



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

PEAK Mastery Charter School

Name of Applicant(s):

PEAK Mastery Charter School Board of Directors

Authorized Agent, if applicable:

Jenilyn Lenkersdorfer, PEAK Mastery Charter School Board Chair

Main Point of Contact:

Jenilyn Lenkersdorfer

Point of Contact Phone Number:

801-664-6107

Point of Contact Email Address:

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Proposed Charter School Location (city/area):

Logan/Cache Valley

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

Logan City and Cache County School Districts

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

Grade Configuration: K–12 (phased implementation, opening K–6) Maximum Authorized Enrollment: 960

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	60	60	60	60	60	60	60							420
Year 2	60	60	60	60	60	60	60	60						480
Year 3	80	80	80	80	80	80	80	60	60					680
Year 4	80	80	80	80	80	80	80	80	60	60				760
Year 5 +	80	80	80	80	80	80	80	80	80	60	60	Year 6 60	Year 7 60	Year 5 Year 7 840 - 960

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

Yes, the proposed grade configuration is intended to align with the grade spans used by the district once the school is fully implemented. PEAK Mastery plans to serve students in elementary (K–5), middle school (6–8), and high school (9–12) divisions. The school will open serving grades K–6 and add one grade level annually until reaching a full K–12 program.
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Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule? Explain.

No

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

Name of Authorized Agent: Jenilyn Lenkersdorfer
Signature of Authorized Agent: <i>Jenilyn Lenkersdorfer</i>
Name of Charter School Board Chair (if different than Authorized Agent):
Signature of Charter School Board Chair (if different than Authorized Agent):

1a. Mission Statement: PEAK Mastery Charter School exists to cultivate curious, capable, and self-directed learners through rigorous, personalized, mastery-based education connected to real life. We empower students to achieve academic excellence, develop strong character, and build the skills needed for lifelong success.

Vision Statement: We envision graduates who are academically prepared, self-aware, adaptable, and engaged contributors to their communities. They think critically, communicate effectively, solve complex problems, and approach life with curiosity, purpose, resilience, and a commitment to continuous learning.

1b. PEAK Mastery Charter School promotes the mission and vision of the Utah State Charter School Board by expanding quality public school choice through an innovative, high-quality educational model that supports student success and meets diverse learning needs. Through rigorous academic expectations, personalized instruction, strong educator oversight, and accountability aligned with the Utah Core Standards, the school provides families with an additional public education option designed to help every student thrive.

PEAK Mastery achieves these goals through a Personalized Competency-Based Learning (PCBL) hybrid instructional model built around three integrated pillars.

- **Mastery-Based Learning:** Students progress toward clearly defined competencies aligned to the Utah Core Standards through targeted instruction, assessment, intervention, acceleration, and demonstrated mastery.
- **Expeditionary Learning:** Students apply learning through interdisciplinary project-based Wonder Workshops, projects, fieldwork, community partnerships, service learning, and authentic real-world experiences that promote transfer, retention, and deeper understanding.
- **Coaching Relationships:** Every student is paired with a licensed educator who serves as their coach and teacher of record, remaining with the student for up to three years to build strong relationships and provide continuity of support. Coaches develop personalized learning plans, monitor student progress, assess competencies, coordinate interventions, communicate with families, and help students develop ownership of learning.

To expand access and meet the diverse learning needs of Utah families, PEAK Mastery offers two weekly hybrid learning pathways:

- **4-Day On-Site Pathway:** Four days of scheduled on-site instruction and one day of off-site ELEs,
- **2-Day On-Site Pathway:** Two days of scheduled on-site instruction and three days of off-site ELEs.

Both learning pathways utilize the same instructional model, Utah Core standards alignment, competency expectations, assessment systems, progress-monitoring structures, and accountability requirements. They differ primarily in the amount of scheduled on-site instruction and how learning experiences are distributed throughout the week. In both learning pathways, coaches remain responsible for instruction, oversight, assessment, intervention, competency verification, and documentation of student learning.

Extended Learning Experiences (ELEs) connect learning beyond the classroom through teacher-supported off-site learning, fieldwork, community partnerships, intervention, enrichment, competency demonstrations, exhibitions, and Celebrations of Learning while maintaining educator oversight, progress monitoring, and documented evidence of learning. Portfolios and student-led conferences promote reflection, goal setting, family partnership, and increasing ownership of learning.

1c. Purpose: Encouraging the Use of Different and Innovative Teaching Methods. PEAK Mastery's innovative instructional model moves beyond traditional age-based instruction by combining PCBL, interdisciplinary learning, and long-term coaching relationships within a rigorous public school framework.

Students receive strong foundational literacy and mathematics instruction while engaging in interdisciplinary project-based Wonder Workshops, authentic learning experiences, reflection, and coaching that promote long-term retention, transfer of learning, and meaningful application of knowledge. Learning is demonstrated through assessments, performance tasks, portfolios, projects, and competency demonstrations.

The model integrates evidence-based instructional practices, ongoing progress monitoring, intervention, enrichment, and personalized support responsive to student readiness and growth. Students are expected to

think critically, explain their reasoning, revise their work, build portfolios, and apply learning through authentic questions, projects, fieldwork, and community experiences.

1d. Defining characteristics that distinguish PEAK Mastery Charter School from traditional Instructional Models. PEAK Mastery Charter School is distinguished by a structured PCBL model organized around clearly defined competencies aligned to the Utah Core Standards. Students may work toward multiple competencies simultaneously, with each competency considered complete only after mastery is demonstrated.

Unlike a traditional classroom model in which one teacher is responsible for most aspects of instruction, PEAK Mastery intentionally distributes instructional responsibilities among specialized licensed educators:

- Foundations teachers specialize in literacy and mathematics instruction
- Wonder Workshop teachers specialize in interdisciplinary, project-based learning and integrated electives
- Coaches serve as each student's licensed teacher of record by developing personalized learning plans, monitoring progress, assessing competencies, coordinating interventions, building long-term relationships with students and families, and connecting students with learning opportunities.

This structure allows educators to develop deeper instructional expertise while ensuring every student receives personalized guidance and continuity of support.

4-Day On-Site Pathway: Students participate in four days of scheduled on-site instruction and one day of off-site ELEs each week. Licensed educators provide targeted literacy and mathematics instruction through small-group teaching while students also engage in Wonder Workshops, coaching, Reading Adventures, electives, movement and wellness, Lunch & Life Skills, and ELEs. Mixed-age homeroom communities are generally organized as K–2, 3–5, 6–8, and 9–12 to promote mentoring, leadership, collaboration, belonging, and continuity of coaching relationships.

2-Day On-Site Pathway: Students participate in two days of scheduled on-site instruction and three days of off-site ELEs each week. Families facilitate school-approved foundational literacy and mathematics curriculum pathways under the guidance of coaches and within the school's progress-monitoring and accountability systems. On-site learning emphasizes collaboration, Wonder Workshops, coaching, Reading Adventures, electives, movement and wellness, and Lunch & Life Skills, while ELEs provide standards-aligned learning opportunities supported through family partnership and educator oversight. Mixed-age learning communities are generally organized as K–1, 2–3, 4–5, 6–8, and 9–12, allowing coaches to develop deeper expertise within the curriculum pathways they support.

(See 2e for a description of ELEs.)

1e. PEAK Mastery Charter School will evaluate mission success through indicators aligned with Mastery-Based Learning, Expeditionary Learning, and Coaching Relationships, including literacy and mathematics growth, competency attainment through demonstrated mastery, benchmark and required state assessments, portfolio evidence, performance tasks, student engagement, attendance, retention, family involvement, and student-led conferences.

The school expects students to demonstrate academic growth, strong foundational skills, critical thinking, communication, collaboration, problem-solving, self-regulation, executive functioning, and increasing ownership of learning. Success will be measured not only through assessment results, but also through students' ability to retain, explain, transfer, and apply learning in authentic contexts. Mission-specific goals will be reviewed annually by school leadership and the governing board.

2a. Educational Philosophy: PEAK Mastery Charter School is founded on the belief that students learn best when learning is meaningful, appropriately challenging, connected to authentic experiences, and supported by strong relationships. The school's educational philosophy is implemented through a PCBL framework that integrates Mastery-Based Learning, Expeditionary Learning, and Coaching Relationships.

Together, this framework creates a learning environment that combines rigorous foundational instruction, authentic application, and individualized support to promote both academic achievement and learner agency. Students build strong foundational knowledge through clearly defined competencies, apply that learning

through interdisciplinary projects and authentic experiences, and receive ongoing coaching, reflection, and personalized support that foster ownership of learning, resilience, and a strong sense of belonging.

Research supporting the model includes mastery learning,^{3,10} cognitive science and retrieval practice,^{8,17} metacognition, self-regulation, and motivation,^{6,19} interdisciplinary transfer and application,^{4,15} movement and cognition,⁷ literacy engagement,¹¹ personalized learning,¹⁴ and the importance of teacher-student relationships and student belonging.^{13,16,18}

The philosophy emphasizes intentional technology use that enhances rather than replaces hands-on learning, discussion, movement, creativity, and meaningful relationships.

2b. Instruction at PEAK Mastery Charter School is fully aligned with the Utah Core Standards across both the 4-Day On-Site Pathway and the 2-Day On-Site Pathway. The school maintains structured systems to ensure all students receive annual exposure to grade-level standards while receiving differentiated instruction, intervention, and opportunities for acceleration based on demonstrated readiness and mastery.

