



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Keystone Academy of the Arts

Name of Applicant(s):

Pamela Budge (Chair); Nick DiSalvo (Vice Chair); Betty Samuelsen (Secretary); Tom Kirk (Treasurer); Shannon Nielson (Marketing)

Authorized Agent, if applicable:

N/A

Main Point of Contact:

Pamela Budge

Point of Contact Phone Number:

801-390-2261

Point of Contact Email Address:

keystoneacademyutah@gmail.com

Proposed Charter School Location (city/area):

Nibley, UT

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

Cache School District

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

9th - 12th grade with a maximum enrollment of 300

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										90	90	0	0	180
Year 2										70	70	70	0	210
Year 3										70	60	60	50	240
Year 4										80	70	60	50	260
Year 5 +										90	80	70	60	300

Estimates were informed by K-8 feeder populations and regional population trends.

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

Yes. 9th- 12th grade is classified as high school in both Cache and Logan School Districts.

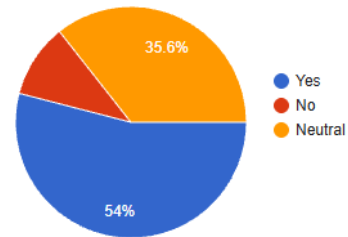
Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule? Explain.

Yes, 4-day school week waiver.

- Increased time for teacher collaboration, professional learning, and curriculum planning
- Allows for student projects/internships on Fridays
- According to our community market survey, a 4-day school week was highly favored in all subgroups (those who are very likely, somewhat likely, neutral, somewhat unlikely, and even a few very unlikely to enroll). We believe this is an option the local community wants.

Would you be more inclined to enroll with a 4-day school week?

174 responses



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: Pamela Budge

Signature of Authorized Agent:

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

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

Proposal of Charter School:

Required Attachments: (11 page limit, as indicated)

1. Provide a 1-2 page overview of the “big ideas” of your proposed charter school. Be sure to include:
 - a. Proposed mission and vision statements.
 - b. How the proposed school promotes the SCSB’s mission and vision.
 - c. Which method the proposed school is utilizing most to meet the purposes of Utah’s charter’s schools (choose one), and explain how it is being done by the proposed school.
 - i. Continuing to improve student learning
 - ii. Encouraging the use of different and innovative teaching methods
 - iii. Creating new professional opportunities for educators to actively participate in designing and implementing learning programs at the school
 - iv. Increasing choice of learning opportunities for students
 - v. Establishing new educational models and new forms of accountability that emphasize unique performance measures and innovative measurement tools to measure education outcomes
 - vi. Providing opportunities for greater parental involvement in governance decisions at the school level
 - vii. Expanding public school choice in areas where there is a lack of school choice or where schools have been identified for school improvement, corrective action or restructuring
 - viii. Collaborating within the public education system
 - d. Describe the defining characteristics that make the proposed school unique, which will become key elements of the model and mission of the proposed school.
 - e. Describe the expected academic outcomes of the school that will show the model and mission is successful.
2. Submit a 2-3 page overview of the educational program, including the following elements:
 - a. An explanation of the overarching educational philosophy that is supported by cited research and/or evidence.
 - b. A description of how the Utah Core Standards will be taught and assessed.
 - c. A description of the intended educational program that includes evidence-based or research based cited methods of instruction and either sample curriculum choices or a description of how the curriculum will be selected/developed.
 - d. Explanation of the proposed graduation requirements and their alignment with the current graduation requirements for the state of Utah.
 - e. A description of any special programs such as CTE, distance or online education, community partnerships, etc.
3. Provide a 2-3 page detailed description of the research-based or evidence-based cited instruction for special populations that will be provided to students as required by federal law (ie, students with disabilities, multilanguage learners, students who are economically disadvantaged, students who are migrant, etc.)
4. Provide a 2-3 page market analysis. A market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:
 - a. Justification of why the proposed school is needed in the selected location, and what sets it apart from other schools in the proposed location.
 - b. The proposed school’s target demographics, including the population and development trends in the area.
 - c. Performance and models of nearby competing public schools (district and charter).
 - d. The proposed school’s forecasts, along with supporting data.
 - e. Any risks, barriers, or regulations that may impact a proposed school’s success.

Governing Board:

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Pamela Budge	Chair	Governance and compliance; Legal and policy knowledge	TECS/Intech
Nick DiSalvo	Vice Chair	School construction project management; Technical education	TECS
Betty Samuelsen	Secretary	Parent Organization leadership; Volunteer leadership; Fundraising	TECS
Thomas Kirk	Treasurer	Educator; STEM project development	CCID
Shannon Nielsen	Marketing	Marketing and outreach; Communications	

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 must state that 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/entity operating it. Articles of Incorporation should also include necessary language in case the governing board decides 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.

“Big ideas” document:

Proposed mission and vision statements.

Mission statement:

Our mission is to cultivate **wisdom** and **virtue** through a classical-liberal arts education, nurture **creativity** and a love of **beauty** through the arts, and develop **competence** and **purpose** through mentorships, authentic projects, and the practical application of knowledge.

Vision statement:

Our vision is to be a small, relationship-centered high school where every student is known, challenged, and mentored. We seek to help students reach their highest potential while receiving an enriching education. Students engage deeply with great literature and meaningful discussion, participate in the arts, develop practical life skills, and apply their learning through authentic projects and mentorships. Graduates leave with a strong academic foundation, a portfolio of meaningful work, authentic professional experience, and the character, creativity, and competence to lead purposeful and responsible lives.

