records. The Board of Directors shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal". The Board of Directors may alter said seal at its pleasure. The said seal shall be used and impressed upon all contracts of the Corporation and documents transferring property of the Corporation. The minute book and corporate financial records shall be of the type determined and established by the Board of Directors and may be changed from time to time in its discretion.


4.3 Amendments. Subject to any restriction contained in the Amended and Restated Articles of Incorporation and subject to the provisions of UTAH CODE ANN. §16-6a-1011 and 816-10a-1012, these By-Laws may be altered, amended or repealed or new By-Laws may be adopted by the Board of Directors by a majority vote of the Directors present at any regular or special meeting, at which a quorum is present.

4.4 Limitation of Liability and Indemnification. Except to the extent the limitation of liability is restricted by UTAH CODE ANN. §16-6a-823, no Officer or Director shall be personally liable for any obligations of the Corporation or for any duties or obligations arising out of any acts or conduct of said Officer or Director performed for or on behalf of the Corporation. The Corporation shall provide such indemnification to the Officers, Directors and related persons as is

provided for pursuant to the provisions of the Act and as the Act may hereafter be amended. Further, the Corporation may enter into agreements with the Officers and Directors and persons to be indemnified as may be approved from time to time by the Board of Directors.

The above and foregoing Bylaws are hereby authenticated as the By-laws duly adopted by the Board of Directors of the Corporation on the 16 day of May, 2024.

Attest:



Secretary