PEAK Mastery utilizes a competency-based instructional and progress-monitoring system that organizes learning around clearly defined competencies, with each competency considered complete only after mastery is demonstrated. The system is designed to support both personalization and accountability. Utah Core Standards are translated into student-friendly learning targets and competency maps that guide instruction, assessment, intervention, and progress monitoring. Students engage in foundational literacy and mathematics instruction, interdisciplinary project-based Wonder Workshops, Reading Adventures, coaching and reflection, and authentic learning experiences connected to real-world contexts. Coaches maintain ongoing records of student progress and regularly review evidence to ensure students continue progressing toward grade-level expectations and provide appropriate intervention, enrichment, or acceleration.

Student progress is monitored through assignments and learning activities, competency demonstrations, formative and benchmark assessments, portfolio evidence, educator observations, Learning Unit conferences, student reflection, family communication, and required state assessments. The school anticipates utilizing adaptive benchmark assessments, curriculum-based measures, progress-monitoring tools, performance tasks, and other research-based assessment systems, such as Renaissance Star or similar tools, to identify student readiness, skill gaps, academic growth, and mastery over time. Data from these measures guides intervention, small-group instruction, reteaching, enrichment, acceleration, and family communication.

Multiple sources of evidence are used to identify students requiring intervention, additional support, enrichment, or acceleration. Students receive targeted supports, increased progress monitoring, and regular review of intervention plans. Students may continue working toward prerequisite competencies as needed while remaining engaged in grade-level learning experiences. Competencies are considered complete only after students independently demonstrate mastery verified by the appropriate licensed educator.

Students maintain portfolios that document progress toward competencies and include evidence of learning and mastery such as assignments, projects, written work, performance tasks, assessment data, reflections, conference notes, and competency demonstrations. Portfolios support competency tracking, learner-validated attendance, student-led family conferences, family communication, exhibitions of learning, and ongoing progress monitoring.

Progress is formally reviewed through midpoint Learning Unit progress checks, end-of-unit Learning Unit conferences, coach portfolio reviews, benchmark assessment cycles, and required state assessments. Midway through each Learning Unit, coaches review student progress, identify students needing intervention, enrichment, or acceleration, and adjust instructional plans and supports as needed. At the conclusion of each Learning Unit, students meet with their coach to review evidence of learning, competency progress, goals, and supports. Families may participate when appropriate, particularly within the 2-Day On-Site Pathway and for younger students. Students in both pathways participate in two student-led family conferences each year.

2c. The educational program integrates curriculum, instruction, assessment, intervention, progress monitoring, and student support across both learning pathways. It is delivered through the school's PCBL model by specialized licensed educators, including Foundations teachers, Wonder Workshop teachers, and coaches, each serving distinct instructional responsibilities. Additional specialists and support personnel provide intervention, special education services, and targeted instructional support as needed.

The school operates through six Learning Units each year. Learning Units provide the organizational structure for Wonder Workshop themes, competency development, fieldwork, projects, reflection, portfolio reviews, demonstrations of learning, and student goal setting.

Mastery-Based Learning: Students participate in targeted literacy and mathematics instruction aligned with the Utah Core Standards using evidence-based instructional practices including explicit instruction, differentiated small-group instruction, retrieval practice, formative assessment, and ongoing progress monitoring, as supported by the research described in Section 2a. Students work toward clearly defined competencies while receiving intervention, enrichment, or acceleration based on demonstrated readiness and mastery.

Expeditionary Learning: Students apply academic learning through interdisciplinary project-based Wonder Workshops that integrate science, social studies, literacy, communication, inquiry, creativity, and real-world problem solving. Wonder Workshops connect Utah Core Standards through authentic questions, investigations, interdisciplinary projects, fieldwork, service learning, community partnerships, mentorship opportunities, and real-world application.

Coaching Relationships: Every student is assigned a licensed educator coach who serves as teacher of record and primary point of contact for the student and family. Coaches oversee progress monitoring, competency verification, family communication, attendance, goal setting, and coordination of interventions while collaborating with Foundations teachers, Wonder Workshop teachers, specialists, and families to personalize learning.

Supporting Structures: Reading Adventures and Socratic discussion strengthen literacy, storytelling, writing, communication, reasoning, and critical thinking through literature, reflection, written response, and collaborative dialogue. Community Wellness and Leadership promotes movement, wellness, leadership, collaborative play, and community building that supports physical well-being, executive functioning, self-regulation, and readiness to learn. Lunch & Life Skills develops food preparation, nutrition, teamwork, responsibility, service, and healthy habits through shared meals and authentic learning experiences. Electives are offered in Learning Unit rotations to promote deeper skill development and, when appropriate, complement Wonder Workshop themes while incorporating student interests. ELEs expand learning beyond the classroom and connect it to the core learning taking place in the classroom. Portfolios and student-led conferences promote reflection, goal setting, family partnership, and increased ownership of learning.

Pathways: Both the 4-Day On-Site Pathway and the 2-Day On-Site Pathway implement the same educational program, curriculum, assessment system, and Supporting Structures described in this section. They differ primarily in weekly delivery:

- The 4-Day On-Site Pathway provides four days of on-site instruction and one day of ELEs.
- The 2-Day On-Site Pathway provides two days of on-site instruction and three days of ELEs, during which families implement school-approved foundational literacy and mathematics curriculum under the guidance of coaches within the school's progress-monitoring and accountability systems. Coaches remain responsible for assessment, intervention, competency verification, attendance documentation, and oversight of student learning.

Curriculum resources and instructional materials will be selected or developed based on alignment with Utah Core Standards, evidence-based instructional practices, developmental appropriateness, accessibility, and effectiveness for diverse learners. The school anticipates utilizing structured literacy resources, standards-aligned mathematics programs, intervention materials, custom-designed Wonder Workshop units, project-based instructional resources, and carefully selected technology that enhances learning without replacing active instruction, discussion, collaboration, movement, or educator-student relationships. School-approved curriculum pathways utilized within the 2-Day On-Site Pathway will be reviewed periodically to ensure continued alignment, quality, accessibility, and effectiveness.

Implementation will be supported through common planning structures, curriculum review processes, instructional coaching, progress-monitoring systems, and ongoing professional development designed to promote consistency, fidelity of implementation, and continuous improvement across both learning pathways.

2d. PEAK Mastery Charter School will align with all State of Utah graduation requirements, including required coursework in English language arts, mathematics, science, social studies, health, physical education, fine arts, and career and technical education. As Peak Mastery expands to include secondary grades (6-12), students will continue to participate in the school's mastery-based, expeditionary, and

coaching-based instructional model while completing all state and local graduation requirements. Graduation readiness will be demonstrated through coursework, mastery of competencies, portfolio evidence, projects, presentations, exhibitions, and other demonstrations of learning.

Students in the secondary grades will have opportunities for increasing levels of student choice, responsibility, and real-world application through advanced coursework, community partnerships, mentorships, apprenticeships, internships, fieldwork, service learning, and career-connected experiences. These opportunities are designed to help students apply academic learning, explore postsecondary pathways, and develop the knowledge, skills, and habits necessary for college, career, and lifelong success.

2e. Special Programs: PEAK Mastery Charter School incorporates several special programs that enrich the educational program, strengthen student development, and connect learning with authentic community experiences while supporting the school's instructional model and educational mission.

Extended Learning Experiences (ELEs) provide structured opportunities for students to learn beyond the traditional classroom while remaining connected to their coach, learning goals, and competency progress. Students participate in one of three ELEs based on individual learning goals, instructional needs, coach recommendations, and scheduled opportunities. These experiences provide authentic opportunities for competency demonstrations, exhibitions, and Celebrations of Learning that showcase student growth while supporting competency attainment through demonstrated mastery.

- **Personalized Learning Experience:** Students engage in structured, off-site, coach-supported learning aligned with their goals through independent study, intervention, portfolio work, competency demonstrations, passion projects, and other personalized learning activities. Families serve as learning partners by supporting engagement, accountability, and reflection, while coaches provide personalized learning plans, monitor progress, provide feedback, and verify competencies.
- **On-Site Support & Enrichment Experience:** Students participate in coach-led and educator-led small-group instruction, intervention, enrichment, project work, coaching, and collaborative learning opportunities on campus when additional support or extension is beneficial.
- **Field Work & Community Learning Experience:** Students engage in field studies, community partnerships, service learning, mentorships, authentic projects, exhibitions, and other real-world learning experiences facilitated by Wonder Workshop teachers and other school educators to extend learning into the community and natural world.

Coaches communicate each student's scheduled learning experience and expectations to families in advance. Coaches and other educators facilitate learning experiences, monitor participation and progress, and collect documented evidence of learning through observations, student work, reflections, portfolio artifacts, and competency demonstrations. Families support student engagement, encourage completion of learning activities, and communicate with coaches as needed. Student-led conferences, portfolio reviews, and Celebrations of Learning provide regular opportunities for reflection, goal setting, family partnership, and increasing ownership of learning.

Wonder Workshops: Incorporates fieldwork, service learning, guest experts, mentorship opportunities, and community partnerships that connect academic learning to authentic contexts and real-world application.

Student Development Programs: Students participate in Reading Adventures, Lunch & Life Skills, Community Wellness and Leadership, student-led conferences, and portfolio development to strengthen literacy, communication, leadership, wellness, responsibility, and ownership of learning.

College and Career Readiness: As high school grades are added, students will have opportunities to participate in mentorships, apprenticeships, internships, career-connected learning experiences, and other community-based opportunities that support college, career, and life readiness.