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

Keystone Academy of the Arts will advance the State Charter School Board’s mission and vision in bringing choice, innovation, and student success with excellent education while meeting student’s unique learning needs in the following ways:

- **Choice**: Our unique model of classical education focused on the arts and enhanced by practicums is not currently offered in Cache Valley and would bring choice to the area. There are limited high school charter schools in the area; one focused on students at risk of not completing high school and the other focused on STEM and early college. Keystone Academy of the Arts would be a strong addition and addresses a specific choice gap for families seeking a small, relationship-centered high school.
- **Innovation**: With the arts, authentic projects, and mentorships/internships, we provide an innovative educational experience that transforms learning into accomplishment. Students actively apply their knowledge to solve real-world problems, express complex ideas creatively, and collaborate with industry mentors. Students graduate not just with a diploma, but with a portfolio of meaningful work. Projects will be incorporated into Life Skills, Art and Science classes, with expanded learning opportunities—including the Martian Greenhouse project, and mentorships/internships—available outside the classroom. Internship opportunities will be available to juniors and seniors who are on track to complete their graduation credit requirements.
- **Student Success/Academic Excellence**: Classical Education is a time tested education model that leads to student success and academic excellence in the following ways, according to a University of Notre Dame study called “The Good Soil Project”:
 - College and Career Success: Higher rates of college completion and career satisfaction
 - Positive Life Outlook: Greater reported life fulfillment and goal achievement
 - Leadership Development: More likely to take leadership roles in organizations
 - Independent Thinking: Stronger analytical skills and intellectual independence
 - Community Engagement: Higher rates of volunteering and civic participation
- **Meeting Student’s Unique Learning Needs**: Keystone will use mentoring, small-school relationships, academic monitoring, MTSS, and individualized supports to identify and respond to student needs. Teachers and staff will work closely with students to identify their strengths and areas for growth, providing the necessary support to ensure that each student reaches their full potential. This commitment mirrors the SCSB’s mission to

support charter schools in delivering quality education that meets the needs of every student's unique learning needs.

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

Increasing choice of learning opportunities for students

We want to offer a high school option for students coming from K-8 charter schools in the area who want to continue their education in a high academic setting and a small learning environment. We welcome all public school and homeschool students who want a learning environment focused on classical instruction, appreciation of and participation in the arts, and innovative practicum opportunities.

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

Key elements of Keystone Academy of the Arts:

- Classical-liberal Arts (Great Books • Discussion • Writing • Logic • Latin • History)
 - Great Books: Influential literary, historical, philosophical, and scientific works that have significantly shaped human thought, culture, and civic understanding.
- Character development with classical virtues incorporated into the teaching and school environment (Fortitude • Gratitude • Perseverance • Integrity • Wisdom)
- Arts electives (Visual Arts • Music • Performance • Design)
- Practicum electives (Mentorships • Internships • Projects • Practical Life Skills)
- Uniforms (School culture)

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

Cultivating Wisdom and Virtue (via Classical-Liberal Arts and Character Development)

High proficiency on oral and written examinations that assess deep content retention, and exemplary citizenship that reflects internalized classical virtues.

Nurturing Creativity and Love of Beauty (via The Arts)

100% of students completing at least two art electives across disciplines, going beyond the minimum graduation requirement. Opportunities such as performances, exhibitions, showcases, competitions, and portfolio submissions will also demonstrate success in the arts.

Developing Competence and Purpose (via Practicums)

Portfolio completion highlighting authentic projects a student has completed, and/or "Satisfactory" or "Exemplary" ratings on evaluations completed by industry mentors following mentorship/internship placements. Common rubrics, mentor evaluation tools, portfolio expectations, or performance criteria will be developed to support consistent implementation.

Overview of the educational program:

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

We believe education should prepare students not only for college or careers, but for lives of wisdom, purpose, and responsible citizenship. Our educational model is rooted in the classical liberal arts tradition, which seeks to cultivate knowledgeable, thoughtful, and virtuous individuals capable of pursuing truth, appreciating beauty, and contributing meaningfully to their communities.

Students develop a strong foundation of knowledge through a content-rich curriculum, great literature, and explicit instruction. Through discussion, inquiry, and reflection, they learn to analyze ideas, evaluate evidence, and exercise sound judgment. Through the arts, they develop creativity, craftsmanship, and an

appreciation for beauty. Through mentorships, authentic projects, and practical life skills, they learn to apply their knowledge in meaningful ways and gain confidence in their ability to navigate adult life.

Consistent with the classical progression of **grammar, dialectic, and rhetoric**, students move from acquiring knowledge, to developing understanding, to communicating and applying their learning. Research supports the importance of building a strong foundation of knowledge (Willingham, Rosenshine, Sweller), engaging students in structured dialogue and inquiry (Alexander, Nystrand), and providing opportunities to apply learning to authentic problems and new contexts (Bransford).

Our goal is not merely academic achievement, but the formation of graduates who possess wisdom, virtue, creativity, competence, and purpose—individuals prepared to lead meaningful and responsible lives.

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

We will ensure the curriculum meets or exceeds the Utah Core Standards and that required concepts are taught in each subject. This will happen during the curriculum procurement process and in educator training. The required State Assessments (R277-404) will be administered with fidelity and according to the Standard Test Administration and Testing Ethics Policy in order to assess those standards. Teacher and curriculum quizzes and formative assessments will also be used throughout instruction to ensure students are grasping each concept taught.

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

Educational Program (including Methods of Instruction):

Knowledge (what/how) → Understanding (why) → Application

Students first develop a strong foundation of knowledge through explicit/direct instruction (Grammar), then engage in analysis and inquiry through Socratic discussion and reasoning (Dialectic/Logic), and finally demonstrate mastery through effective communication, creative expression, and the practical application of knowledge (Rhetoric).

These stages are intended to represent broader patterns of learning across courses, grade levels, and the overall high school experience, but also may progress sequentially from Grammar to Dialectic to Rhetoric within individual lessons or units (*see curriculum example*).

Building a foundation of knowledge and core academic skills through explicit/direct instruction

Classical Trivium: Grammar (Knowledge)

(Most applicable subjects: Mathematics, Latin, Language Arts, Science)

Knowing “what” & “how”:

“When the goal for our students is the *acquisition of organized knowledge* (knowing *what*), the pedagogical method of the teacher will be primarily didactic... direct instruction from the teacher. The student’s part in this will involve various mnemonic activities... such as *listening, answering, and memorizing*. When the goal for our students is the *development of intellectual skills* (knowing *how*), then the pedagogical emphasis of the teacher will be on coaching the student... in mastering certain operations. In the development of skills, the student’s activities will involve *practicing, reviewing, and applying*, leading to mastery.”

