



New Charter School Proposal Application Technical Components:

Proposed Charter School Name: Great Hearts Utah

Name of Applicant(s): Great Hearts Utah, Inc.

Authorized Agent, if applicable: N/A

Main Point of Contact: Dr. Daniel Scoggin, Great Hearts co-founder

Point of Contact Phone Number: 480-682-7604

Point of Contact Email Address: Dan.Scoggin@greathearts.org

Proposed Charter School Location (city/area): Great Hearts Academy is currently searching in the Union Park area for a viable campus location. We plan to serve students in all surrounding areas, including, but not limited to, the communities of Cottonwood Heights, Millcreek, Murray, Holladay, Midvale, West Jordan, and Sandy.

Proposed Charter School Location's School District(s): Granite School District, Salt Lake City School District, Canyons School District, and West Jordan School District.

Proposed Charter School's Reported Grade Configuration and Maximum Authorized Enrollment: Opening K-5 with 476 students, eventually serving 976 students K-8 upon reaching full scale in Year 8 of operation.

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

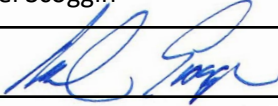
	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1	112	112	84	84	56	28								476
Year 2	112	112	112	84	84	56	28							588
Year 3	112	112	112	112	84	84	56	25						697
Year 4	112	112	112	112	112	84	84	50	23					801
Year 5 +	112	112	112	112	112	112	84	76	45					877

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

The adjacent Districts mostly operate a traditional configuration of K-5 or K-6 elementaries and 6-8 or 7-9 middle schools, so our proposed K-8 academy would be distinctive.

Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule? No.

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the applicants and governing body of the proposed charter school.

Name of Authorized Agent: Daniel Scoggin
Signature of Authorized Agent: 
Name of Charter School Board Chair (if different than Authorized Agent): Paul Cutler
Signature of Charter School Board Chair (if different than Authorized Agent): 

BIG IDEAS OVERVIEW

- a. The mission of Great Hearts Utah is to cultivate students' minds and hearts through the pursuit of truth, goodness, and beauty. We provide a rigorous, egalitarian education that prepares all students to think clearly, write coherently, and speak confidently. Our scholars graduate with significant academic accomplishment, but most importantly, our scholars graduate with the strong moral character to serve a lasting good beyond themselves.
- b. Ultimately, Great Hearts Utah will graduate young people who are thoughtful leaders, articulate communicators, and compassionate citizens prepared to thrive in college, career, and civic life. Graduates will become leaders of character who pursue wisdom, act with integrity, and contribute to the common good, reflecting the Utah State Charter School Board's goals of expanding high-quality choices, promoting equality of opportunity, and fostering innovation. Great Hearts' classical approach is also innovative in that our Socratic pedagogy and great works content is not typically found in public education although increasingly sought after by families.
- c. Great Hearts Utah response: iv. *"Increasing choice of learning opportunities for students"*: Classical education is one of the fastest growing education reform and choice sectors in the country. Our research shows that in the early 1990s only 30,000 students were receiving a classical education in the country with all of these scholars in private schools, most with lofty tuition price points. Now, approximately 700,000 students in the country are receiving a classical education, and Great Hearts, a non-profit organization, is the original and leading provider of offering classical school choice to public school scholars tuition-free. Furthermore, Utah has less classical education options than other leading charter school states and no significantly scaled classical provider. Great Hearts seeks to be part of the excellent education ecosystem in Utah by providing more school model choice in the markets it is approved to serve.
- d. The Great Hearts educational model consists of five key components:

Classical, Liberal Arts Curriculum: Great Hearts offers a rigorous curriculum that supports all students through a coherent sequence of courses. Math, science, foreign language, fine arts, and humanities meet and exceed Utah state standards. Students engage with the great works – from Plato and Homer to Shakespeare, Jane Austen, and Frederick Douglass – while participating in theater, visual arts, music, and choir. Students study Latin or Ancient Greek as a foundation for modern languages and all high school students complete four years of math and four years of advanced lab science, ensuring strong preparation in STEM and the liberal arts. Great Hearts ensures all students, including those with exceptional needs and English learners, can fully access the curriculum through differentiated instruction, tailored supports, and specialized plans that foster critical thinking and academic success.

Academy Ethos: Students are encouraged to create a community of scholarship, leadership, and service in their classrooms, extracurricular activities, and their relationships with peers and teachers. An honor code that upholds academic integrity supports a consistent approach to moral formation.

Professional, Passionate, and Uniquely Qualified Faculty: Our teachers are subject-matter experts drawn from K–12, higher education, and professional fields. Their love of learning and deep subject matter knowledge are central to our approach. Grounded in the Socratic method, teachers focus on eliciting students' ideas and critical

thinking rather than simply transmitting information.

Visible Leadership: The Head of School of a Great Hearts academy is the primary instructional and cultural leader, modeling the virtues of the best teachers and administrators. The Head of School mentors and collaborates with teachers, providing continuous feedback, and exemplifying collegiality, fairness, clarity, responsibility, and a love of learning. The broader leadership team and governing board bring extensive experience in managing and governing exceptional schools.

Family Involvement: Parents are encouraged to embrace and participate in the school's intellectual and moral vision. As the central role models and teachers in their own children's lives, parents can appreciate the significance of the school's vision and support their children in their journey towards it. Parent engagement, feedback, and volunteerism are vital to the school's success.

- e. On the 2025 state assessments in Arizona (AASA) across 25 schools, Great Hearts schools performed 21 points above statewide school district averages in ELA and 26 points above in math. On the 2025 state assessments in Texas (STAAR) across 22 schools, Great Hearts schools performed 12 points above statewide school district averages in ELA and 6 points above in math. On the Utah RISE assessment, Great Hearts Utah will surpass statewide school district averages for grade K to 5 in its first year and by its third year surpass statewide averages by 10 points in ELA and 10 points in math for K-7.

OVERVIEW OF EDUCATIONAL PROGRAM

- a. We strive to cultivate Socratic learners who, with a sense of passion and mission, strive continuously to know what is true, to know and practice what is good, and to love what is beautiful. Core tenets of our educational vision are:
 - Moral, Intellectual, and Athletic Virtues.
 - Human Dignity and Freedom.
 - Conversation and Community.Our educational program is designed with those ends in mind, drawing upon a rigorous curriculum that supports all students through a coherent sequence of courses.

The core pedagogical approach at all Great Hearts schools is Socratic inquiry. One could argue that there are 2,500 years of research on this approach. In the 21st century, however, there has been a significant resurgence of interest in inquiry-based instruction and its connection to critical thinking. This research has connections to the work of such educational researchers as Bloom, Vygotsky, and Bruner, as well as to the development of a wide range of instructional practices. Studies conducted in fourth-grade classrooms at a high-poverty underperforming school in New York City analyzed the effectiveness of “shared inquiry,” an approach we call “seminar” at Great Hearts. Key findings included:^{1, 2}

- Marked increase of number of students who met or exceeded standards on the district reading assessments.
- Modest increase in test scores in math and science.
- Reversal of typical pattern of classroom discussions with students doing approximately two-thirds of the

¹ Dudley-Marling, C. (2014). Insisting on class(room) equality in schools. In P.C. Gorski & J. Landsman (Eds.), *The poverty and education reader: A call for equity in many voices* (pp. 230–240). Sterling, VA: Stylus Publishing.