3. Instruction for Special Populations: PEAK Mastery Charter School is committed to serving all students, including students with disabilities, multilingual learners, students who are economically disadvantaged, unhoused or mobile students, and other special populations in accordance with federal and state law. The school will comply with all applicable requirements under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), Title III of the Every Student Succeeds Act (ESSA), and the McKinney-Vento Homeless Assistance Act.

The PEAK Mastery instructional model is designed to provide equitable access to rigorous, standards-aligned instruction through mastery-based learning, expeditionary learning, coaching relationships, differentiated instruction, and evidence-based instructional practices. The school will implement a Multi-Tiered System of Supports (MTSS) that includes universal screening, ongoing progress monitoring, targeted intervention, and individualized supports. Student performance data, competency progress, benchmark assessments, required state assessment data, educator observations, attendance information, portfolio evidence, conference documentation, and family input will be reviewed regularly to identify students requiring additional academic, behavioral, social-emotional, or attendance support.

Across all student groups, the school prioritizes strong foundational instruction, meaningful participation in grade-level learning experiences, timely intervention, ongoing progress monitoring, and multiple opportunities for students to demonstrate learning and growth. Students identified as needing additional support may receive targeted intervention, small-group instruction, increased progress monitoring, Student Success Plans, coaching support, and referrals for additional evaluation when appropriate. Intervention plans will be reviewed regularly, typically at least every two weeks, to evaluate effectiveness and adjust supports as needed.

The school will administer all required state assessments and screening measures and may utilize adaptive benchmark assessments, curriculum-based measures, progress-monitoring tools, and other research-based assessment systems, such as Renaissance Star or similar tools, to identify skill gaps, monitor growth, guide intervention, support instructional decision-making, and strengthen family communication.

Students with disabilities will be served in accordance with IDEA through the development and implementation of Individualized Education Programs (IEPs). The school will prioritize inclusion and provide services in the least restrictive environment appropriate to student needs while maintaining access to grade-level instruction and all components of the PEAK Mastery instructional model to the greatest extent appropriate based on individual needs and service plans. Accommodations and specially designed instruction will be integrated within the school's competency-based instructional model while preserving high expectations and access to grade-level learning.

Students eligible under Section 504 will receive accommodations and support through individualized 504 Plans developed and implemented in accordance with federal law.

The PEAK Mastery instructional model supports students with disabilities through differentiated instruction, explicit teaching, scaffolding, flexible instructional groupings, targeted intervention, ongoing progress monitoring, and individualized supports. Students may receive additional time, intervention, and reteaching while continuing to participate in grade-level learning experiences. When appropriate, students may continue developing prerequisite competencies while remaining engaged in standards-aligned instruction, Wonder Workshops, and authentic learning experiences.

Services may be delivered through consultation, inclusion supports, co-teaching, small-group instruction, pull-out services, related services, assistive technology, executive functioning supports, behavioral supports, social-emotional supports, and individualized intervention based on student needs and IEP requirements.

Special education services will be coordinated by licensed special education personnel in collaboration with coaches, instructional staff, related service providers, families, and outside agencies as appropriate. The school will implement Child Find requirements, conduct evaluations and reevaluations, develop and monitor IEPs and 504 Plans, provide required accommodations and modifications, maintain compliance documentation, and monitor progress toward IEP goals.

Coaches serve as a consistent point of connection for students and families and collaborate with special education staff to support implementation of accommodations, monitor progress, coordinate services, and maintain regular family communication regarding student needs and growth.

Learning pathway selection will not limit access to services required under an IEP, Section 504 Plan, or other legally required supports. Both the 4-Day On-Site Pathway and 2-Day On-Site Pathway will operate in compliance with all applicable special education, accommodation, intervention, and accountability requirements.

Multilingual Learners (MLLs) will receive instruction and support designed to promote both English language acquisition and academic achievement. Instruction will incorporate evidence-based practices that support comprehension, participation, academic language development, and access to grade-level content.

Teachers may utilize visual supports, modeling, sheltered instruction techniques,⁹ structured discussion, sentence frames, guided practice, collaborative learning, and differentiated instruction responsive to English language proficiency levels. Additional support may include targeted language development services, progress monitoring, and collaboration between classroom teachers and language support staff.

Wonder Workshops, Reading Adventures, discussion-based learning, and coaching relationships provide authentic opportunities for communication, listening, collaboration, reflection, and language use across content areas.

Students Who Are Economically Disadvantaged: PEAK Mastery recognizes that students from economically disadvantaged backgrounds may experience barriers that impact educational access and opportunity. The school is committed to providing equitable access to high-quality instruction, learning experiences, and support services.

Research indicates that strong relationships, engaging instruction, high expectations, and access to rigorous learning opportunities positively impact outcomes for economically disadvantaged students.^{5,12} The PEAK Mastery instructional model supports these factors through coaching relationships, Wonder Workshops, intervention systems, ongoing progress monitoring, and authentic learning experiences connected to students' lives and communities.

Supports may include access to instructional materials, intervention services, school-issued devices, internet access through school-issued hotspots when needed and available, digital learning resources, referrals to community support services, and collaboration with families to address barriers impacting student success. Families may also receive training, resources, and coaching designed to strengthen family-school partnerships, support participation in school-directed off-site learning activities, improve understanding of program expectations, and promote student success.

Students may also receive additional opportunities for intervention, mentoring, enrichment, competency development, and academic support through ELEs while maintaining educator oversight and progress monitoring.

Unhoused Students or Students Experience High Mobility: The school will comply with all requirements of the McKinney-Vento Homeless Assistance Act to ensure educational stability and access for unhoused students or students experiencing housing instability or high mobility.

Unhoused students will be immediately enrolled, even if records are unavailable, and the school will work to minimize educational disruption whenever possible. A designated McKinney-Vento liaison will assist students and families with enrollment, transportation coordination when applicable, access to services, referrals to community resources, and coordination with outside agencies.

The school's emphasis on consistent coaching relationships, belonging, flexible supports, and relationship-based learning communities is designed to provide stability and connection for students experiencing transitions or instability.

Additional Supports for Diverse Learners: Across all student populations, instruction at PEAK Mastery Charter School is grounded in evidence-based practices designed to support diverse learners and equitable access to instruction. These practices include explicit instruction and modeling,¹ scaffolding and gradual release, retrieval practice and ongoing review,⁸ formative assessment and progress monitoring,² differentiated small-group instruction, discussion-based learning, and personalized pathways responsive to readiness and growth.

The school's instructional model provides differentiated support through foundational instruction, grade-level Wonder Workshops, flexible instructional groupings, coaching relationships, intervention systems, and ELEs that provide additional opportunities for support, enrichment, and personalized learning. Students who require additional support may receive targeted interventions, increased progress monitoring, small-group instruction, specialized services, accommodations, modified learning plans, or Student Success Plans based on individual needs.

Discussion-based learning, movement opportunities, self-regulation practices, and strong coaching relationships are intentionally incorporated into the learning environment to promote engagement, communication, resilience, belonging, and student well-being. These supports benefit all learners while providing additional access points for students who may require academic, behavioral, social-emotional, or executive functioning support.

Technology may be used to support accommodations, communication, access, and progress monitoring while preserving the school's emphasis on hands-on learning, discussion, movement, collaboration, and strong educator-student relationships. Students who lack reliable access to technology or internet connectivity will be provided school-issued devices and available support resources as appropriate.

Commitment to Equity and Student Success: PEAK Mastery Charter School is committed to ensuring that all students, regardless of background, language, disability status, or life circumstance, have access to a rigorous, supportive, and inclusive educational experience. Through evidence-based instruction, competency-based learning, timely intervention, personalized coaching, strong family partnerships, and authentic learning experiences, PEAK Mastery is committed to ensuring every student has meaningful access to grade-level learning and the support needed to achieve academic growth and demonstrated mastery.

4a. Need for the Proposed School and Differentiation: Cache Valley and the surrounding region continue to experience steady population growth and increasing demand for diverse educational opportunities. Existing public schools provide important educational services; however, most primarily operate within traditional age-based instructional structures rather than fully integrated competency-based instructional models that combine individualized pacing, interdisciplinary learning, long-term coaching relationships, and flexible learning pathways.

Local demand for additional public school options is evident through significant charter school waitlists in the region. Based on direct communication with schools on May 5, 2026, Edith Bowen Laboratory School reported approximately 339 students on its waitlist, Bear River Charter School reported approximately 72 students on its waitlist, The Center for Creativity, Innovation and Discovery (CCID) reported approximately 54 students on its waitlist, and InTech Collegiate Academy reported approximately 46 students on its 7th and 8th grade waitlists. Combined charter school waitlists across the region exceed 500 students, indicating substantial unmet demand for additional public school choice options in Cache Valley.

PEAK Mastery Charter School expands public school choice through a PCBL model built upon three integrated pillars: Mastery-Based Learning, Expeditionary Learning, and Coaching Relationships. The model distinguishes itself through competency-based progression, interdisciplinary Wonder Workshops, long-term coaching relationships, and flexible learning pathways within a fully accountable public school setting.

The proposed school is also designed to address growing demand from families currently pursuing homeschooling, microschooling, online learning, hybrid learning, and other alternative educational pathways. Community outreach indicates interest in educational models that provide strong academic support, individualized pacing, meaningful family partnership, increased opportunities for social interaction, authentic learning experiences, and reduced reliance on screen-based instruction.