- [Memoria Press: Three modes of Learning](#)

Research:

Direct instruction “paves the way for students to gain sufficient understanding to learn successfully from later unguided learning tasks like problem solving or creative/critical thinking”. Inquiry and open-ended exploration will be “facilitated as applications and extensions upon an already developed body of knowledge”. “Coherent curriculum featuring deliberate and systematic connections between the content studied in each subject within a grade and as students advance through the years”. - Harnessing the Science of Learning by Nathaniel Swain PhD

- Based on research in cognitive science, including the works of [Rosenshine \(Principles of Instruction 2012\)](#), [Kirschner, Sweller, and Clark \(Why Minimal Guidance During Instruction Does Not Work 2006\)](#), [Willingham \(Critical Thinking 2010\)](#), and [Sweller \(Cognitive Load Theory 2011\)](#)

Deepening analytical reasoning, dialogue, and interpretation through Socratic dialogue/inquiry **Classical Trivium: Logic/Dialectic (Understanding)**

(Most applicable subjects: Literature, History, Logic, Rhetoric)

Knowing “why”:

“When the goal for our students is the *cultivation of ideas and values* (knowing *why*), then the pedagogical approach of the teacher will be on *questioning* and *discussion*. The teacher’s role is still essential but will involve more of the give and take of *inquiring*, *reflecting*, and *synthesizing* on the part of the student.”

- [Memoria Press: Three modes of Learning](#)

Research:

- A 2018 trial demonstrated that structured, teacher-guided discussion strengthens student understanding, reasoning, communication, and academic achievement by engaging students in meaningful dialogue about ideas and evidence [Alexander \(Developing Dialogic Teaching: Genesis, Process, Trial 2018\)](#)
- Research on classroom discourse shows that student comprehension improves when instruction includes authentic, open-ended questioning and sustained, evidence-based discussion in which students explain reasoning and build on one another’s ideas rather than engaging in recitation-based questioning. [Nystrand \(Research on the Role of Classroom Discourse As It Affects Reading Comprehension 2006\)](#)

Applying knowledge in authentic interdisciplinary contexts through applied learning and creating a portfolio of meaningful work

Classical Trivium: Rhetoric (Application)

(Most applicable subjects: Science, Art, Practicums: Life Skills, CTE, Mentorships)

Practicums:

An additional component of our academic model can be described as Profession-Based Learning: the structured application of academic knowledge through authentic projects, life skills electives, Career and Technical Education (CTE) courses, and mentorships/internships. In the classical tradition, the Rhetoric stage demands that students move from abstract theory to virtuous, real-world action. These experiences provide students with meaningful contexts to practice eloquence, problem-solving, and leadership while developing competence, responsibility, and purpose. Students develop knowledge and skills in fields such as science, engineering, agriculture, business, healthcare, skilled trades, and the arts. Research indicates that CTE has statistically significant positive impacts on several high school outcomes, such as

students' academic achievement, high school completion, employability skills, and college readiness ([Belfield et al., 2023](#)). By first cultivating wisdom and then providing the arena to put it into practice, our students graduate fully prepared for the next stage of their lives.

Research - the Arts impact on student outcomes:

Arts-rich experiences in high school directly correlated with higher GPAs, higher college enrollment rates, and higher rates of civic engagement (such as voting and volunteering) when compared to socioeconomic peers who did not participate in the arts.

[Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. \(2012\). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*](#)

Curriculum Example:

Memoria Press Charter & Public School Edition: A Tale of Two Cities

Leads the students and teacher through a four-stage sequence rooted in the trivium - grammar, logic, and rhetoric. In the trivium, grammar is language; logic (dialectic) is thought; and rhetoric is expression. Discovering and internalizing the Central One Idea in a Great Work is vital for a proper reading and for cultivating wisdom and virtue.

Stage 1: Pre-Grammar | Preparation - To begin, the Pre-Grammar stage prepares students for receiving and understanding the Central One Idea by invoking their prior knowledge, experience, or interests concerning that idea. The Study Guide features two or three questions that aim to do this.

Stage 2: Grammar | Presentation - In the Grammar stage, students are presented with and discover essential facts, elements, and features of the story. Reading notes, vocabulary words, comprehensive questions, new literary and rhetorical terms. Students are presented with the basic grammatical units - facts, elements, features, ideas - that comprise the work.

Stage 3: Logic | Dialectic - In the Logic stage, the students reason with the facts, elements, and features of the story; sort, arrange, compare, and connect ideas - and begin to uncover and determine the Central One Idea (often an abstract or general truth). This stage features Socratic Discussion Questions which go further up and further into abstract thought. They are deeper questions with the intent of leading the student toward the Central One Idea. Verbal discussion, note taking in the Literature Notebook.

Stage 4: Rhetoric | Expression - In the final stage, the students express what they believe to be the Central One Idea. They are asked to briefly summarize the plot and express the Central One Idea in a complete sentence, so they can distinguish between the two. They must list three supporting points for their determination of the Central One Idea, and write an essay.

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

Keystone Academy of the Arts has developed a four-year plan based on Utah's **graduation requirements**:

	9th Grade	10th Grade	11th Grade	12th Grade
Classical Studies	Logic I & II	Material Logic	Rhetoric/Ethics	Rhetoric
Classical Studies	Intro to Latin / Grammar School Latin	First Form Latin / Second Form Latin	Second Form Latin / Third Form Latin	
Language Arts (4 credits required)	Core Skills / Classical Composition	Core Skills / Classical Composition	Literature / Classical Composition	Literature / Classical Composition
Mathematics (3 credits required)	Algebra I / Algebra II (<i>math placement test</i>)	Algebra II / Geometry	Geometry / Advanced Mathematics	Advanced Mathematics / Calculus
History (3 credits required)	Ancient History/Geography	European History	American History/ American Government	World History
Science	Biology	Astronomy /	Chemistry	Physics

(3 credits required)		Earth Science		
The Arts (1.5 credits required)	Options for all grades (visual arts, music, theater and/or media arts)			
Health Education (0.5 credits required)	Health			
Physical Education (1.5 credits required)	P.E.	P.E.		
CTE (1 credit required)	Completed in any grade through Life Skills electives (detailed below, under “Electives”)			
Digital Studies (0.5 credit required)	Library Media Skills, integrated into the subject areas			
General Financial Literacy (0.5 credit)			Financial Literacy (11th or 12th grade)	
Electives (5.5 credits required)	Life Skills: home maintenance/construction trades; culinary arts; agricultural science; automotive maintenance; personal & entrepreneurial financial literacy; health science			
	Practicum: authentic projects (Martian Greenhouse, etc); mentorships/internships			

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

Life Skills Electives/CTE

Curriculum for Life Skills electives/CTE will be developed prior to the school opening and refined and expanded as the school grows and in collaboration with teachers and industry mentors. It is anticipated that culinary arts and some home maintenance/construction trades classes will be available during Year 1, with other classes added in subsequent years.