² Dudley-Marling, C. & Michaels, S. (2012). Shared Inquiry: Making students smart. In C. Dudley-Marling & S. Michaels (Eds.), *High-expectation curricula: Helping all students succeed with powerful learning* (pp. 99–110). NY: Teachers College.

talking as compared to teachers. High levels of student participation suggest increased student engagement, which is linked to success in school.

- While discussing challenging texts, students constructed sophisticated arguments which included claims and textual evidence. The researchers concluded that Shared Inquiry discussions created “affordances that enabled Lexington Elementary students to display a high level of academic competence.”

This study was cited in a collection of research on shared inquiry compiled by the Junior Great Books program that includes 32 such studies among a range of populations (e.g., high ability, below-average ability, urban, low socio-economic status).³ Other cited studies showed shared inquiry to improve critical thinking and higher level reasoning, literal and abstract reading comprehension, expository writing in response to literature, and self-esteem.

- b. All instruction at Great Hearts Utah will be designed using the Utah Core Standards as a minimum bar of rigor. The Great Hearts’ network Teacher Resource Portal materials (TRP), which form the foundation of the curriculum at any Great Hearts school, currently align with most Utah standards in all content areas. Wherever they do not address a standard included in Utah’s Core Math standards, Core ELA standards, Core Science standards, and applicable state adopted standards for all other subjects, they will be supplemented so that they meet Utah guidelines in every case.

We will provide a full complement of supports for learners of all backgrounds and ability levels to ensure that we make our curriculum accessible to every student we are privileged to serve. For each grade-level and subject-area, the TRP materials provide a rich array of ordered content which has been used across our network as the curricular basis of a Great Hearts education. The scope and sequence documents are vertically aligned across grade levels and horizontally positioned at each grade level for maximal interdisciplinary connection and proven academic results.

Formal and informal assessments conducted throughout the year will be used in conjunction with the annual state- and Great Hearts network-wide assessments to ensure students are making adequate progress toward the standards. Students who are struggling and/or below-level will be identified so that any problems can be effectively remediated.

- c. English Language Arts

The K-5 English Language Arts program provides high quality instruction in phonics, spelling and penmanship, and reading fluency; literature and poetry; and grammar and composition. All students receive instruction in the Spalding method—a well-established multi-sensory phonics and writing program that has been proven to yield high literacy in primary grades. This program begins with formation of letters via dictation alongside explicit instruction in the relationship between sounds and letters, leading to mastery of the standard English spelling system. By focusing on phonics instruction, completing it quickly and making it multi-sensory to address multiple learning styles, children rapidly begin to spell, write and read with understanding. Furthermore, students engage with accessible texts to refine their decoding, fluency, and comprehension skills.

Concurrent with explicit phonics and reading instruction, students at all grades are immersed in vocabulary rich

³ Evidence for the Effectiveness of Great Books K-12 Programs and Inquiry-Based Learning .
<https://www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf>

classical children's literature, as articulated by the Great Hearts Core Reading List. This program of literature exposes young readers to great writing and develops their ability to discuss it—guided by the teacher through Socratic questioning—analyze what they read, express their ideas effectively through speaking and listening to others, and evaluate others' ideas with civility. To teach students grammar and writing composition, Great Hearts integrates *Writing with Ease*, *Writing with Skill*, *First Language Lessons*, and in grades 3-5, *Well-Ordered Language*. These programs together provide students with comprehensive writing instruction grounded in the classical methodology of imitation. All students receive formal grammar instruction (including sentence diagramming) beginning in grade 3.

Mathematics

We use *Primary Mathematics 2022* as our core math program. This is the newest iteration of Singapore Math for American students and is carefully designed to provide students with systematic, in-depth experiences with mathematical skills and content, while developing in them proper attitudes toward math, metacognitive monitoring abilities, and strengthening mathematical reasoning and communication skills. All of these components are centered on engagement with mathematical problem solving. Development of all mathematical concepts starts with *Concrete explorations* through the use of manipulatives, moves into *Pictorial representations* of the observed phenomena, and culminates in the creation and manipulation of *Abstract algorithms* and expressions, otherwise known as the CPA approach. Through the use of the CPA approach, students in the Great Hearts K–5 math program engage in the mathematical act—identifying patterns, grappling with problems, and communicating mathematical proofs.

History and Science

In all grades K-5, students learn American history, Utah history, world history, geography, civics, and economics through the *Core Knowledge History and Geography* sequence. The lesson sequences are spiraled so that students are verifying and reinforcing concepts that they previously learned before moving on to explore and learn more advanced, age-appropriate concepts. Throughout their K-5 academic career, students not only study the facts of the discipline, but through experiencing the *narrative* of history, learn profound truths about what it means to be human.

The *Core Knowledge Science* sequence provides hands-on experiences for students in all grades at the elementary level. As part of their scientific study, students actively engage in performing qualitative and quantitative observations (measuring, counting, and collecting while learning about a variety of topics, including plants, animals, insects, habitats, weather, matter, physical change, elements, compounds, light, sound and electricity.

Foreign Languages

The Latin language curriculum is an immersion-based multi-year elementary program, providing students with vocabulary-rich oral language experiences to develop within them the habits of grammar. Great Hearts utilizes the *Latin Through Stories* curriculum developed by the University of Dallas.

Fine Arts and Physical Education

All Great Hearts elementary students take six years of fine arts and PE. Students in all grades participate in the performance of choral music and the production of visual art. In addition, students receive instruction in both music and art history with the goal of introducing them to master art works and artists, with different time periods and cultures featured at appropriate grade levels.

Training of the body is as important as training of the mind; therefore, all students participate in physical education classes. The focus at the K-5 level is on sports and games, through which students develop not only their fine and gross motor skills, but learn how to be good teammates and competitors.

- d. The Great Hearts Utah elementary program prepares students to enter a rigorous middle and high school academic program. The standard Great Hearts curricular model for high school fulfills graduation requirements in all academic areas.
- e. Great Hearts Utah will engage in robust community partnerships for teaching recruiting and classical education training programs and our Great Hearts Institute for Classical Education is already collaborating with Utah Valley University and hope to develop similar partnerships with Brigham Young University and the University of Utah.

ESS / SPECIAL POPULATIONS

Great Hearts provides a continuum of services and supports through differentiation of instruction for all Special Populations including students with disabilities, English Learners, and at-risk students, while providing a challenging, rich, and rigorous curriculum. We develop and deploy a highly trained and certified team to oversee and meet the needs of special populations and at-risk students, to include a dedicated coordinator for each program who is responsible for the compliance, required documentation, facilitation of required meetings, and who leads campus teams in the implementation of daily instruction for students with special needs and unique learners. Great Hearts works diligently to provide specialized training for general and special education teachers and staff to better support special needs students, as well as training that is more specific to diverse and unique student needs.

Instructional methods vary for these students identified as having learning needs. Generally, Great Hearts selects from instructional methods known both by contemporary research and by the classical tradition (e.g. mimetic instruction) as reaching the heart of the child's need. These methods are selected with reference to the individual qualities of the human person in question; the nexus is found in identifying their strengths and matching the instructional approach to the child's strengths and gaps.