Although families have access to district schools, charter schools, homeschooling, private schools, and online programs, few public school options combine mastery-based learning, expeditionary learning, coaching relationships, flexible learning pathways, and a continuous K–12 instructional model within a predominantly in-person setting. PEAK Mastery addresses this gap by offering two flexible pathways that maintain the same academic expectations, competency framework, assessment system, educator oversight, and accountability while providing families with greater scheduling flexibility.

4b. Target Demographics and Population Trends: PEAK Mastery Charter School will initially serve students in grades K–6, with planned expansion into middle school and high school grades over time to provide a continuous K–12 educational pathway. The school intends to locate in or near the central Cache Valley/Logan area to provide reasonable access for families throughout the valley and surrounding communities. The school is designed to serve a diverse student population, including students seeking strong academics, personalized support, competency-based progression, meaningful relationships, authentic learning experiences, and flexible learning options. As a tuition-free public charter school, PEAK Mastery is intended to remain accessible to students from a wide range of backgrounds, abilities, and circumstances.

Particular interest is anticipated from families currently enrolled in traditional public schools, charter schools, homeschooling programs, microschools, online learning programs, and other alternative educational settings. Community outreach and survey responses indicate demand for strong academics,

meaningful relationships, family partnership, personalized support, authentic learning experiences, and multiple learning pathways within a fully accountable public school framework.

Cache County continues to experience steady population growth, increasing from approximately 133,000 residents in 2020 to an estimated 145,000 residents in recent years, with projections indicating continued long-term growth. The region maintains a relatively young population and a strong concentration of families with school-age children, contributing to sustained demand for educational options.

Additional indicators of demand include continued residential development, sustained charter school waitlists, and growing demand for personalized, competency-based, hybrid, and alternative learning models. These trends suggest continued demand for public school options that combine flexibility, accountability, strong academic expectations, and meaningful student engagement.

4c. Performance and Models of Nearby Schools: Cache County School District serves approximately 20,000 students throughout Cache Valley and is widely recognized for 'exemplary' academic performance, comprehensive educational programs, extracurricular opportunities, and community support. Logan City School District also serves approximately 5400 students in Cache Valley. It is ranked somewhat lower than Cache County School District in its academic performance. Logan City School District is rated as 'commendable' in their student growth. They have a much higher population diversity and a much lower average income, which does influence their academic results. Existing schools in both districts provide valuable educational opportunities for families across the region.

Cache Valley is also served by several charter schools and alternative educational programs, including:

- **Edith Bowen Charter School (K-6):** Features an evidence-based, inquiry-driven, and place-based framework that integrates STEM, the arts, and humanities to foster student autonomy.
- **Bear River Charter School (K-6):** Differentiated and Rigorous Instruction in a positive environment.
- **The Center for Creativity, Innovation, and Discovery (CCID) (K-8):** Place-based STEM education.
- **InTech Collegiate Academy (7-12):** STEM-focused hands-on learning
- **Thomas Edison Charter School (K-6):** Focused on elemental skills development, in a structured classroom environment, with strong parental involvement.
- **Fast Forward Charter High School (9-12):** Combines classroom work, computer-based directed learning that is self-paced, and concurrent enrollment for diverse learners.

A distinguishing feature of the proposed PEAK Mastery Charter School is the availability of two flexible learning pathways that maintain the same instructional model, educator oversight, and accountability while providing families with different scheduling options. The planned K–12 continuum further differentiates the model by providing a consistent competency-based educational experience from elementary through high school, positioning PEAK Mastery to fill a unique niche while expanding public school choice.

4d. Enrollment Forecasts and Community Interest: PEAK Mastery anticipates phased enrollment growth beginning with grades K–6 through both the 4-Day On-Site Pathway and the 2-Day On-Site Pathway.

Initial enrollment is projected at approximately 280 students in the 4-Day On-Site Pathway and 140 students in the 2-Day On-Site Pathway, for a total enrollment of approximately 420 students, subject to facility capacity, implementation timelines, staffing, and demonstrated enrollment demand. The school intends to expand gradually into middle school and high school grades, ultimately providing a continuous K–12 educational pathway.

Enrollment projections are supported by continued population growth in Cache County, substantial charter school waitlists, growing interest in personalized and competency-based learning, and increasing demand for flexible public school options that maintain strong academic expectations and accountability. As of the date of this proposal, community outreach has generated more than 140 parent interest survey responses. Survey responses and community feedback indicate interest in both the 4-Day On-Site Pathway and the 2-Day On-Site Pathway, as well as the mastery-based learning, authentic learning experiences, relationship-based school environments, meaningful family partnership, and reduced screen dependence.

The founding team has conducted ongoing community outreach through parent interest surveys, informational meetings, digital and local media outreach, a public-facing website, and direct engagement with families, educators, and community organizations. Community outreach and survey collection will continue throughout the charter application process to strengthen enrollment forecasts, gather additional community input, and refine implementation planning.

4e. Risks, Barriers, and Regulatory Considerations: PEAK Mastery Charter School has identified key implementation, compliance, enrollment, facility, and staffing considerations and has designed systems, staffing structures, and phased implementation plans to address them.

Implementation of Multiple Learning Pathways and Operational Consistency: Operating both the 4-Day On-Site Pathway and the 2-Day On-Site Pathway within one public school model requires consistent communication, implementation, and accountability across both pathways. PEAK Mastery will address this through learner-validated attendance practices, progress monitoring, competency demonstrations, portfolio evidence, regular coach communication, and ongoing family training. Families participating in the 2-Day On-Site Pathway will receive additional coaching, curriculum guidance, and progress reviews to support instructional consistency and student success. To support successful implementation, the 2-Day On-Site Pathway will initially launch with one cohort before expanding as enrollment and operational systems mature.

Both pathways operate as school-directed public school hybrid programs rather than homeschool or remote-only programs. Students remain fully enrolled public school students and participate in the same Utah Core Standards, competency framework, assessment systems, intervention processes, special education services, accountability requirements, and educator oversight.

Enrollment and Community Awareness: As a new charter school, community awareness must be built while helping families understand the school's instructional model. Competency-based learning, coaching relationships, mixed-age learning communities, ELEs, and family partnership expectations may differ from traditional educational models. The school will address this through continued outreach, informational events, school tours, parent orientation programs, family training opportunities, clear communication materials, and ongoing engagement with prospective families.

Facility Capacity and Growth: Continued population growth and increasing demand for educational facilities in Cache Valley may create challenges related to securing and expanding appropriate learning spaces. PEAK Mastery intends to locate in or near the central Cache Valley/Logan area to provide reasonable access for families throughout the valley. The school plans to address facility challenges through phased enrollment growth aligned with facility capacity, conservative financial planning, efficient facility utilization, and long-term facility planning. The founding team is evaluating facility options with emphasis on accessibility, financial sustainability, enrollment demand, and future K–12 expansion. As the 2-Day On-Site Pathway expands, alternating cohort schedules allow for shared use of instructional spaces, supporting efficient facility utilization and reducing the need for duplicative classroom space.

Regulatory Compliance and Special Populations: PEAK Mastery will operate in compliance with all applicable federal and state requirements, including Utah State Charter School Board requirements, Utah Core Standards, state accountability systems, IDEA, ESSA, Section 504, ADA, Title III, and the McKinney-Vento Homeless Assistance Act. Systems for attendance verification, progress monitoring, intervention, documentation, special education services, language supports, and student services will be implemented across both learning pathways to ensure equitable access and compliance for all students.

Staff Recruitment and Program Implementation: Successful implementation of the PEAK Mastery model requires recruiting, preparing, and retaining educators who embrace the school's instructional philosophy and PCBL model. The staffing structure is intentionally aligned to the school's instructional design and includes Foundations teachers, Wonder Workshop teachers, coaches, special education teachers, intervention staff, instructional aides, related service providers, and other support personnel, each serving defined instructional and student support responsibilities. Implementation will be supported through collaborative planning structures, curriculum review processes, progress-monitoring protocols, instructional coaching, team meetings, and ongoing professional development designed to promote consistency, fidelity of implementation, continuous improvement, and long-term sustainability across both learning pathways.

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Governing Board:

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Jenilyn Lenkersdorfer	Board Chair	Human Resources	
Robert Christensen	Vice Chair	Teacher/Curriculum Development	Venture Academy, CCID, Promontory School of EL
Martin Tyler	Treasurer	Accounting/Taxes	Fast Forward Charter School
Lydia Lopez	Secretary	Marketing	
Ryan Barlow	Board Member	Teacher/Curriculum Development/Engineering	

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.

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:

Jenilyn Lenkersdorfer

Position on Board:

Board Chair

Area of Expertise:

Human Resources

Statement of Intent Regarding Role on the Board:

As Board Chair, my intent is to provide strategic leadership, support effective governance, ensure alignment to our mission and vision, and help build a strong foundation for the school's longer term success. My goal is to expand high quality educational opportunities to students, providing real-world experiential learning that aligns with how students learn best, and provide them with life skills and strong community relations.

Not-for-Profit History Relevant to Board Role:

Employment History Relevant to Board Role:

As an HR professional, I gained experience in organizational development, change management, strategic project implementation, employee relations, performance management, succession planning, training programs, metrics and reporting, policy writing, and leadership coaching. This experience helps me support the school's governance, accountability, strategic planning, and organizational leadership.

Education History Relevant to Board Role:

Masters, Human Resources, Utah State University
Bachelors, Sociology, 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:

Jenilyn Lenkersdorfer

Date:

6/14/2026

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:

Robert B. Christensen

Position on Board:

Vice Chair

Area of Expertise:

Mathematics Education / Secondary Education / Curriculum

Statement of Intent Regarding Role on the Board:

My purpose is to help the board understand how policy effects the classroom so that our school designs have the desired effect on our most important population – the students.