Online/Supplementary Course Options

To accommodate advanced coursework, schedule conflicts, or specialized electives, students may access high-quality, accredited external courses. This includes approved online options through the Statewide Online Education Program (SOEP) providers, such as Utah Online School or Harmony Educational Services, which satisfy Utah State Board of Education credit and transcript requirements. Our counseling department will review all requests to ensure alignment with the student's graduation plan and track credit transfers. Students enrolled in external coursework will be provided a structured on-site study period, giving them independent working time alongside access to school technology and academic support.

Community Partnerships

Partnerships with Bridgerland Applied Technology College can help facilitate career education for juniors and seniors. Cache Valley has several prominent businesses that we will partner with to teach life skills unit studies and provide mentorships/internships. We will work with industry mentors as we personalize mentorship opportunities for our students.

Description of the research-based or evidence-based cited instruction for special populations that will be provided to students as required by federal law (ie, students with disabilities, multilanguage learners, students who are economically disadvantaged, students who are migrant, etc.)

Students with disabilities - Multi-Tiered System of Supports (MTSS)

The school will implement a Multi-Tiered System of Supports (MTSS) to provide academic, behavioral, and language supports to students based on demonstrated need. Students will be identified for additional support through classroom performance data, teacher referral, course assessments, progress monitoring data, and other academic indicators, or at the request of the parent.

Instructional teams will review student performance data regularly to determine appropriate levels of support and to adjust interventions as needed.

Tiered Instructional Supports:

Tier 1: Core Instruction

Students will receive grade-level instruction aligned to state standards using evidence-based

instructional practices. Instruction will include explicit teaching, modeling, guided practice, and frequent checks for understanding, consistent with research on effective instruction (Rosenshine) and cognitive load theory (Sweller).

Tier 2: Targeted Interventions

Students will be referred for Tier 2 support when classroom performance, assessment data, or teacher observation indicates a need for additional academic assistance, or at the request of the parent.

Tier 2 interventions will be provided in small-group settings and will focus on specific skill deficits in reading, mathematics, language development, or other academic areas. Interventions will be time-limited, skill-based, and monitored regularly to assess progress and effectiveness. Interventions will be chosen based upon demonstrated student needs, evidence of effectiveness, and progress-monitoring data. Instructional adjustments will be made based on student response to intervention.

Tier 3: Intensive Intervention and Special Education Services

Students requiring intensive intervention, including students with disabilities, will receive individualized instruction based on their Individualized Education Program (IEP) or Section 504 Plan.

Special education services will be provided in accordance with IDEA requirements and will include specially designed instruction, accommodations, and related services as appropriate.

The school may utilize structured, explicit, and mastery-based instructional programs, including the Memoria Press Special Needs curriculum (*Simply Classical*), as part of Tier 2 or Tier 3 services. This curriculum provides highly structured, sequential instruction with repetition, scaffolding, and mastery-based progression in foundational academic skills, and aligns with our Classical education model. Its use will be determined by the IEP team or intervention team based on documented student need, instructional goals, and ongoing performance data. It may be used independently or in combination with other evidence-based interventions.

All instructional decisions will be individualized, data-informed, and reviewed regularly by qualified staff with full parental involvement through the IEP process.

Our current financial plan includes employing a licensed special education coordinator/teacher in the first years of operation. Based on financial considerations, special education services may be provided through contracted service providers and/or qualified consultants.

Multilingual Learner (English Learner) Services

At registration, students will be given the Home Language Survey (HLS) in preferred language for parents/guardians to complete. Students identified as multilingual learners will be assessed using a WIDA Screener (K-12) and evaluated for English language development services. For students that qualify as EL and for language services, the Annual Notification Letter will be sent to parents/guardians in the preferred language. EL students will be tested annually using a WIDA ACCESS assessment by annually trained test administrators.

Instruction will focus on English language acquisition and access to grade-level academic content through structured language development and academic vocabulary instruction. Types of support teachers may employ to help multilingual learners access grade-level content include: sheltered instructional

strategies, language objectives, targeted vocabulary development, scaffolds, visual supports, or opportunities for structured academic discourse, etc.

Student progress will be monitored regularly, and services will be adjusted based on assessment data. After the annual WIDA ACCESS for ELs assessment, students who meet the exit criteria will enter a four-year period of monitoring.

We anticipate utilizing a multilingual learner specialist, contracted support, or designating a trained staff member to oversee compliance and instructional services.

Economically disadvantaged students/Migrant students

Students identified as economically disadvantaged or migrant students will receive academic supports as needed, including tutoring, intervention services, mentoring, and academic monitoring. The school will monitor student progress and provide structured supports to promote continuity of instruction and academic progress.

Family Engagement

The school will maintain communication with families regarding student progress, intervention services, and academic goals. Families will be informed of student needs and involved in supporting academic progress through collaborative communication.

Program Oversight and Staff Training

School leadership will oversee MTSS implementation, special education services, and multilingual learner programs to ensure compliance with federal and state requirements.

Instructional staff will receive training on:

- evidence-based instructional practices (Rosenshine, Sweller)
- data-informed instructional decision-making
- intervention implementation and progress monitoring

Student performance data will be reviewed regularly to evaluate effectiveness of instructional supports and guide program improvements.