At-risk and struggling students

Great Hearts supports all struggling learners through a comprehensive Multi-Tiered System of Supports (MTSS). This framework ensures early identification and intervention for struggling learners using a tiered approach grounded in high-quality instruction, universal screening, and data-informed decision-making. Struggling learners are those whose academic performance or behavioral development significantly lags behind school expectations. These students may demonstrate challenges in foundational skills, cognitive functioning, social adjustment, or engagement with learning.

There are three tiers to Great Hearts MTSS:

- Tier 1 includes rigorous, differentiated instruction provided to all students in the general education classroom.
- Tier 2 offers targeted small-group interventions during designated blocks such as Lyceum or the reading block, using evidence-based intervention programs.

- Tier 3 provides intensive, individualized support for students who do not respond adequately to Tier 2 interventions, with daily instruction led by trained interventionists and monitored through frequent progress checks.

All students have access to Tier 1 support. When data indicates a need for more support, students are placed into intervention groups based on multiple sources of information, including benchmark scores (e.g. DIBELS and NWEA MAP), classroom assessments, teacher observations, and attendance or behavioral records. Quarterly MTSS meetings and administrative data reviews ensure that interventions are effective and equitable. These reviews assess whether students are responding to interventions and whether any subgroups are disproportionately represented in Tier 2 or Tier 3, signaling a need to adjust Tier 1 instruction or identification practices.

Tracking the efficacy and equity of the programs begins in the MTSS and identification processes as administrators and interventionists meet quarterly to review data to make two determinations:

1. Are the majority of students responding to their interventions, signaling the effectiveness of the programming?
2. Are any student subgroups over-represented throughout the school and grade levels, signaling an inequitable implementation of Tier 1 universal instruction, intervention, and identification?

Identification for Special Programs

If students continue to struggle despite Tier 3 support, they may be referred to a Student Study Team (SST). This team reviews all data collected during Tiers 1, 2, and 3—including benchmark scores, classroom assessments, attendance, behavior records, and intervention progress—to determine next steps. These may include refining the current intervention plan, initiating a Section 504 evaluation, or referring the student for a comprehensive evaluation to determine eligibility for Special Education services. Throughout this process, parents are treated as equal partners and are invited to participate in meetings, share insights, and support implementation of strategies at home.

Additionally, Great Hearts complies with state and federal law when it comes to referrals and requests for evaluation for special programs initiated by parents and/or guardians.

Special Education

Great Hearts ensures that testing and evaluation procedures and materials, which are utilized for the purposes of evaluation and placement of students with disabilities, are selected and administered in compliance with state law and are non-discriminatory to race, culture, or gender. Assessment and procedures are provided and administered in the student's native language and/or most proficient mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.

Upon completion of the evaluation and if the student is found eligible for Special Education and related services, Great Hearts convenes an Individualized Education Program (IEP) team to discuss the evaluation findings and develop an appropriate IEP for the student. The IEP Team must consider the following: (1) the strengths of the child; (2) the concerns of the parents for enhancing the education of their child; (3) the results of the initial or most recent evaluation of the child; and (4) the academic, developmental, and functional needs of the child. Specially designed instruction is developed for our students based on these considerations, and through leveraging student strengths to address the known gaps. The IEP Team must also determine needed related services as well as program modifications or supports. These modifications and supports will be provided to the child to enable the child to advance appropriately toward attaining the annual goals and be involved in and make progress in the general education curriculum. It also ensures that children have an equal

opportunity to participate in extracurricular and other non-academic activities including, to the maximum extent appropriate, in non-academic settings and services. Related services include, but are not limited to educational support, speech and language services, physical therapy, occupational therapy, counseling, as well as visual and audiological services. Our students will receive related services from individuals licensed by the state of Utah in their specific areas.

Great Hearts ensures that to the maximum extent appropriate, children with disabilities are educated with children in the general education setting. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Great Hearts is also intentional in arranging for the provision of nonacademic and extracurricular services and activities, ensuring that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of the child.

All students that have an IEP participate in all state standardized assessments and benchmark assessments that are implemented at the beginning, middle and end of the year for the use of progress monitoring. These assessments reveal targeted needs in supporting the performance targets and accountability measures for all students. Progress monitoring for students with disabilities occurs on a regular basis per their IEP, ensuring that students are progressing to meet their annual IEP goals. Quarterly progress monitoring of IEP goals is reported with the issuance of student report cards. Extended school (ESY) services are considered for each child with a disability beyond the normal school year, in accordance with the child's IEP, and at no cost to the parents of the child.

Should any of the regular progress reports or any other assessment reveal that a child is not making progress either in the general curriculum or on their IEP goals, the IEP team reconvenes to examine the child's progress, instructional support plan, and implementation in order to revise their program of supports such that they will continue to grow. This process is iterative over time, responsive to the increased expectations our scholars receive as they move from grade to grade. We re-evaluate our students for special education every three years and use that evaluation information to either exit the student from special education, or continue to refine their educational program.

Section 504

Great Hearts' approach to fulfilling our obligation under Section 504 of the Rehabilitation Act of 1975 is similar to our approach to identifying and supporting students under Special Education. When, through the MTSS Process (or through notification of the presence of a physical or mental impairment) Great Hearts suspects that a student may need evaluation for Section 504 eligibility, a team comprising people who have knowledge about the student, knowledge about the meaning of the evaluation data, and knowledge about the placement options is convened to determine eligibility. All Great Hearts schools have systems in place to inform parents of their rights under Section 504, teachers and staff of their responsibilities, and training for school faculty and staff on plan implementation. In accordance with Section 504 law, student IAPs are reviewed annually for their effectiveness, and the student is re-evaluated every 3 years for eligibility.

English Learners and/or Migrant

Great Hearts' English Learners (EL) Program addresses the needs of students who are English learners by combining the requirements established by the Utah State Board of Education, federal law, and best practices in classical education. The program ensures appropriate placement, services, and monitoring of EL students, and will provide classroom environments which facilitate language acquisition. Students will be initially identified for EL services through a Home Language Survey and the WIDA screening tool. Students identified as EL receive services through an EL pull-out program