Not-for-Profit History Relevant to Board Role:

I've taught at charter schools since 2012 and I was on the foundaing board of one of them – Promontory School

Employment History Relevant to Board Role:

Promontory School of E.L – 8 years
CCID in Cache Valley - 5 years
Catalyst Preparatory - 3.5 years

Education History Relevant to Board Role:

Math Education Degree
Secondary Education Master's Degree
17 years of teacher training

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Applicant's Signature:

Robert Christensen

Date:

06/15/2026

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:

Martin Tyler

Position on Board:

Treasurer

Area of Expertise:

Accounting / Taxes / Small Business Consulting

Statement of Intent Regarding Role on the Board:

To assist in making sure proper accounting and finance procedures are set up and monitored.

Not-for-Profit History Relevant to Board Role:

Have been a board member for Bear River Head Start and Bridgerland Ice Arena, which was later named to George S. Eccles Ice Center. I served 3 years on each board.

Employment History Relevant to Board Role:

Have owned my own CPA firm since 1992 and have provided accounting, tax, and small business consulting services. I also audited several non profit organizations for a number of years.

Education History Relevant to Board Role:

Have a bachelors degree in accounting and have taken continuing education courses throughout my career. I have been a CPA since 1982.

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Applicant's Signature:

Martin Tyler

Date:

06/17/2026

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:

Lydia Lopez

Position on Board:

Secretary

Area of Expertise:

Marketing

Statement of Intent Regarding Role on the Board:

As Secretary, I aim to help the board through recordkeeping, organization, and communication while making sure that parent perspectives, community feedback, and key decisions are documented and communicated effectively. As a parent and board member, I am committed to helping the board stay aligned as we build a strong foundation for PEAK Mastery Charter School.

Not-for-Profit History Relevant to Board Role:

I do not have formal nonprofit experience, but I have participated in volunteer and community service efforts throughout my life, including service opportunities through The Church of Jesus Christ of Latter-day Saints.

Employment History Relevant to Board Role:

Through my role at iFIT, I specialize in communication strategy, community engagement, and audience research. My experience gathering feedback, organizing information, and creating clear communication helps ensure parent and community voices are represented while supporting transparency, outreach, and organizational effectiveness within PEAK Mastery Charter School.

Education History Relevant to Board Role:

As a first-generation college student at Utah State University, I studied Creative Writing with minors in Technical Communication & Rhetoric and Landscape Architecture. I mentored other first-generation scholars and served as a Undergraduate Teaching Fellow for the Arts Symposium. These experiences strengthened my passion for communication, mentorship, and education.

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:

Lydia Lopez

Date:

6/14/2026

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:

Ryan Barlow

Position on Board:

Board Member

Area of Expertise:

Teacher/Curriculum Development/STEM

Statement of Intent Regarding Role on the Board:

I intend to serve as an educational and academic advisor to the Board, drawing on my experience in science education, curriculum development, instructional design, and teacher professional learning. My role will be to help the Board evaluate academic quality, support evidence-based decision making, ensure alignment between the school's mission and instructional practices, and provide insight into innovative approaches that promote student engagement, mastery, and long-term success.

Not-for-Profit History Relevant to Board Role:

None

Employment History Relevant to Board Role:

Lead Engineering Content Author at zyBooks, A Wiley Brand
Technical Instructional Designer at Autonomous Solutions, Inc.

Education History Relevant to Board Role:

Master's Degree in Science Education from the University of Maryland
PhD in Engineering Education 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:

Ryan F. Barlow

Date:

06/16/2026

APPENDIX B

ARTICLES OF INCORPORATION OF PEAK MASTERY CHARTER SCHOOL

A Utah Nonprofit Corporation

ARTICLE I NAME

The name of the corporation is PEAK Mastery Charter School (the "Corporation").

ARTICLE II DURATION

The duration of the Corporation is perpetual unless dissolved according to law.

ARTICLE III NONPROFIT NATURE

The Corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or the corresponding provision of any future federal tax law. The Corporation is not organized and shall not be operated for the private gain of any individual. The property and assets of the Corporation is irrevocably dedicated to educational and charitable purposes.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, employees, 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 herein.

No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV PURPOSE

Section 4.1. General Purpose.

The Corporation is organized to establish, operate, and maintain one or more tuition-free public charter schools serving students in any combination of grades kindergarten through twelfth grade (K–12), as authorized by applicable law and approved by its chartering authority. The Corporation shall operate in accordance with the Utah Charter Schools Act, Utah Code Ann. § 53G-5-301 et seq., and all other applicable state and federal laws.

The Corporation shall further the purposes of Utah charter schools by: (a) improving student learning and achievement; (b) increasing educational opportunities and public school choice for students and families; (c) encouraging innovative educational methods, instructional practices, and school models; (d) creating new professional opportunities for educators to participate in the design and implementation of educational programs; (e) strengthening parent involvement and meaningful family partnerships in education; (f)

establishing accountability systems that promote student growth, mastery, and educational excellence; and (g) collaborating with public education partners, community organizations, businesses, and institutions of higher education to enhance student learning opportunities.

Section 4.2. Educational Mission.

The Corporation's educational mission is to provide a high-quality, tuition-free public education that combines mastery-based learning, strong foundational academics, interdisciplinary and real-world learning experiences, meaningful relationships, family partnership, and whole-child development.

The Corporation seeks to develop students who are academically prepared, self-directed, creative, community-minded, and equipped for lifelong learning, meaningful work, and responsible citizenship.

Section 4.3. Specific Purposes.

In furtherance of its purposes, the Corporation shall have all powers granted to nonprofit corporations under Utah law, including but not limited to the power to: (a) apply for, obtain, maintain and renew a charter school contract with an authorized chartering entity; (b) employ or contract with personnel necessary to operate the charter school; (c) acquire, lease, own, improve, manage, and dispose of real and personal property; (d) receive and administer gifts, grants, donations, bequests, and contributions from lawful sources; (e) enter into contracts and agreements necessary or convenient to the operation of the Corporation; and (f) engage in any lawful activity permitted to nonprofit corporations organized under Utah law and consistent with Section 501(c)(3) of the Code.

Section 4.4. Limitations.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activity not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) a corporation to which contributions are deductible under Sections 170, 2055, 2106, or 2522 of the Code.

ARTICLE V REGISTERED AGENT

The initial registered agent for the Corporation shall be Jenilyn Lenkersdorfer, whose address is 840 Johnson Lane, Logan, Utah 84321. The registered agent may be changed in accordance with Utah law.

ARTICLE VI PRINCIPAL OFFICE

The address of the Corporation's principal office is 840 Johnson Lane, Logan, Utah 84321. The Board of Directors may change the principal office from time to time. The Corporation may also establish and maintain such additional offices, facilities, campuses, or places of business as the Board of Directors may determine are necessary or convenient to carry out the purposes of the Corporation.

ARTICLE VII MEMBERS

The Corporation shall have no members within the meaning of the Utah Revised Nonprofit Corporation Act. All powers that would otherwise be vested in members shall be vested exclusively in the Board of Directors.

The Board may establish advisory councils, parent advisory groups, stakeholder committees, or similar bodies; however, such groups shall not constitute members of the Corporation and shall possess no governance or voting authority.

ARTICLE VIII BOARD OF DIRECTORS

Section 8.1. Authority.

The affairs, property, and business of the Corporation shall be managed by or under the direction of the Board of Directors. The Board of Directors shall exercise all powers and authority granted to nonprofit corporations under applicable law, subject to these Articles of Incorporation, the Corporation's Bylaws, and any applicable requirements of the Corporation's chartering authority.

Section 8.2. Composition.

The Board of Directors shall consist of not fewer than five (5) and not more than nine (9) directors, with the exact number established by the Bylaws. A majority of the directors shall be community members who are not employees of the Corporation or parents/guardians of currently enrolled students, unless otherwise required by the charter school contract.

Section 8.3. Initial Board of Directors.

The initial Board of Directors shall consist of the following persons:

Director 1: Jenilyn Lenkersdorfer, 840 Johnson Lane, Logan, Utah 84321

Director 2: Robert Christensen, 528 E. Forest Street, Brigham City, Utah 84302

Director 3: Lydia Lopez, 1814 S 1120 W, Logan, Utah 84321

Director 4: Ryan Barlow, 1203 W. 500 S., Logan, Utah 84321

Director 5: Martin Tyler, 590 South 400 East, Hyrum, Utah 84319

Each director shall serve until a successor is elected and qualified in accordance with the Bylaws.

ARTICLE IX INDEMNIFICATION AND LIMITATIONS OF LIABILITY

To the fullest extent permitted by Utah law, the Corporation shall indemnify its directors, officers, employees, and agents against liabilities and expenses incurred in connection with their service to the Corporation.

To the fullest extent permitted by law, a director shall not be personally liable to the Corporation for monetary damages arising from the performance of the director's duties, except as otherwise provided by law.

The Corporation may purchase and maintain insurance to protect any person entitled to indemnification under this Article.

ARTICLE X DISSOLUTION

Upon dissolution of the Corporation, and after payment or provision for payment of all lawful debts and obligations, the remaining assets shall be distributed exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Any assets acquired with public funds shall be distributed in accordance with applicable Utah law, the requirements of the Corporation's chartering authority, and any conditions attached to such funding. No part of the assets of the Corporation shall inure to the benefit of any director, officer, employee, or private individual. The Board of Directors shall determine the recipient organization or organizations, provided that such organization or organizations qualify under Section 501(c)(3) of the Internal Revenue Code or are governmental entities organized for a public purpose.