A qualitative and quantitative market analysis of the educational market near a proposed charter school:

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

There is currently no option in Cache County for a Classical-liberal Arts education. There are limited high school charter schools in the area; one focused on students at risk of not completing high school and the other focused on STEM and early college. Keystone Academy of the Arts would be a strong addition and give parents an option they currently do not have. There is an increased demand for Classical education, which is projected to grow exponentially in the coming years ([Arcadia Education Market Analysis- April 2024](#)). The Arts go hand in hand with Classical education and the addition of Practicum opportunities will set this school apart from other schools in the area.

Selected Location:

Nibley is a central location within the southern part of the county, yet it is still very accessible to students coming from the northern part of the county. The building we have identified as the best location is directly south of Thomas Edison Charter School (K-8), which we have a signed Articulation Agreement with (*see Appendix E*). The free public transit system, Connect Transit, with [routes from Hyrum up to Franklin, ID](#), has a stop there that students currently use.

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

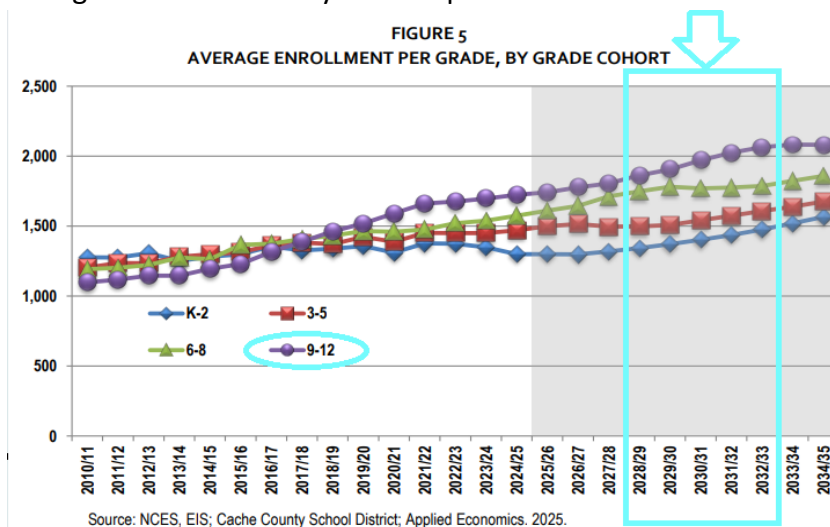
Target demographics:

In 2025, Cache County School District authorized a [Demographic & Enrollment Analysis](#) conducted by Applied Economics. The report analyzed trends to predict enrollment through 2044-45. When looking at the report, our target demographics will be those students who were in grades 1-6 in the year 2024-25, who will become potential students during our first 5 years of operation.

				YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	2031/2032	2032/2033
1	2	3	4	5	6	7	8	9
2	3	4	5	6	7	8	9	10
3	4	5	6	7	8	9	10	11
4	5	6	7	8	9	10	11	12
5	6	7	8	9	10	11	12	
6	7	8	9	10	11	12		
7	8	9	10	11	12			
8	9	10	11	12				

The report findings:

"As of 2024-25, three grade cohorts (3rd -5th, 6th-8th and 9th-12th) have record high grade-level enrollment levels." The largest elementary wave in the district's history will be entering high school in the 2028-29 school year (*see Figure 5 below*), giving our charter a significant pool of potential students during the critical first 5 years of operation:



Population trends:

"The population of the District increased by roughly 16,000 people between 2000-2010 and 2010-2020, or 2.9 and 2.2 percent annually, respectively. Since 2020, the population has increased by another 9,700 people (an average of 2.9 percent per year) and totaled over 90,000 people in 2024. Population growth has been fueled by the addition of nearly 8,300 housing units over the past 14 years, including nearly 3,500 units added since 2020."

Development trends:

"Future housing is expected to deviate widely from previous constructions in the District. The eastern half of Cache Valley will likely continue to provide higher-density urban living. In contrast, the western and northern portions of the District will continue to provide agricultural land and low-density housing. Multifamily developments are also expected to play a large part in the future of residential development for established urban areas and are anticipated to represent approximately 15.1 percent of new developments."

Charter School Enrollment Trends:

	Target Demographic				
	8th	9th	10th	11th	12th
2018-19	147	65	108	103	106
2019-20	189	79	89	130	120
2020-21	218	75	88	104	127
2021-22	226	84	121	124	124
2022-23	220	110	139	186	140
2023-24	217	98	141	166	185
2024-25	211	104	131	192	161
Average	204	88	117	144	138
	4 charters	2 charters	----->		
		1-STEM	----->		
		1-alternative	----->		

(Data taken from Table 7 in the report)

The local K–8 charters produce an average target demographic of 204 graduating 8th graders per year. The decline in 9th-grade charter enrollment is not due to low demand, but rather limited choices. The valley's existing high school charter options are split between a specialized STEM program (which expanded to grades 7–8 in 2020–21 and explains a carryover of 9th graders in subsequent years) and an alternative high school designed for at-risk students (which naturally sees lower enrollment in the 9th grade before credit-deficiencies are identified). Our school bridges this gap, providing a clear academic destination for over 200 charter families looking for a traditional 9–12 alternative.

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

Local school districts/schools:	Charter schools:
Logan High School - Logan City Achievement: ELA 37.2%; Math 23.9%; Science 33.6% Growth: ELA 37%; Math 47.5%, Science 46.2% Growth of Lowest 25%: 54.3% Cache County School District - Cache High, Green Canyon, Mountain Crest, Ridgeline, Sky View Achievement: ELA 47.8%; Math 45%; Science 48.6% Growth: ELA 39.5%; Math 45.1%, Science 51.3% Growth of Lowest 25%: 56.4%	Fast Forward High School 9-12th grade - Logan, UT Achievement: ELA 33.7%; Math 2.7%; Science 15.7% Growth: ELA 61.2%; Math 40.2%, Science 45.8% Growth of Lowest 25%: 59% Intech Collegiate Academy 7-12th grade-Logan, UT Achievement: ELA 70.3%; Math 73.9%; Science 73.9% Growth: ELA 58.1%; Math 62.4%, Science 57.6% Growth of Lowest 25%: 75.6%

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

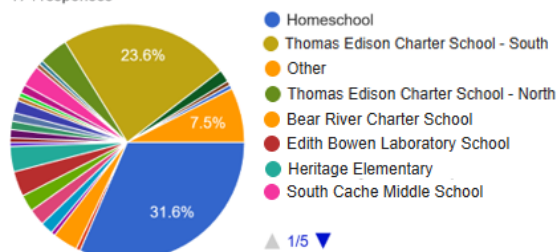
Keystone Academy of the Arts Market Survey:

This survey was conducted from January - May 2026. It was distributed mostly through social media in Facebook groups and Instagram ads. It was posted on Cache and Logan school district online community boards, and in a few city newsletters and school newsletters.