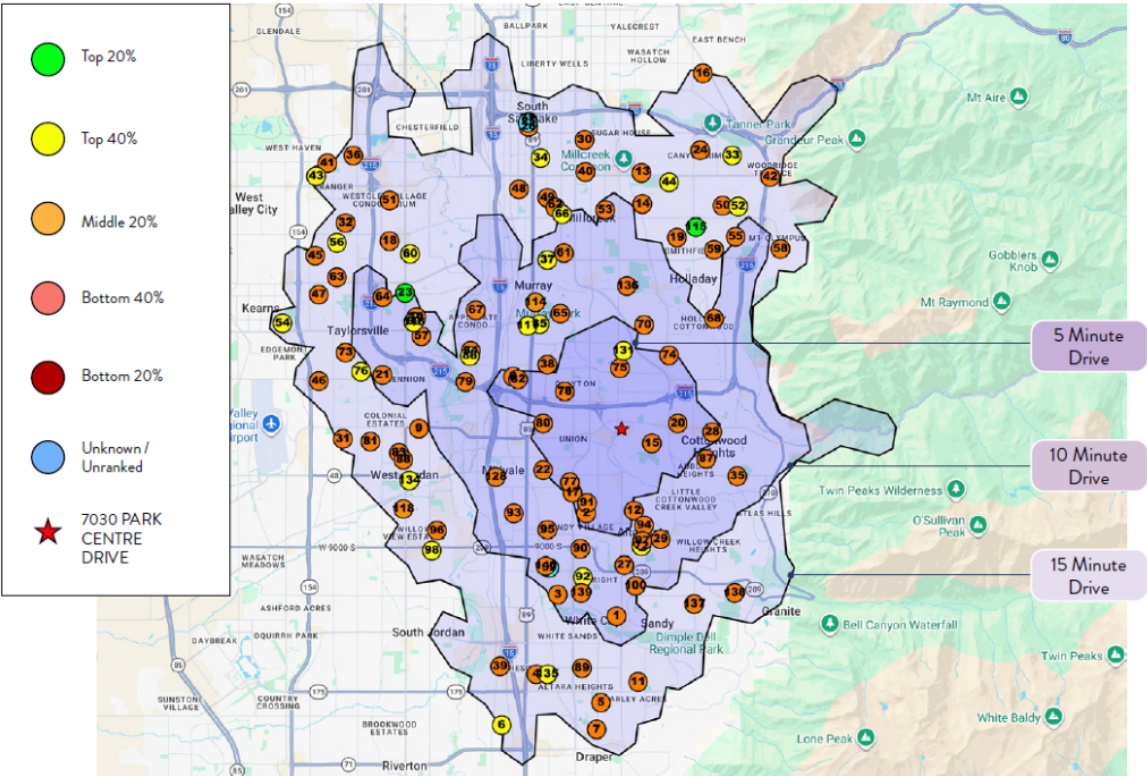
and in-class support model. For pull-out instruction, Great Hearts selects appropriate material from the Great Hearts curriculum and implements English 3D to supplement core instruction for EL students. Great Hearts has certified EL Coordinators, certified EL Teachers, and trained apprentice teachers within the program. The EL instruction program provides individualized linguistic accommodations for classroom teachers, small group instruction during ELA and as needed support in all other subjects. All instructional support will be aligned with the general education classroom curriculum, state standards and assessments, and WIDA English Language Development (ELD) Standards and encompasses Structured English Immersion strategies. The progress of ELs will be monitored through class grades, standardized assessments, and the annual WIDA ACCESS assessment. Great Hearts effectively communicates with parents in their native language through a translation agency and translated documents. During the school year, Great Hearts invites the parents of English learners to an information night to present program information and answer questions.

MARKET ANALYSIS

Great Hearts Academy is currently searching the Union Park area for a viable campus location. We plan to serve students in all surrounding areas, including, but not limited to, the communities of Cottonwood Heights, Millcreek, Murray, Holladay, Midvale, West Jordan, and Sandy. Families in this area will benefit from additional school choices, access to a high performing school and the unique, classical education Great Hearts is offering.

From the center of the current search area (see map below), only one of the 15 closest public schools is performing in the top 40% in the state and only one of them is a charter school. Additionally, there are no public schools in the immediate area that offer students a rigorous, classical education.

Schools within 5, 10 & 15 Drive Times, with relative performance:



Performance data of closest public schools:

School	Achievement			Growth		
	ELA	Math	Science	ELA	Math	Science
Bella Vista (K-5)	35.1%	41.8%	45.6%	49.6%	37.7%	57.5%
Ridgecrest (K-5)	59.7%	65.9%	68.6%	59.5%	56.3%	61.9%
East Midvale (K-5)	21.4%	24.3%	24.3%	50.0%	57.9%	55.3%
Longview (K-6)	44.7%	45.5%	51.8%	55.2%	44.5%	53.0%
Woodstock (K-5)	49.8%	49.1%	59.2%	39.0%	35.2%	31.7%
Academy for Math Engineering and Science (9-12)	64.2%	37.6%	51.0%	65.9%	50.3%	58.5%
Oakdale (K-5)	58.4%	65.2%	62.1%	53.0%	51.8%	50.0%
Butler (K-5)	61.1%	59.4%	65.3%	57.5%	31.4%	43.0%
Alta View (K-5)	50.9%	52.0%	61.3%	51.2%	56.3%	60.4%
Peruvian Park (K-5)	82.2%	81.0%	85.7%	61.4%	63.8%	52.5%
East Sandy (K-5)	45.3%	42.0%	37.6%	48.3%	50.5%	39.4%
Oakdale (K-5)	58.4%	65.2%	62.1%	53.0%	51.8%	50.0%
Union Middle (6-8)	35.9%	37.2%	48.1%	39.9%	42.8%	44.2%
Midvalley (K-5)	36.8%	29.4%	43.1%	49.4%	49.4%	63.3%
McMillian (K-6)	57.1%	59.7%	68.6%	56.2%	62.6%	58.3%

Great Hearts Utah will graduate great hearted young men and women that are not only prepared for college and careers, but also to be responsible citizens of moral character. Accordingly, GHA seeks to serve all families, from all backgrounds, that desire this type of education. Locating the campus in this area will provide Great Hearts the opportunity to reach students with a wide range of experiences, as it has a large and diverse student population.

Student population data:

	5 Minute Drive Time	10 Minute Drive Time	15 Minute Drive Time
Population	58,088	226,751	501,203
K-8 Population	6,990	28,253	64,184
9-12 Population	3,406	14,198	33,488
White	62.7%	59.6%	57.1%
African American	2.2%	3.2%	3.7%
Asian	5.2%	4.8%	5.3%
Other	7.7%	7.8%	7.6%
Hispanic	22.1%	24.6%	26.3%

Great Hearts Academies will conduct a comprehensive community outreach campaign aimed at providing all families in the target area (and beyond) with the opportunity to enroll. The campaign will consist of traditional and digital marketing initiatives as well as in-person information sessions that will allow parents to learn more about Great Hearts.

GHA understands there's always some risk with enrollment when opening a new campus. However, that risk is mitigated by the number of school aged children in Union Park and the surrounding communities. To meet enrollment projections, Great Hearts only needs to enroll a little less than 1% of the K-8 students that reside within the 15-minute target area.

Also, Great Hearts has a track record of conducting successful enrollment campaigns. Existing GHA campuses that serve communities with similar student populations have healthy enrollment and waitlists.

Delivering an affordable facility also presents risk. GHA has an experienced team of real estate and construction professionals that have successfully located, acquired and built several school facilities, all on schedule and on budget. That team has already conducted a comprehensive property search and started engaging with potential landlords in the target area. Based on that research and past experience, GHA has established Union Park as an area with several viable real estate options for a Great Hearts campus.

Governing Board:

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

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Appendix A:

Background Information Sheets

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:

Paul Cutler

Position on Board:

Board Chairman

Area of Expertise:

Finance, Strategy & Operations

Statement of Intent Regarding Role on the Board:

To direct and assist in the formation and growth of Great Hearts Utah.

Not-for-Profit History Relevant to Board Role:

- Board Chair: Great Hearts Florida
- Finance Advisory Board: University of Miami Herbert Business School
- Advisory Board: University of Florida Gator Student Investment Fund
- Sponsor of Televerde Florida Economic Study at University of Florida's Bureau of Business & Economic Research

- Dean's Council: University of Miami Herbert Business School
- Finance Advisory Board: Arizona State University Carey Business School
- Board Member: Florida Council of Economic Education

Employment History Relevant to Board Role:

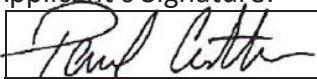
Retired; previously employed as Treasurer at NextEra Energy, Inc.
Board Member for Pams Specialty Insurance Company

Education History Relevant to Board Role:

BS, Finance (1981): Arizona State University
MBA (1983): University of Miami
MS, Computer Information System (1984): University of Miami

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:

May 21, 2026

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:

Katherine Bathgate

Position on Board:

Board Vice Chairman

Area of Expertise:

Education Policy, School Governance, School Finance, Communications & Marketing

Statement of Intent Regarding Role on the Board:

I am joining the Board of Great Hearts Utah because I have seen the remarkable impact of the classical education model and Great Hearts' work in other states. Utah students and families will benefit greatly from this model and the opportunity to attend a GH school.