ARTICLE XI AMENDMENT OF ARTICLES

These Articles of Incorporation may be amended in accordance with the Utah Revised Nonprofit Corporation Act and the Corporation's Bylaws. Any amendment affecting the Corporation's charter school contract shall be made in compliance with applicable Utah charter school laws and any requirements of the Corporation's chartering authority.

ARTICLE XII BYLAWS

The Board of Directors shall adopt Bylaws for the governance of the Corporation. The Bylaws may be amended, repealed, or new bylaws adopted by the Board in accordance with the Act and the Bylaws themselves. In the event of any conflict between these Articles and the Bylaws, these Articles shall control.

EXECUTION

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation as of June 24, 2026.

Jenilyn Lenkersdorfer

[Jenilyn Lenkersdorfer]

[840 Johnson Lane, Logan, Utah 84321]

APPENDIX C

BYLAWS OF PEAK MASTERY CHARTER SCHOOL

A Utah Non-Profit Corporation

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ARTICLE I. NAME, PURPOSE, MISSION AND OFFICES

Section 1.01 Name

The name of this nonprofit corporation shall be PEAK Mastery Charter School (hereafter, the "Corporation" or the "School").

Section 1.02 Purpose

The Corporation is organized exclusively for educational and charitable purposes as a public charter school under the laws of the State of Utah. The School shall operate in accordance with its approved charter, applicable federal and state law, Utah charter school requirements, its Articles of Incorporation, these Bylaws, and policies adopted by the Governing Board.

Section 1.03 Mission

PEAK Mastery Charter School exists to cultivate confident, capable, and compassionate learners through meaningful relationships, strong academic foundations, mastery-based learning, real-world experiences, and whole-child development.

Section 1.04 Educational Philosophy

The School shall pursue its mission through innovative educational practices consistent with its approved charter, mission, and governing policies.

Section 1.05 Nonprofit Status

The Corporation shall be operated exclusively for educational and charitable purposes and shall not be organized or operated for the private benefit of any individual. No part of the net earnings of the Corporation shall inure to the benefit of any private person except as reasonable compensation for services rendered.

Section 1.06 Principal Office

The nonprofit corporation's principal office in the State of Utah is:
840 Johnson Lane
Logan, Utah 84321

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

Section 1.07 Other Offices

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

Section 1.08 No Members

The Corporation shall have no members. Any action that would otherwise require approval of members under applicable nonprofit corporation law shall be approved by the Board of Directors. All rights, powers, and authority that would otherwise vest in members shall vest in the Board of Directors.

ARTICLE II. GOVERNING AUTHORITY

Section 2.01 Governing Authority

The affairs, property, educational program, and business operations of PEAK Mastery Charter School shall be governed by its Board of Directors, hereafter referred to as the "Board." The Board shall serve as the governing body of the School and shall exercise all powers granted under applicable federal law, Utah law, the School's charter agreement, Articles of Incorporation, and these Bylaws.

Section 2.02 Authority and Responsibilities

The Board is responsible for the governance, oversight, and long-term success of the School. The Board shall establish policies and provide strategic direction while delegating day-to-day administration and management to the Executive Director or other designated school leader.

The Board's responsibilities include, but are not limited to:

- A. Preserving and advancing the mission, vision, and charter commitments of the School;
- B. Ensuring compliance with all applicable federal, state, and local laws, regulations, and charter requirements;
- C. Providing oversight of academic performance, student outcomes, and organizational effectiveness;
- D. Adopting policies necessary for the operation and governance of the School;
- E. Approving annual budgets and overseeing the financial health of the School;
- F. Ensuring appropriate stewardship of public funds and assets;
- G. Hiring, supporting, evaluating, and when necessary, removing the Executive Director;
- H. Approving significant contracts, debt obligations, facility agreements, and major organizational commitments;
- I. Monitoring progress toward charter goals and strategic objectives; and
- J. Acting in the best interests of the students, families, and community served by the School.

Section 2.03 Governance and Management Distinction

The Board shall govern the School through policy, oversight, strategic planning, and accountability. The Board shall not be responsible for the day-to-day management of school operations except as otherwise required by law.

The Executive Director shall be responsible for implementing Board policies, managing personnel, supervising daily operations, administering educational programs, and carrying out the strategic direction established by the Board.

Individual directors shall not direct, supervise, or evaluate School employees except through Board-approved processes or through the Executive Director.

Section 2.04 Mission and Charter Protection

The Board shall preserve the core mission, vision, educational philosophy, and charter commitments described in the School's approved charter and founding documents.

Any material change to the mission, educational philosophy, charter commitments, or defining instructional model of the School shall require approval by at least two-thirds (2/3) of the seated voting directors and shall remain subject to any required authorizer or legal approval.

Section 2.05 Public Trust

As a public charter school, the School shall be operated for the benefit of the public. Members of the Board shall act as fiduciaries of the School and shall exercise their duties with care, loyalty, integrity, and good faith.

Section 2.06 Compliance with Open Government Requirements

The Board shall conduct its business in accordance with the Utah Open and Public Meetings Act, the Utah Government Records Access and Management Act (GRAMA), Utah charter school requirements, and all other applicable transparency and public accountability requirements.

Section 2.07 Non-Delegable Duties.

The Board may delegate operational responsibilities to the Executive Director and committees as appropriate; however, the Board retains ultimate responsibility for governance, fiscal oversight, charter compliance, legal compliance, and fulfillment of the School's mission.

ARTICLE III. BOARD OF DIRECTORS

Section 3.01 General Powers

The Board of Directors shall govern the affairs of the School and shall exercise all powers granted by applicable law, the Articles of Incorporation, the School's charter agreement, and these Bylaws.

Section 3.02 Number of Directors

The Board shall consist of not fewer than five (5) and not more than nine (9) voting directors.

The exact number of directors shall be established by resolution of the Board and may be adjusted from time to time within these limits.

No reduction in the number of directors shall shorten the term of any sitting director.

Section 3.03 Qualifications

Directors shall be selected based upon their commitment to the mission of the School, willingness to serve the public interest, ability to fulfill fiduciary responsibilities, and capacity to contribute meaningfully to Board governance.

The Board shall seek to maintain collective expertise in areas such as:

- A. Education and student achievement;
- B. Finance, accounting, and budgeting;
- C. Law, compliance, and public policy;
- D. Business, entrepreneurship, and organizational leadership;
- E. Facilities, construction, or real estate;
- F. Human resources and personnel management;
- G. Community engagement and partnerships;
- H. Nonprofit governance and strategic planning; and
- I. Parent and family perspectives.

No specific area of expertise shall be required for any individual board position. The Board will review collective qualifications annually.

Section 3.04 Election of Directors

Directors shall be elected by majority vote of the seated Board at any regular or special meeting where proper notice has been provided.

The Board shall maintain and follow a recruitment and nomination process designed to identify qualified candidates who support the mission, vision, and charter commitments of the School.

Section 3.05 Terms of Office

Directors shall serve three (3) year terms.

Terms shall be staggered to promote continuity of governance.

A director may serve no more than three (3) consecutive full terms unless the Board determines that extraordinary circumstances justify an additional term.

Following a break in service of at least one year, a former director may be eligible for reappointment.

Section 3.06 Initial Terms

To establish staggered terms upon adoption of these Bylaws, the founding Board may assign initial terms of one (1), two (2), or three (3) years to individual directors.

Thereafter, all newly elected directors shall serve three-year terms.

Section 3.07 Resignation

A director may resign at any time by providing written notice to the Chair or Secretary.

Unless otherwise specified, a resignation shall become effective upon receipt.

Acceptance of a resignation shall not be required.

Section 3.08 Vacancies

A vacancy occurring on the Board for any reason may be filled by majority vote of the remaining directors.

A director elected to fill a vacancy shall serve the remainder of the unexpired term.

Section 3.09 Removal

A director may be removed by a two-thirds (2/3) vote of the seated voting directors whenever the Board determines that removal is in the best interest of the School.

Grounds for removal may include, but are not limited to:

- A. Failure to attend three consecutive regular meetings without excuse approved by the Board;
- B. Violation of fiduciary duties;

- C. Violation of conflict-of-interest requirements;
- D. Conduct materially detrimental to the School;
- E. Inability or unwillingness to perform Board responsibilities;
- F. Failure to complete required Board training; or
- G. Failure to comply with applicable laws, Board policies, or ethical standards.

The director shall be provided notice of the proposed removal and an opportunity to respond prior to any vote.

Section 3.10 Compensation

Directors shall serve without compensation.

Nothing in these Bylaws shall prohibit reimbursement for reasonable and necessary expenses incurred while conducting authorized School business, subject to Board policy and applicable law.

Section 3.11 Board Expectations

Each director shall:

- A. Act in good faith and in the best interests of the School;
- B. Maintain confidentiality when required by law or Board policy;
- C. Prepare for and actively participate in Board meetings;
- D. Complete required charter school and Board governance training;
- E. Support Board decisions once duly adopted; and
- F. Uphold the mission, vision, and charter commitments of the School.

Section 3.12 Board Training

Directors shall complete all training required by Utah law, the Utah State Charter School Board, the School's authorizer, and Board policy.

The Board may require additional training related to charter school governance, public meetings, conflicts of interest, finance, student data privacy, special education, and other topics relevant to the Board's duties.

Section 3.13 Board Self-Governance

The Board shall periodically evaluate its effectiveness, governance practices, policies, and composition to ensure that it continues to serve the long-term interests of the School and its students.