The highest number of responses came from the homeschooling community and TECS South. TECS North, Bear River, and Edith Bowen charter schools were next highest, followed by public schools. All of which are our target demographics.

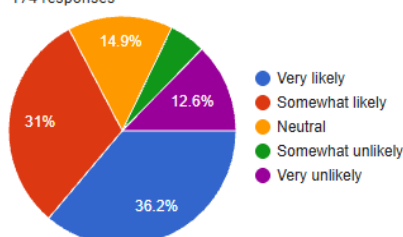
Where do your children currently attend school?

174 responses



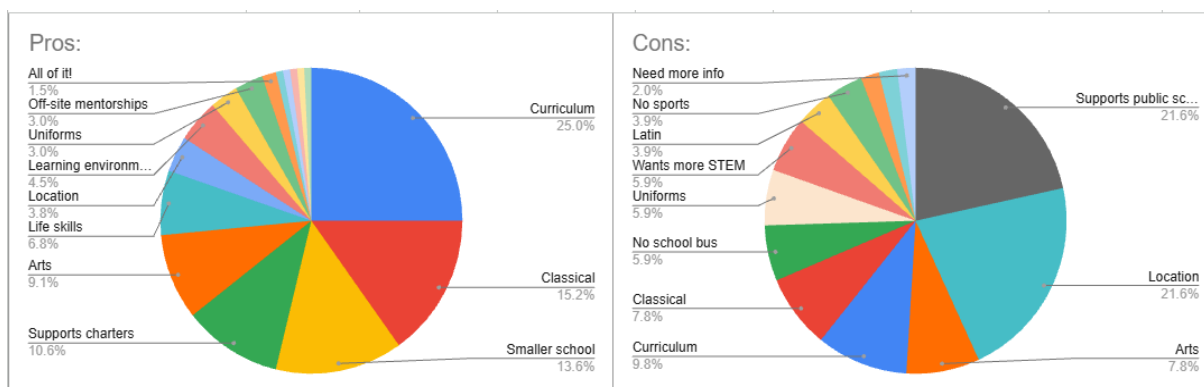
Based on the info in the description above, how likely would you be to enroll your children in Keystone Academy of the Arts?

174 responses



What was the deciding factor in considering your level of interest in enrolling or not?

174 responses



The overwhelming majority of positive responses cited the school's classical curriculum model, smaller school size, the arts, and practical life-skills education. A subset of respondents also indicated general ideological support for charter schools. Conversely, the negative responses stemmed primarily from individuals who fundamentally oppose charter schools, or who expressed concerns regarding commuting distance and the school's location.

The market analysis confirms strong demand for the niche Keystone Academy of the Arts is designed to fill. Growing enrollment, a steady pipeline of charter school graduates, and significant interest from homeschool families highlight the need for a public high school option that combines a classical liberal arts education with the arts and practical learning experiences.

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

Recruitment of educators capable of implementing a classical-liberal arts model: To address this, we will hire a Director who understands our mission and vision for the school and will hire based on that mission. Educator training will be implemented and provided by our curriculum company and potentially in connection with other classical charter schools in the state.

Financial sustainability if enrollment projections are not initially met: Based on our financial analysis, our break-even enrollment number for Year 1 is 135. We recognize that projected enrollment estimates involve some uncertainty, particularly during the initial years of operation, so we have been conservative in our estimates of first year enrollment. We also understand that enrollment growth can fluctuate, and in the case that our projections fall short we plan to continue outreach efforts, maintain relationships with feeder schools, and adjust staffing or programming as needed. We may also implement phased staffing, delay implementation of certain electives, adjust expenditures, and identify other strategies to preserve the school's core educational model and maintain organizational viability during the early years of operation. As shown in our projected enrollment plan, we plan to phase in 11th and 12th grades to allow for our program development to grow with our student base, particularly in the applied learning space.

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:

Pamela Budge

Position on Board:

Chair

Area of Expertise:

Governance and compliance; Legal and policy knowledge

Statement of Intent Regarding Role on the Board:

I am a parent who loves the classics and learning from primary sources. I have intentionally chosen charter schools for my children specifically for the curriculum they teach and the strong academic opportunities they offer. I am thrilled to help start a new school with the curriculum and teaching philosophy I have most wanted for my children. My children have flourished with the foundation they have received at two charter schools in our valley and I know Keystone Academy will add to it and fill a hole in high school options. I am very familiar with how to find Utah education laws/rules, as I have watched the legislative and state board rule process for many years and I plan to use this knowledge to help start this school.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

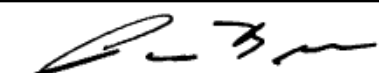
Payroll/Human Resources 10 years - I learned accuracy, efficiency, confidentiality, creating well-written letters and documents, meeting deadlines, and working with people.

Education History Relevant to Board Role:

OWATC Certificate: Office Professionals - I learned all the basic skills of secretarial work, including software, composition, communication skills, basic accounting, etc. In addition to formal education, I have been on a journey of a self-directed classical education where I have read the classics, engaged in book discussions, and read from primary sources such as journals, letters, documents, essays, etc.

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:

6/29/26

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:

Nick DiSalvo

Position on Board:

Vice Chair

Area of Expertise:

School construction project management; Technical education

Statement of Intent Regarding Role on the Board:

My intent for joining this board is to bring a level of experience as a technically educated skilled person, with practical experience in Project Management and Execution, along with contract negotiations to help establish a well rounded educational facility that will serve Cache County for many years to come, filling a gap in our current High School Education system.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

15+ years in Project 7 Production Management, Certified Welding Inspector, Pro-Board Certified Fire Instructor, and previous experience building a technical education program alongside Chesapeake College in Easton, MD.