Not-for-Profit History Relevant to Board Role:

Board Chair, Telos Classical Academy (2023-Present)
President's Advisory Council, Society for Classical Learning (2026-Present)

Employment History Relevant to Board Role:

CEO and Co-Founder, SchoolForward (2015-Present)
Director of Communications and Marketing, National Alliance for Public Charter Schools (2013-2015)
Deputy Press Secretary, US House Committee on Education (2011-2013)

Education History Relevant to Board Role:

Certificate in Education Finance, Georgetown University
Bachelor of Arts, Claremont McKenna College

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:

May 4, 2026

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:

Kurt R. Davis

Position on Board:

Board Secretary

Area of Expertise:

Education Policy, Governance & Operations of public universities, traditional district public schools and charter schools from a governance, policy formation and operational basis.

Statement of Intent Regarding Role on the Board:

If granted permission, to assist in the formation, introduction and the successful operation of Great Hearts Charter Schools in the State of Utah.

Not-for-Profit History Relevant to Board Role:

Chairman, Great Hearts America, Member of Great Hearts Arizona Board, Former Member and Chair of the Arizona State Board for Charter Schools, Former Member and Chair of the Arizona Game and Fish Commission. Former Member Arizona Board of Regents and the Arizona Chamber of Commerce.

Employment History Relevant to Board Role:

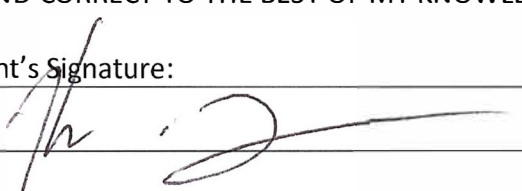
Founding Partner and lead for non-profit clients at FirstStrategic, a public affairs company representing traditional district public schools, public universities, non-profit research institutes, cities, counties and a charter school association. Also, served as a staffer at the U.S. Department of Education, the White House and as a Deputy Chief of Staff for both a governor and attorney general in Arizona.

Education History Relevant to Board Role:

Bachelor of Science Degree in Public Administration & Political Science

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:

May 13, 2026

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:

Michael Gordon-Smith, Ph.D.

Position on Board:

Board Member

Area of Expertise:

Charter school executive leadership, academic strategy, and operational management — including multi-campus oversight, multi-million-dollar budget administration, regulatory and authorizer compliance, board governance, enrollment growth, talent development, and data-driven school improvement.

Statement of Intent Regarding Role on the Board:

I am committed to serving as a governance partner who strengthens the school's long-term academic, financial, and operational viability. My intent is to bring fifteen-plus years of senior charter school leadership experience to the board's strategic decision-making, supporting fiduciary oversight, ensuring full compliance with Utah State Charter School Board requirements, and pressure-testing organizational performance against measurable outcomes. I will prioritize the board's policy-governance role over operational involvement, advocate for transparent reporting and rigorous data review, and help the school maintain a culture in which staff and students can thrive. My objective is to contribute clear thinking, sound judgment, and operational fluency to a board whose decisions directly shape student opportunity.

Not-for-Profit History Relevant to Board Role:

Substantial portions of my career have been spent leading and supporting not-for-profit educational institutions, including a multi-campus nonprofit charter network (American Leadership Academy/Charter One) where I served as Executive Director of a 2,000-student K–12 campus in Lexington, SC; Director (Principal) of a campus in Queen Creek, AZ; and Assistant Director of Academics in Gilbert, AZ. I also served as Upper School Student Leadership Coordinator and Upper School English Faculty at Phoenix Country Day School, an independent nonprofit pre-K–12 institution, where I held budgetary oversight for student affairs accounts and represented student-body interests on the executive team. Earlier nonprofit experience includes faculty and administrative roles at Emory University, Brigham Young University, Georgia Gwinnett College, and Dixie State College. Across these roles, I have routinely engaged with boards of trustees on vision, mission, compliance, and strategic direction — experience directly applicable to the fiduciary, policy, and oversight responsibilities of charter board service.

Employment History Relevant to Board Role:

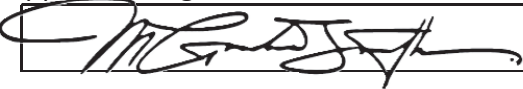
Achieve Education Group (Gilbert, AZ), Founder & CEO, 8/2025 to Present, EDUPRIZE Schools (Gilbert, AZ), Chief Executive Officer/Superintendent 8/2024 to 8/2025, American Leadership Academy (Charter One) (Lexington, SC), Executive Director, 1/2023 to 9/2024, American Leadership Academy (Queen Creek, AZ), Director (Principal), 6/2021 to 1/2023, American Leadership Academy (Gilbert, AZ), Assistant Director of Academics, 6/2020 to 6/2021, Phoenix Country Day School (Paradise Valley, AZ), Upper School Student Leadership Coordinator (2017–2020) and Upper School English Faculty (2016–2020), Earlier Higher-Education Faculty Appointments

Education History Relevant to Board Role:

Emory University — Ph.D., English
Brigham Young University — M.A., English Communication, 2010
Brigham Young University — B.A., English; Minor: Political Science, 2004

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Applicant's Signature:



Date:

May 8, 2026

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:

Cammie Passey

Position on Board:

Board Member

Area of Expertise:

Elementary (K-5) Curriculum and Pedagogy

Statement of Intent Regarding Role on the Board:

As a veteran educator with over two decades of experience, I am passionate about providing a high quality education to all students. I intend to serve as needed, with an eye toward curricular implementation and instructional quality.

Not-for-Profit History Relevant to Board Role:

I have worked in public education for both district and charter schools. I have also served in various capacities for The Church of Jesus Christ of Latter-day Saints including as president of the Relief Society for a congregation in Washington City, Utah.

Employment History Relevant to Board Role:

Over the course of my career in education which began in 2005, I have been a classroom teacher, campus instructional coach, school administrator, and director of curriculum.

Education History Relevant to Board Role:

BS Elementary Education, Utah State University
MA Educational Psychology, University of Arizona

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:

Cammie Passey



Digitally signed by Cammie Passey
Date: 2026.05.07 16:06:13 -07'00'

Date:

May 7, 2026

Appendix B:

Great Hearts Utah, Inc.'s Articles of Incorporation

**ARTICLES OF INCORPORATION
OF
GREAT HEARTS UTAH, INC.**

The undersigned incorporator hereby files this, the Articles of Incorporation of GREAT HEARTS UTAH, INC., as a non-profit corporation under the Utah Revised Nonprofit Corporation Act.

ARTICLE 1 - NAME

The name of this Corporation shall be Great Hearts Utah, Inc. (hereinafter called the "Corporation").

ARTICLE 2 - PURPOSE

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation's tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the "Code") and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

ARTICLE 3 - REGISTERED AGENT

The name and address of the registered agent for service of process is Corporation Service Company, 15 West South Temple, Suite 600, Salt Lake City, UT 84101.