The Board may adopt additional governance policies consistent with these Bylaws and applicable law.

ARTICLE IV. OFFICERS

Section 4.01 Officers

The officers of the Board shall consist of:

- A. Chair;
- B. Vice Chair;
- C. Secretary; and
- D. Treasurer.

The Board may establish additional officer positions as it deems necessary, provided such positions are consistent with applicable law and these Bylaws.

Section 4.02 Eligibility

Only current voting directors may serve as officers of the Board.

No individual may simultaneously serve as both Chair and Secretary.

Section 4.03 Election of Officers

Officers shall be elected annually by majority vote of the Board at the annual meeting or at another meeting designated by the Board.

Officers may be re-elected without limitation, provided they continue to serve as directors and retain the confidence of the Board.

Section 4.04 Term of Office

Each officer shall serve a one (1) year term and shall continue serving until a successor is elected and qualified.

If an officer ceases to be a director, that individual shall automatically cease serving as an officer.

Section 4.05 Chair

The Chair shall:

- A. Serve as the chief governance officer of the Board;
- B. Preside at all meetings of the Board
- C. Establish meeting agendas in collaboration with the Executive Director and other Board members as appropriate;
- D. Ensure the Board fulfills its governance responsibilities;
- E. Execute documents authorized by the Board;
- F. Appoint committee chairs and committee members unless otherwise directed by the Board;
- G. Serve as the primary liaison between the Board and the Executive Director; and
- H. Perform other duties assigned by the Board.

The Chair shall not exercise independent authority over the daily operations of the School except as specifically authorized by Board action.

Section 4.06 Vice Chair

The Vice Chair shall:

- A. Perform the duties of the Chair in the Chair's absence or inability to serve;
- B. Assist the Chair in carrying out Board responsibilities;
- C. Support Board development and governance activities; and
- D. Perform other duties assigned by the Board.

If the office of Chair becomes vacant, the Vice Chair shall serve as acting Chair until a new Chair is elected by the Board.

Section 4.07 Secretary

The Secretary shall:

- A. Ensure that minutes of Board meetings are prepared and maintained;
- B. Ensure compliance with applicable notice requirements;
- C. Maintain official Board records and governance documents;
- D. Ensure records are retained in accordance with applicable law and Board policy;
- E. Verify that Board actions are properly documented; and
- F. Perform other duties assigned by the Board.

The Secretary may delegate administrative recordkeeping responsibilities to School staff, provided the Secretary retains oversight responsibility.

Section 4.08 Treasurer

The Treasurer shall:

- A. Provide oversight of the financial affairs of the School on behalf of the Board;
- B. Review budgets, audits, financial reports, and related financial information;
- C. Serve as chair or a member of the Finance Committee when appointed by the Board;
- D. Assist the Board in understanding the School's financial condition and obligations;
- E. Monitor financial reporting and internal controls; and
- F. Perform other duties assigned by the Board.

The Treasurer shall provide governance oversight and shall not be responsible for daily bookkeeping, accounting functions, or financial administration.

Section 4.09 Officer Vacancies

A vacancy in any officer position may be filled by majority vote of the Board. The newly elected officer shall serve the remainder of the unexpired term.

Section 4.10 Removal of Officers

Any officer may be removed from office by majority vote of the Board whenever the Board determines such action is in the best interests of the School. Removal from an officer position shall not automatically remove an individual from Board membership.

Section 4.11 Resignation

An officer may resign from office at any time by written notice to the Chair or Secretary. Resignation from an officer position shall not automatically terminate Board membership.

Section 4.12 Delegation of Duties

The Board may temporarily delegate the duties of an officer to another officer or director whenever necessary to ensure continuity of governance.

ARTICLE V. MEETINGS OF THE BOARD

Section 5.01 Regular Meetings

The Board shall hold regular meetings at least quarterly and may establish an annual schedule of meetings by resolution.

The Board will meet monthly during the charter application, pre-opening, and early operational phases of the School, unless circumstances prohibit meeting.

The date, time, and location of regular meetings shall be established by the Board and publicly noticed in accordance with applicable law.

Board meetings shall generally be held within the geographic boundaries served by the School unless otherwise permitted by law.

Section 5.02 Special Meetings

Special meetings may be called by:

- A. The Chair;
- B. The Vice Chair acting in the absence of the Chair; or
- C. Any three (3) directors.

Only the business identified in the meeting notice may be conducted at a special meeting unless otherwise permitted by law.

Section 5.03 Annual Meeting

The Board shall designate one regular meeting each year as its annual meeting for purposes including officer elections, committee appointments, strategic planning, board self-evaluation, and other annual governance activities.

Section 5.04 Notice of Meetings

Notice of all Board meetings shall be provided in accordance with the Utah Open and Public Meetings Act and any other applicable legal requirements.

Meeting notices shall include the date, time, location, and agenda of the meeting.

Notice shall be posted and distributed in the manner required by law.

Section 5.05 Open Meetings

All meetings of the Board shall be conducted in compliance with the Utah Open and Public Meetings Act. Meetings shall be open to the public except when the Board enters a closed session as authorized by law. The Board shall strive to maintain transparency and public accountability in its decision-making processes.

Section 5.06 Closed Sessions

The Board may enter into a closed session only for purposes authorized by applicable law.

A motion to enter a closed session shall identify the statutory basis for the closed session and shall require the vote required by law.

No final action or vote shall be taken in a closed session.

Section 5.07 Quorum

A majority of the seated voting directors shall constitute a quorum for the transaction of business.
Vacant positions shall not be counted when determining a quorum.
No official Board action may be taken without a quorum.

Section 5.08 Voting

Unless otherwise required by law, the Articles of Incorporation, or these Bylaws, all actions of the Board shall require approval by a majority of directors present at a meeting where a quorum exists.

Each director shall have one vote.

Proxy voting shall not be permitted.

Section 5.09 Electronic Participation

Directors may participate in meetings through electronic means as permitted by applicable law.

A director participating electronically shall be considered present for purposes of quorum and voting.

The Board shall ensure that electronic participation complies with all applicable public meeting requirements.

Section 5.10 Emergency Actions

When circumstances require immediate action between scheduled meetings, the Board may act as permitted under Utah law.

Any such action shall be documented and ratified at the next regular meeting of the Board when required by law.

Section 5.11 Minutes

The Board shall maintain written minutes of all meetings.

Minutes shall include:

- A. Date, time, and location of the meeting;
- B. Names of directors present and absent;
- C. Actions taken and votes recorded;
- D. Motions considered; and
- E. Other information required by law.

Approved minutes shall be maintained as official records of the School.

Section 5.12 Rules of Procedure

The Chair shall preside over meetings and may utilize generally accepted parliamentary procedures to facilitate orderly and efficient meetings.

Strict adherence to any specific parliamentary authority shall not be required unless adopted by Board policy.

The Board shall seek to conduct meetings in a manner that promotes thoughtful discussion, respectful dialogue, transparency, and effective governance.

Section 5.13 Public Comment

The Board may establish policies and procedures governing public comment during meetings.

Reasonable opportunities shall be provided for public input while allowing the Board to efficiently conduct its business.

Section 5.14 Meeting Attendance

Directors are expected to attend and actively participate in Board meetings.

Consistent failure to attend meetings may constitute grounds for removal pursuant to these Bylaws.

ARTICLE VI. COMMITTEES

Section 6.01 Purpose of Committees

The Board may establish standing committees, ad hoc committees, advisory councils, task forces, or working groups as necessary to assist the Board in carrying out its governance responsibilities.

Committees shall serve in an advisory capacity unless specific authority is delegated by the Board and permitted by law.

No committee shall exercise powers reserved exclusively to the Board under applicable law, the School's charter agreement, the Articles of Incorporation, or these Bylaws.

Section 6.02 Establishment and Dissolution

The Board may establish, modify, combine, suspend, or dissolve committees by majority vote.

The Board shall define the purpose, scope, responsibilities, and membership of each committee.

Section 6.03 Committee Membership

Committee members shall be appointed by the Chair unless otherwise directed by the Board.

Committees may include:

- A. Directors;
- B. School administrators;
- C. Parents or guardians;
- D. Community members;
- E. Subject matter experts; and
- F. Other individuals approved by the Board.

Each standing committee shall include at least one Board director.

Committee chairs shall be appointed by the Chair and approved by the Board.

Section 6.04 Governance Committee

The Governance Committee shall support effective Board governance and leadership development.

Responsibilities may include:

- A. Board recruitment and succession planning;
- B. Orientation of new directors;
- C. Board training and development;
- D. Periodic review of Board policies and governance practices;
- E. Evaluation of Board effectiveness;
- F. Review of Bylaws and governance documents; and
- G. Recommendations regarding Board composition and leadership.

Section 6.05 Finance and Facilities Committee

The Finance Committee shall support the Board's oversight of financial resources, facilities, and long-term sustainability.

Responsibilities may include:

- A. Review of budgets and financial reports;
- B. Monitoring financial performance and fiscal health;
- C. Audit oversight;
- D. Review of financial policies and internal controls;
- E. Facilities planning and development;
- F. Lease and property recommendations;
- G. Capital improvement planning; and
- H. Long-range financial forecasting.

Nothing in this section shall diminish the Board's ultimate responsibility for financial oversight and approval.

Section 6.06 Additional Committees

The Board may establish additional standing or ad hoc committees as needed to support the mission and operation of the School.