Education History Relevant to Board Role:

Technical Diploma received in Welding/Fabrication, Pro-Board Certified Fire Instructor, Six Sigma Green Belt, working towards my PMP certification as well.

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Applicant's Signature:



Date:

6/29/26

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:

Betty Samuelson

Position on Board:

Secretary

Area of Expertise:

Parent Organization leadership; Volunteer leadership; Fundraising

Statement of Intent Regarding Role on the Board:

I plan on being on the founding board and follow the mission statement and the vision of Keystone Academy of the Arts. I plan on keeping current and updated meeting minutes and original documents on file.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

I have been a collation aide for 9 ½ years and have seen how to incorporate studies for those not comprehending the subjects and have been able to work one on one with them and adjust the curriculum

Education History Relevant to Board Role:

High school diploma; 1 ½ years of early education

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Applicant's Signature:

Betty Samuelson

Date:

6/29/26

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:

Thomas Kirk

Position on Board:

Treasurer

Area of Expertise:

Educator; STEM project development

Statement of Intent Regarding Role on the Board:

To help get the school approved and on its way to opening in the fall of 2027.

Not-for-Profit History Relevant to Board Role:

N/A

Employment History Relevant to Board Role:

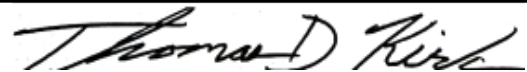
High School History Teacher, Colorado. 1984-2013.
STEM teacher and consultant 2014- present.

Education History Relevant to Board Role:

Bachelors of History, University of Northern Colorado, 1983
Masters of Management, Regis University, 1999

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:

6/29/26

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:

Shannon Nielsen

Position on Board:

Marketing

Area of Expertise:

Marketing and outreach; Communications

Statement of Intent Regarding Role on the Board:

I intend to help further the development of this charter high school.

Not-for-Profit History Relevant to Board Role:

I have no prior experience with not-for-profit organizations.

Employment History Relevant to Board Role:

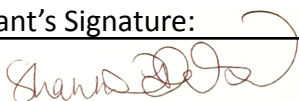
I worked for the Herald Journal for two years where I worked with marketing and press releases.

Education History Relevant to Board Role:

I graduated with a bachelors degree in journalism and communications from Utah State University.

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:

06/29/26

Appendix B: Articles of Incorporation

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF KEYSTONE ACADEMY OF THE ARTS (A Utah Nonprofit Corporation)

I, the undersigned natural person being of age eighteen (18) years or more, hereby form a nonprofit corporation, under and by virtue of the Utah Revised Nonprofit Corporation Act (Title 16, Chapter 6a, Utah Code Annotated of 1953, as amended) of the State of Utah and adopt the following Articles of Incorporation for such Corporation:

ARTICLE I: NAME

The name of the corporation is Keystone Academy of the Arts.

ARTICLE II: DURATION

The duration of this corporation shall be perpetual unless dissolved according to law.

ARTICLE III: PURPOSES

The purposes of the corporation shall be as follows:

- (A) This corporation is organized and shall be operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code.
- (B) The corporation's primary purpose is to operate a public charter high school in Utah.
- (C) This corporation shall not carry on any other activities not permitted to be carried on by:
 - 1. A corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code;
 - 2. A corporation's contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code.

ARTICLE IV: REGISTERED OFFICE AND AGENT

The name of the corporation's registered agent and the post office address of its registered office are as follows:

Pamela Budge
231 East 8800 South
Paradise, Utah 84328

ARTICLE V: MEMBERS AND STOCK

The corporation shall not have members.

ARTICLE VI: LIMITATION OF LIABILITY

To the fullest extent permitted by the Utah Revised Nonprofit Corporation Act, as amended, no director or officer of the corporation shall be personally liable to the corporation for monetary damages. The corporation shall indemnify its officers and directors to the fullest extent permitted by law. Neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

ARTICLE VII: BOARD OF DIRECTORS

The method of selecting successors to the initial board of directors shall be outlined in the corporation's bylaws. The current board of directors is as follows:

1. Pamela Budge
2. Nick DiSalvo
3. Betty Samuelson
4. Thomas Kirk
5. Shannon Nielsen

ARTICLE VIII: MEETINGS

The Board of Directors shall hold an annual meeting and such other meetings as are called by the chair of the board of directors. Notice of meetings shall be as specified in the bylaws.

ARTICLE IX: INCOME

No part of the net earnings or income of the corporation shall inure to the benefit or be distributable to the directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. This will include, but not be limited to, payment to the coaching staff and payment for national and conference dues, insurance coverage, apparel, purchase of equipment, transportation costs, and any other reasonable expenses of the corporation.

ARTICLE X: TAX EXEMPTION

Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on by:

1. A corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code;
2. A corporation's contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

ARTICLE XI: DISSOLUTION

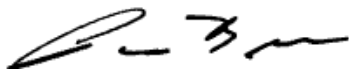
Upon the dissolution of this corporation, all assets shall be distributed exclusively for charitable, educational, or scientific purposes to one or more organizations that qualify under Section 501(c)(3) of the Internal Revenue Code. Assets shall be disposed of according to applicable provisions of Utah law and the Utah State Charter School Board.

ARTICLE XII: INCORPORATOR

The name and address of the incorporator is as follows:

Pamela Budge
231 East 8800 South
Paradise, Utah 84328

IN WITNESS WHEREOF, the undersigned has hereunto set her hand this 25 day of June, 2026, and states that the signature on these Articles of Incorporation is her own act and deed and that the matters stated herein are true.



Pamela Budge, Incorporator

Appendix C: Governing Board Bylaws

Bylaws of Keystone Academy of the Arts

Article I: Name and Purpose

Section 1.1 – Name

The name of this organization is Keystone Academy of the Arts.

Section 1.2 – Purpose

Keystone Academy of the Arts is a public charter high school established under Utah law to provide a tuition-free, nonsectarian education to students in grades 9-12. The school operates as a nonprofit under Title 16, Chapter 6a of the Utah Revised Nonprofit Corporation Act.