ARTICLE 4 - INCORPORATORS

The name(s) and address(es) of the incorporators is Bianca Ulibarri 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034.

ARTICLE 5 - MEMBERS

The Corporation shall have one successor sole member, which shall be Great Hearts America. The Corporation's members shall be fixed as set forth in the bylaws.

The sole member of the Corporation shall be GreatHearts America, Inc., a Arizona not-for-profit corporation (the "Member"), which will provide fundraising and other support to the Corporation for operation of one or more charter schools. Notwithstanding any other provision herein, the Member shall have the right to approve any amendments to these Articles of Incorporation that are proposed by the Board, and such other rights as are specifically set forth in the Corporation's Bylaws.

If the Member has the right to or is required to approve an action of the Corporation, as provided herein, the Member shall evidence its approval by a written certification stating the Member approved the action in accordance with the requirements of the Member's Articles of Incorporation and/or Bylaws, as the case may be. The action will not be considered approved until the Member's written approval certification is received by the Corporation.

ARTICLE 6 - SHARES

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

ARTICLE 7 - DIRECTORS AND OFFICERS

The Names and Addresses of Initial Board of Directors. The initial Directors shall be:

Name	Address
Paul Cutler	Great Hearts Utah, Inc. c/o 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034
Katherine Bathgate	Great Hearts Utah, Inc. c/o 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034
Kurt Davis	Great Hearts Utah, Inc. c/o 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034
Michael Gordon-Smith	Great Hearts Utah, Inc. c/o 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034
Cammie Passey	Great Hearts Utah, Inc. c/o 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034

ARTICLE 8 - DURATION

The duration of this Corporation is perpetual.

ARTICLE 9 - PRINCIPAL OFFICE AND MAILING ADDRESS

The initial mailing address and office of the Corporation is Great Hearts Utah, Inc., c/o Great Hearts America, 4717 East Hilton Avenue, Suite 300, Phoenix, AZ, 85034.

ARTICLE 10 - OTHER PROVISIONS

10.1 The Corporation is organized exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or within corresponding provisions of any subsequent federal tax laws, including the formation and operation of charter schools and a charter school system. The broadest discretion is vested in and conferred upon the directors for the accomplishment of these purposes.

10.2 Notwithstanding any other provision of these Articles, the Corporation shall pledge its assets for use in performing its charitable functions and shall not carry on any other activities not permitted to be carried on by a corporation exempt from income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or corresponding provisions of any subsequent federal tax laws, or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or corresponding provisions of any subsequent federal tax laws.

10.3 Nothing in this Article shall be construed as authorizing the Corporation to transact any business expressly prohibited by any law of the State of Utah, or not engage in any activity that cannot lawfully be engaged in by a non-profit corporation incorporated under the Utah Revised Statutes.

10.4 The charter school authorizer, the State of Utah, and any of its agencies, are not liable for any debts or financial obligations incurred by the charter school or any individuals or entities operating it.

ARTICLE 11 - DEDICATION OF ASSETS AND DISSOLUTION

The Corporation's assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

ARTICLE 12 - PROHIBITED ACTIVITIES

No part of the net earnings or distribution of the assets of the Corporation upon its dissolution shall inure to the benefit of, or be distributable to, its officers, members, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes of the Corporation set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the

corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue.

ARTICLE 13 - BYLAWS

The initial Bylaws of the Corporation shall be adopted by the Board of Directors. The power to alter, amend or repeal the Bylaws of the Corporation or adopt new Bylaws is vested in the Board of Directors, subject to repeal or change by action of the directors of the Corporation.

ARTICLE 14 - AMENDMENT

These Articles of Incorporation may be amended at any time by a vote of a majority of the Board of Directors present at any regular or special meeting provided a quorum is present.

The undersigned incorporator has executed these Articles of Incorporation on the 28th day of May 2026.



Bianca Ulibarri
Incorporator

Appendix C:

Great Hearts Utah, Inc.'s Bylaws

**BYLAWS
OF
GREAT HEARTS UTAH, INC.**

**Adopted and Effective:
May 26, 2026**

ARTICLE I.
General

1.1 Name. The name of the Corporation shall be Great Hearts Utah, Inc., a not-for-profit Utah corporation and shall be hereinafter referred to as the “Corporation.”

1.2 Address. The Corporation’s mailing address and principal place of business shall be as set forth in the Articles of Incorporation or as otherwise established by the Board of Directors from time to time.

1.3 Purpose. The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation’s tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the “Code”) and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code. The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

1.4 Dedication of Assets. The Corporation’s assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

1.5 Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the charter school or in its admission policies for students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other

laws and upon the effective date of its first charter contract, regulations applicable to the operation of public charter schools in the State of Utah.

ARTICLE II.

Membership

2.1 Sole Member. The sole member of the Corporation shall be GREATHEARTS AMERICA, INC., an Arizona not-for-profit corporation exempt from tax as a 501(c)(3) organization that is other than a private foundation under Section 509(a) of the Internal Revenue Code (the “Member”).

2.2 Rights of Member. Notwithstanding any other provision herein and subject to any conditions or restrictions set forth in law or in any charter contract(s) for the operation of a charter school, the Member shall have the following rights:

- a) The Member shall have the right to approve any amendments to these Bylaws or the Articles of Incorporation that are proposed by the Board.
- b) The Member shall have the authority to appoint or reappoint all Directors as set forth in Article 4.2.
- c) The Member shall have the right to remove any Director as set forth in Article 4.7.
- d) The Member shall have the right to approve any decision by the Board of Directors regarding the disposition of all or substantially all of the Corporation’s assets or of one or more charter schools operated by the Corporation, any merger and its principal terms and any amendment of those terms, and any election to dissolve the Corporation.
- e) The Member shall have the right to inspect and copy records of the Corporation.

2.3 Approval of Actions. If the Member has the right to or is required to approve an action of the Corporation, as provided herein, the Member shall evidence its approval by a written certification stating the Member approved the action in accordance with the requirements of the Member's Articles of Incorporation and/or Bylaws, as the case may be. The action will not be considered approved until the Member's written approval certification is received by the Corporation.

ARTICLE III.

Seal

The seal of this Corporation shall have inscribed on it the name of this Corporation, the year of its organization, and the words “Corporate Seal, State of Utah.”

ARTICLE IV.

Board of Directors

4.1 General Powers. Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors (the “Directors”).

4.2 Appointment. The names of the initial Board of Directors are set forth in the Articles of Incorporation. Unless otherwise prohibited by Utah law or the charter contract, the Member shall appoint

all Directors to the Board pursuant to the procedures set forth in these Bylaws. All Directors must be annually reappointed by the Member.

4.3 Number. The number of voting directors serving on the Board shall be not less than five (5) nor more than seven (7) persons.

4.4 Qualifications. Any person may serve as a Director for the Corporation who has reached the age of majority of the State of Utah and who has been approved by the Member. Directors do not need to reside in the county in which the Corporation's principal office is located. So long as the Corporation's contract(s) for operation of a public charter school(s) is in effect, all Directors must meet the requirements in said contract, the approved Charter Application(s) and provisions of Utah Code Annotated and regulations pertaining to governing boards of charter schools.

4.5 Administrative Representative. The Administrative Representative shall be the Executive Director/Superintendent of the Corporation. The Administrative Representative is a non-voting Director. The Administrative Representative's term of office shall correspond with his or her term of employment as Executive Director/Superintendent.

4.6 Terms. The initial Board of Directors shall be elected for a one-year term. Each Director elected thereafter shall be elected for three-year terms. A Director's term shall begin at the close of the annual meeting at which the Director is elected and qualifies and shall end as of the end of the annual meeting at which the Director's successor is duly elected and qualifies. A Director whose term has expired may be appointed to another term.

4.7 Resignation and Removal. A Director may resign at any time by written notification to the Corporation at its principal office. A Director may be removed with or without cause, by decision of the Member.

4.8 Vacancies. If a vacancy should occur at a time other than the annual meeting, the Member shall fill the vacancy in accordance with Section 2 of this Article.

4.9 Compensation. Directors receive no payment for their services. With Board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved board business. Directors must present receipts for all such expenses, which shall be for the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to reimbursement of any such expenditure. Each year, the Board of Directors may set a schedule of allowable charges for meals, lodging, and mileage expended on Board business, and in such event, reimbursements shall not exceed these limitations.

ARTICLE V.

Meetings of the Board

5.1 Notice of Meetings. Regular and/or Special meetings of the Board may be held at the times specified by the Board, with notice of not less than 24 hours. Public notice for regular and special

meetings shall be deemed to have been delivered at the time of posting at the front doors of and posting on the Utah Public Notice Website.

5.2 Annual Meeting. An annual meeting of the Board of Directors for the appointment of Directors and such other business as may come before the meeting shall be held in June of each year or such other month in the year as designated by the Board. Prior written notice shall be given not less than 10 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice.

5.3 Regular Meetings. Regular meetings of the Board of Directors shall be held at least twice per year. For purposes of this section, the annual meeting shall be considered a regular meeting. Timely notice of all such regular meetings shall be provided. Such meetings shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. After the effective date of the Corporation's first charter contract, at least two meetings of the Corporation shall be held each year in the county in which the charter school is located, and notices will be posted and provided as set forth in said charter contract and Utah law.

5.4 Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the Chairman or Vice Chairman of the Board of Directors, or by Member. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, facsimile, or electronic. Such notice shall specify the time and place of the meeting. After the effective date of the Corporation's first charter contract, such notice will also be posted and provided as set forth in said charter contract and Utah law. Emergency meetings may be called by the Chairman and held upon notice as required by law.

5.5 Electronic Meetings. The Board may conduct electronic meetings pursuant to U.C.A §52-4-209.

5.6 Quorum. A majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. Quorum may be established by in-person attendance or by attendance through communications media technology in accordance with the requirements of U.C.A. §52-4-209. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by a charter contract, or by these Bylaws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors. Each Director will have one (1) vote on each item of business for which there is a vote.

5.7 Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's three unexcused, consecutive absences to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

5.8 Open Meetings. So long as the Corporation's charter contract(s) remains in effect, and to the extent required by such laws, rules and regulations governing charter schools, all meetings of the Board of Directors will be open and accessible to the public, noticed and conducted in accordance with the Utah Open and Public Meetings Act (U.C.A. §52-4). Meetings of the Board shall not be closed to the public except as specifically permitted by the Utah Open and Public Meetings Act and with prior consultation with legal counsel. The Corporation will establish a policy governing public comment and input in accordance with the Act.

5.9 Minutes/Recordings. Written minutes and a recording of the discussions and decisions reached at each meeting of the Board of Directors in the form of minutes will be kept and will, upon approval by the Board of Directors at a legally convened public meeting, be made a part of the records of the Corporation. The minutes will comply with the requirements of the Utah Open and Public Meetings Act (U.C.A. §52-4-203).

5.10 No Voting by Unanimous Written Consent and by Proxy. So long as the Corporation's charter contract(s) remains in effect, voting by any written consent or proxy is prohibited.

5.11 Presumption of Assent. A Director who is present at a meeting of the Board when Corporate action is taken is deemed to have assented to the action taken unless (1) the Director objects at the beginning of the meeting, or promptly upon his or her arrival, to transacting specified business at the meeting or (2) the Director votes against, or abstains from, the action taken. The Secretary or any other officer performing the Secretary's duties shall maintain accurate records of all votes of the Board of Directors.

5.12 Parent Representative and Principal Attendance. So long as the Corporation's charter contract(s) remains in effect, the Board must appoint a parent representative to facilitate parental involvement and resolve disputes. The parent representative must reside in the county in which the charter school is located and may be a member of the Board, charter school employee or individual contracted to represent the Board. The parent representative and principal, or his or her designee(s), must attend meetings of the Corporation in person.

ARTICLE VI.

Committees

6.1 Establishment; Membership; Terms. The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committee may be made up of Directors and non-Directors. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in these Bylaws.

6.2 Open Meetings. So long as the Corporation's contract for operation of a public charter school remains in effect, any meeting of a committee subject to the Utah Open and Public Meeting Law will be noticed and conducted in accordance with such Act.

ARTICLE VII.
Officers of Board

7.1 Titles. The Officers of the Corporation shall consist of a Chairman, a Vice Chairman, and a Secretary. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. Officers may hold more than one position at the same time.

7.2 Election and Term. The Officers shall be elected by the Board of Directors at the Board's annual meeting. Officers shall serve for a term of one year and may be re-elected to the same officer position(s).

7.3 Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

- a. The Chairman shall be responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chairman shall have an equal vote as accorded to all Directors. The Chairman may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The Chairman may delegate, as needed, to any other officer any or all of the duties of the office of Chairman. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.
- b. The Vice Chairman shall have such duties and responsibilities as may be delegated to him/her by the Chairman. The Vice Chairman shall have an equal vote as accorded to all Directors. In the absence of the Chairman, the Vice Chairman shall perform all the duties of the Chairman and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chairman, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.
- c. The Secretary or their designee, shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws. The Secretary shall have an equal vote as accorded to all Directors.

7.4 Designation of Duties. Whenever an officer is absent or whenever, for any reason, the Board of Directors may deem it desirable and as permitted by Utah law, the Chairman may delegate the powers and duties of an officer to any other officer or to any Director.

7.5 Vacancies. Any vacancy occurring in any office of the Corporation may be filled for the unexpired duration of the term by a majority vote of a quorum of the Board of Directors.

7.6 Resignation and Removal. An officer may resign by submitting his or her resignation in writing to the Chairman of the Board of Directors. Any officer may be removed from office, with or without cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

7.7 Compensation. Directors who serve as officers shall not receive any compensation for their services.

ARTICLE VIII.

Regional Superintendent/Executive Director

8.1 Employment and Authority. Unless otherwise required or prohibited by charter contract or applicable state law, the chief executive officer of the Member ("Member CEO"), shall select and retain a competent and experienced Regional Superintendent/Executive Director of Corporation (the "Regional Superintendent/Executive Director"), who shall be Great Hearts Utah's direct representative to the Corporate Board and the Member. The Regional Superintendent/ Executive Director shall be given the necessary authority and held responsible for the administration of the staff of Great Hearts Utah, subject only to the policies enacted by the Member, the Board, or by any of its committees to which it has delegated power to act.

8.2 Head of Schools. Unless otherwise required or prohibited by charter contract or applicable state law, the Regional Superintendent/Executive Director shall extend, negotiate, renew, or terminate the contracts of the Head of School, subject to requirements of applicable state law, charter contract, after consultation with the Member CEO.