Article II: Governance

Section 2.1 – Governing Board

The Founding Board shall consist of 5 members who are responsible for the startup of the school and the first year governance of the school. Founding board members shall be appointed by the board.

Beginning in the first year of the school's operation, the Governing Board shall consist of 7 members who are responsible for the overall governance of the school. Board members shall be appointed by the board.

Beginning in the second year of the school's operation, one board member position shall be filled by a parent who shall be elected among the parents and faculty of the school.

Section 2.2 – Terms of Office

Board members shall serve staggered terms of 3 years, with the possibility of reappointment.

A Chair or board member may resign at any time by giving written notice to the Governing Board or Secretary within given time to find a replacement.

Section 2.3 – Vacancies

Vacancies on the Governing Board shall be filled by a vote of the remaining board members. The appointed member chosen to fill such vacancy shall hold office for the remaining term. In the event of a vacancy for the elected parent board member position, the Governing Board shall approve an election by the parents and faculty of the school as soon as reasonably possible, and the winner of such election shall fill the remaining term.

Article III: Meetings

Section 3.1 – Regular Meetings

The Governing Board shall hold regular meetings at least quarterly, preferably monthly. The schedule of meetings shall be established at the beginning of each fiscal year.

Section 3.2 – Special Meetings

Special meetings may be called by the Chair or by a majority of the board members. Notice of special meetings shall be provided at least 24 hours in advance.

Section 3.3 – Quorum

A quorum for conducting business shall consist of a majority of the board members.

Section 3.4 – Rules of Order

Meetings shall be conducted in accordance with Robert's Rules of Order, unless otherwise specified in these bylaws.

Section 3.5 – Open Meetings

All meetings shall comply with the Utah Open and Public Meetings Act, ensuring transparency and public access.

Article IV: Officers

Section 4.1 – Officers

The officers of the Governing Board shall include a Chair, Vice Chair, Secretary and Treasurer.

Section 4.2 – Election and Term

Officers shall be elected annually by the board members and serve a term of one year.

Section 4.3 – Duties

- **Chair:** Presides over meetings and represents the board in official matters.
 - **Vice Chair:** Assumes the duties of the Chair in their absence.
 - **Secretary:** Maintains records of meetings and official documents.
 - **Treasurer:** Assists the board in the oversight of the school's financial management.
-

Article V: Committees

Section 5.1 – Standing and Ad Hoc Committees

The Governing Board may establish standing or ad hoc committees as may be necessary. Committees shall be subject to the control and direction of the Governing Board. Committee members shall serve at the pleasure of the Governing Board.

Section 5.2 – Committee Composition

Each committee shall have a designated chair and may include both board members and non-board members with relevant expertise.

Article VI: Fiscal Management

Section 6.1 – Fiscal Year

The fiscal year of the school shall begin on July 1 and end on June 30.

Section 6.2 – Financial Oversight

The Governing Board shall ensure that the school maintains financial records in accordance with generally accepted accounting principles and complies with all reporting requirements.

Section 6.3 – Annual Audit

An independent auditor shall conduct an annual financial audit, and the results shall be submitted to the Utah State Auditor and made available to the public.

Article VII: Compliance and Accountability

Section 7.1 – Legal Compliance

The school shall comply with all applicable federal, state, and local laws.

Section 7.2 – Charter Agreement

The Governing Board shall ensure that the school operates in accordance with the terms and conditions set forth in the charter agreement with the authorizer.

Section 7.3 – Reporting

The Governing Board shall ensure that the school submits all required reports to the authorizer and other relevant entities.

Article VIII: Amendments

Section 8.1 – Proposal

Amendments to these bylaws may be proposed by any board member at a regular meeting.

Section 8.2 – Adoption

An amendment shall be adopted if approved by a two-thirds majority of the board members present at the meeting.

Appendix D: Meeting Minutes



Keystone Academy of the Arts Board Meeting Agenda Special Meeting - Zoom June 25, 2026 6:00 PM

Meeting Started at 6:00 PM

Members in attendance: Pamela Budge (Chair); Nick DiSalvo (Vice Chair); Tom Kirk (Treasurer)

Excused: Betty Samuelsen (Secretary)

Others in attendance (non-voting): Katie McKay (former Chair)

Action items:

1. Articles of Incorporation - [Motion to adopt by Pam / Second:Nick; unanimous](#)
2. Bylaw Amendments - [Motion to adopt by Pam / Second:Tom; unanimous](#)
3. New Board member (fill vacancy left by Katie McKay): Shannon Nielsen - [Motion to add board member by Pam / Second:Nick; unanimous](#)

Meeting adjourned: 6:40 PM

Next meeting: July 14, 2026

Appendix E: Articulation Agreement

ARTICULATION AGREEMENT KEYSTONE ACADEMY OF THE ARTS & THOMAS EDISON CHARTER SCHOOL

I. INTRODUCTION

This Articulation Agreement is based on 53G-6-502 which permits a charter school to give an enrollment preference to a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board.

II. PURPOSE/INTENT

This Articulation Agreement between the signatory schools, Keystone Academy of the Arts ("Keystone") and Thomas Edison Charter School ("TECS"), is intended to utilize the above provision in Utah law to allow Keystone to give enrollment priority to students at TECS as set forth herein.

The Articulation Agreement between the signatory schools, Keystone and TECS, is intended to further the mission of each school and provide an opportunity for TECS students who wish to continue their education at a public charter school.

III. ELIGIBILITY

To be eligible to receive priority enrollment at Keystone, a TECS student must be enrolled in TECS as an 8th grader at the time the student submits a lottery application.

IV. PROCESS

If a TECS student meets the eligibility requirements set forth in this Articulation Agreement, that student will be given priority enrollment at Keystone for the academic year for which the student is applying pursuant to Keystone's priority enrollment policies.

V. BOARD APPROVAL/TERMINATION

This Articulation Agreement must be voted on and adopted by each signatory school's Governing Board as set forth in their bylaws. Once adopted, the signatory schools will sign this Articulation Agreement. Each signatory school reserves the right to terminate this Articulation Agreement at any time by providing written notice to the other school.



Keystone Academy of the Arts - Governing Board Chair

6/9/26

Date



Thomas Edison Charter School - Governing Board Chair

6/13/26

Date