8.3 Solicitation and Borrowing of Funds. Unless otherwise required or prohibited by charter contract or applicable state law, the Regional Superintendent/Executive Director shall approve all solicitations and borrowing of funds by the school and shall report such activity, if any, to the Board at each meeting. The Board shall also approve such actions where required by applicable law.

8.4 Acceptance of Funds. The Regional Superintendent/Executive Director shall report periodically to the Member CEO contributions, grants, and gifts to the school.

ARTICLE IX.

Books, Records and Reports

9.1 Books and Records. The Corporation shall keep complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees having any authority of the Board of Directors. All books and records of the Corporation shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

9.2 Annual Reports. The Corporation shall file with the Department of the State of Utah an annual report on such forms and containing such information as the Department of State may prescribe.

9.3 Inspection Rights. The Member and every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, and physical properties, as permitted by Utah and federal law.

9.4 Public Records. So long as the Corporation's charter contract(s) remains in effect, and to the extent required by such laws, rules and regulations governing charter schools, the Corporation's shall maintain its records in compliance with Utah's Government Records Access and Management Act ("GRAMA") (U.C.A. §63-2-101 through 63-2-1001) and make such records available for inspection and copying by members of the public, to the extent such records are not confidential or exempt.

ARTICLE X

Contracts, Deposits, Checks and Contributions

10.1 Contracts. Except as otherwise provided in these Bylaws, the Board of Directors may authorize any Officer or agent to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such may be general or confined to a specific instance. Unless so authorized by the Board of Directors, no officer, employee, agent or representative shall have the power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.

10.2 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories of, invested from time to time for and on behalf of the Corporation, as the Board of Directors may elect.

10.3 Checks, Drafts, Orders of Payment. All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officers or officers, agent or agents of the Corporation and in such manner as the Board of Directors from time to time shall determine by resolution. In the absence of such determination, such instruments shall require the signatures of the Chairman or the Treasurer of the Corporation. The Board of Directors shall establish a policy setting the amount above which checks must have two signatures.

10.4 Contributions. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise of any property whatsoever, for the purposes of the Corporation.

ARTICLE XI.

Fiscal Year

The fiscal year of the Corporation shall commence on July 1 of each year and end on June 30 of the following year.

ARTICLE XII.

Indemnification

12.1 Indemnification. The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Utah Statutes, as amended, or any successor

thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Utah Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. A Director or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Director or officer from liability for breach of a duty based on an act or omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

12.2 Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

12.3 Audit. At the close of each fiscal year of charter school operation, the accounts of the Corporation shall be audited by an independent auditor, who meets the requirements set forth in Utah law for auditors of charter schools and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be selected in accordance with the procedures required by law. The audit shall be done in compliance with Utah Statutes governing charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to such agencies as required by law or the charter contract(s).

ARTICLE XIII.

Amendments to Bylaws

The Bylaws and the Articles of Incorporation may be amended by the Member, in consultation with the Board and subject to the Board's final, written approval.

ARTICLE XIV

Certification

The original, or a copy of these bylaws, as amended or otherwise altered to date, shall be kept at the Corporation's principal office at all reasonable times during office hours. By the signatures below, these bylaws are hereby certified to be a complete and correct copy of the above-named Corporation, duly adopted by the initial Board of Directors on May 26, 2026.

By:  Kurt R. Davis (May 28, 2026 10:29:39 PDT)

Kurt Davis, Board Secretary

Approved Great Hearts Utah - Bylaws

Final Audit Report

2026-05-28

Created:	2026-05-28
By:	Bianca Ulibarri (bianca.ulibarri@greathearts.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAFUQWg4Q5EgJ9tkX1Su3lbfPFgfXe2Hbs

"Approved Great Hearts Utah - Bylaws" History

-  Document created by Bianca Ulibarri (bianca.ulibarri@greathearts.org)
2026-05-28 - 4:54:41 PM GMT
-  Document emailed to kurt@firststrategic.com for signature
2026-05-28 - 4:55:31 PM GMT
-  Email viewed by kurt@firststrategic.com
2026-05-28 - 5:27:25 PM GMT
-  Signer kurt@firststrategic.com entered name at signing as Kurt R. Davis
2026-05-28 - 5:29:37 PM GMT
-  Document e-signed by Kurt R. Davis (kurt@firststrategic.com)
Signature Date: 2026-05-28 - 5:29:39 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_DRAW
-  Agreement completed.
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Appendix D:

Great Hearts Utah, Inc.'s Board Meeting Minutes

Great Hearts Utah Board of Directors Meeting Unapproved Minutes

Date: May 26, 2026
Time: 3:00 p.m. MST

A scheduled meeting of the Great Hearts Utah Board of Directors was held via Zoom.

I. Call to Order

Dr. Scoggin called the meeting to order at 3:03 p.m. MST and confirmed a quorum.

Louisiana Board Members		Present	Absent	
Paul Cutler	Chairman	X		
Katherine Bathgate	Vice Chairman	X		
Kurt Davis	Secretary	X		
Michael Gordon-Smith	Director	X		
Cammie Passey	Director	X		
Other Staff/Guests				
Dan Scoggin	Chief Academies Officer, GH America	X		
Jay Heiler	Chief Executive Officer, GH America	X		
Bianca Ulibarri	Director of Governance, GH America	X		
Doug Cummings	Sr. Vice President of Operations, GH America	X		
Matthew Bushard	Chief Financial Officer, GH America	X		
Emily Norris	Project Manager, GH America	X		

II. Discussion and Approval to Add Paul Cutler, Kurt Davis, Cammie Passey, Michael Gordon-Smith, and Katherine Bathgate to Great Hearts Utah, Inc. Board of Directors

Each Board member introduced themselves and provided their professional backgrounds. Mr. Heiler thanked the Board Directors for committing to be the founding Board of GH Utah. Mr. Davis moved to approve and accept Paul Cutler, Kurt Davis, Cammie Passey, Michael Gordon-Smith, and Katherine Bathgate as the initial Board of Directors for Great Hearts Utah, Inc.; Mr. Gordon-Smith seconded the motion. All in favor, none opposed. The motion passed at 3:18 p.m. MST.

III. Approval of Consent Agenda

- Approval and Adoption of Great Hearts Utah, Inc. Articles of Incorporation
- Approval and Adoption of Great Hearts Utah, Inc. By-laws

Mr. Cutler moved to approve the Consent Agenda; Mr. Davis seconded the motion. All in favor, none opposed. The motion passed at 3:20 p.m. MST.

IV. Discussion and Election of Officers

Mr. Gordon-Smith motion to approve the slate of officers as follows, Paul Cutler as Chairman, Katherine Bathgate as Vice-Chairman, and Kurt Davis as Secretary. Ms. Bathgate seconded the motion. All in favor, none opposed. The motion passed at 3:24 p.m. MST.

V. Presentation and Discussion on the New Charter School Proposal Application

Dr. Scoggin updated the Board on the process and timeline for applying for a New Charter School to the Utah State Charter School Board. Staff are currently in the beginning stages. The required ten questions have been submitted to the Charter Board. The initial school proposal is underway and due at the end of June 2026. The proposed school opening date is fall of 2028.

VI. Adjournment

The meeting adjourned at 3:44 p.m. MST