Additional committees may include, but are not limited to:

- A. Academic Excellence Committee;
- B. Community Partnership Committee;
- C. Facilities Committee;
- D. Parent Advisory Committee;
- E. Strategic Planning Committee; or
- F. Other committees determined necessary by the Board.

Section 6.07 Advisory Councils

The Board may establish advisory councils to provide input and recommendations regarding matters affecting the School.

Advisory councils may include:

- A. Parent Advisory Council;
- B. Community Advisory Council;
- C. Student Advisory Council; and
- D. Other advisory groups as determined by the Board.

Advisory councils shall not possess governing authority and may not bind the School or Board.

Section 6.08 Committee Meetings

Committees shall meet as needed to fulfill their responsibilities.

Committee meetings may be conducted in person or through electronic means as permitted by law and Board policy.

Section 6.09 Committee Reports

Committees shall report their activities, findings, and recommendations to the Board.

The Board retains sole authority to approve, reject, modify, or implement committee recommendations.

Section 6.10 Committee Authority

Committees serve to support and advise the Board.

Except where expressly authorized by Board action and permitted by law, committees shall not:

- A. Bind the School contractually;
- B. Adopt policies on behalf of the Board;
- C. Hire or terminate the Executive Director; or
- D. Exercise powers reserved to the Board.

ARTICLE VII. EXECUTIVE DIRECTOR

Section 7.01 Executive Director

The Board shall employ an Executive Director, School Director, or other chief executive officer to serve as the administrative leader of the School.

The Executive Director shall be responsible for the day-to-day management, operation, and administration of the School and shall serve at the direction of and be accountable to the Board.

Section 7.02 Appointment

The Executive Director shall be selected and appointed by the Board through a process determined by the Board.

The Board shall approve the terms and conditions of employment, compensation, evaluation procedures, and any employment agreement.

Section 7.03 Authority and Responsibilities

Subject to Board policies and oversight, the Executive Director shall have responsibility for the administration and operation of the School, including but not limited to:

- A. Implementing the mission, vision, charter commitments, and strategic direction established by the Board;
- B. Administering the educational program and school operations; Supervising and evaluating school employees and contractors;
- C. Recommending staffing structures and personnel policies;
- D. Developing and administering the annual budget;
- E. Managing school facilities, property, and resources;
- F. Ensuring compliance with applicable laws, regulations, charter requirements, and Board policies;
- G. Developing operational procedures necessary for effective school management;

- H. Providing reports, information, and recommendations to the Board; and
- I. Performing other duties assigned by the Board.

Section 7.04 Delegation of Authority

The Executive Director may delegate responsibilities to employees, administrators, or contractors as appropriate, provided such delegation does not relieve the Executive Director of ultimate responsibility for school operations.

Section 7.05 Relationship Between the Board and Executive Director

The Board shall govern through policy, oversight, strategic planning, and accountability.

The Executive Director shall manage the daily operations of the School.

Individual directors shall not direct, supervise, evaluate, or instruct School employees except through Board-approved processes or through the Executive Director.

The Executive Director shall serve as the primary administrative liaison between the School and the Board.

Section 7.06 Evaluation

The Board shall conduct a formal evaluation of the Executive Director at least annually.

The evaluation shall consider factors including:

- A. Progress toward strategic goals;
- B. Academic performance and student outcomes;
- C. Organizational leadership;
- D. Financial stewardship;
- E. Compliance and operational effectiveness;
- F. School culture and community engagement; and
- G. Advancement of the School's mission and charter commitments.

The Board may establish additional evaluation criteria and procedures as necessary.

Section 7.07 Attendance at Meetings

The Executive Director may attend Board meetings and committee meetings except when the Board enters a closed session involving matters for which the Executive Director's presence is not appropriate or permitted by law.

The Executive Director shall not serve as a voting member of the Board.

Section 7.08 Reporting Responsibilities

The Executive Director shall provide regular reports to the Board regarding:

- A. Academic performance and charter goals;
- B. Financial status and budget performance;
- C. Enrollment and attendance;
- D. Personnel matters as appropriate;
- E. Operational issues;
- F. Compliance matters; and
- G. Strategic initiatives and organizational progress.

Section 7.09 Emergency Authority

The Executive Director may take actions reasonably necessary to protect the health, safety, welfare, and security of students, employees, and school property.

Any significant emergency actions shall be reported to the Board as soon as reasonably practicable.

Section 7.10 Succession Planning

The Board shall maintain a succession plan to ensure continuity of leadership in the event of a temporary or permanent vacancy in the Executive Director position.

The Board may designate an interim Executive Director or acting administrator as necessary.

Section 7.11 Removal

The Executive Director serves at the pleasure of the Board and may be disciplined, suspended, or removed in accordance with the terms of any employment agreement, applicable law, and Board policy.

Section 7.12 Mission Stewardship

The Executive Director shall support and advance the mission, vision, educational philosophy, and charter commitments of the School.

The Executive Director shall work collaboratively with the Board to preserve the integrity of the School's approved charter, educational model, and long-term strategic direction.

ARTICLE VIII. FINANCIAL MANAGEMENT AND FISCAL OVERSIGHT

Section 8.01 Fiscal Responsibility

The Board shall serve as the ultimate steward of all public funds, grants, donations, assets, and resources entrusted to the School.

The Board shall ensure that all financial resources are managed responsibly, transparently, and in accordance with applicable laws, regulations, charter requirements, and generally accepted accounting principles.

Section 8.02 Fiscal Year

The fiscal year of the School shall begin on July 1 and end on June 30 unless otherwise established by Board resolution.

Section 8.03 Annual Budget

The Executive Director shall prepare and submit an annual operating budget for Board review and approval.

The Board shall adopt an annual budget prior to the beginning of each fiscal year.

The budget shall serve as the primary financial plan for School operations.

The Board may approve budget amendments as necessary during the fiscal year.

Section 8.04 Financial Reporting

The Executive Director shall provide regular financial reports to the Board.

Financial reports shall include information sufficient for the Board to monitor:

- A. Revenue and expenditures;
- B. Budget-to-actual performance;
- C. Cash flow;
- D. Fund balances;
- E. Financial obligations; and
- F. Other financial indicators deemed necessary by the Board.

Section 8.05 Internal Controls

The School shall maintain appropriate internal controls designed to:

- A. Safeguard assets;
- B. Prevent fraud, waste, and abuse;
- C. Ensure accurate financial reporting;
- D. Maintain appropriate separation of financial duties when practical; and
- E. Promote compliance with applicable laws and regulations.

The Board may adopt additional financial policies to support effective fiscal management.

Section 8.06 Audit

The School shall obtain an annual independent financial audit as required by law.

The Board shall review audit findings and ensure that any identified deficiencies or recommendations are appropriately addressed.

Audit reports shall be maintained and submitted in accordance with applicable law and authorizer requirements.

Section 8.07 Banking and Financial Accounts

The Board shall authorize financial institutions utilized by the School.

All School funds shall be deposited in accounts established in the name of the School.

The Board may establish policies governing authorized signers, expenditures, electronic transactions, and related financial matters.

Section 8.08 Contracts and Financial Commitments

The Board shall approve contracts, leases, loans, debt obligations, facility agreements, and other significant financial commitments as determined by Board policy.

The Board may delegate limited contracting authority to the Executive Director through policy or resolution.

Section 8.09 Purchasing and Procurement

The School shall comply with applicable procurement requirements and Board policies governing purchasing and contracting.

Purchasing practices shall seek to ensure responsible stewardship of public funds while supporting efficient School operations.

Section 8.10 Gifts, Grants, and Donations

The School may accept gifts, grants, donations, and contributions that further the mission of the School and comply with applicable law.

The Board reserves the right to decline any gift or donation that would create an actual or perceived conflict of interest or otherwise be inconsistent with the School's mission, charter commitments, or legal obligations.

Section 8.11 Restricted Funds

Funds received for specific purposes shall be used solely for those purposes and administered in accordance with applicable restrictions and legal requirements.

Section 8.12 Financial Records

The School shall maintain complete and accurate financial records.

Financial records shall be retained and made available as required by law, audit standards, and Board policy.

Section 8.13 Financial Oversight Responsibilities

The Board retains ultimate responsibility for:

- A. Approval of the annual budget;
- B. Financial oversight and accountability;
- C. Audit review;
- D. Long-term financial sustainability;
- E. Major financial commitments; and
- F. Stewardship of public resources.

These responsibilities may not be delegated in a manner inconsistent with applicable law.

Section 8.14 Financial Sustainability Planning

The Board shall engage in long-term financial planning and strive to maintain appropriate reserves and financial safeguards necessary to support the continued operation and sustainability of the School.

Section 8.15 Compliance

The School shall comply with all applicable federal, state, and local financial reporting, auditing, accounting, procurement, and fiscal accountability requirements.

ARTICLE IX. CONFLICT OF INTEREST AND ETHICS

Section 9.01 Purpose

The purpose of this Article is to protect the integrity of the School's decision-making processes, preserve public trust, and ensure compliance with applicable laws governing conflicts of interest and ethical conduct.

Directors, officers, committee members, and employees shall act in the best interests of the School and its students and shall avoid situations that create actual, potential, or perceived conflicts between personal interests and School interests.

Section 9.02 Duty of Loyalty

Individuals serving the School shall place the interests of the School above personal, professional, financial, or organizational interests when acting in their official capacity.

Section 9.03 Conflict of Interest

A conflict of interest exists whenever an individual's personal, financial, familial, business, or professional interests could reasonably influence, or appear to influence, the individual's judgment or decision-making on behalf of the School.

Conflicts may be actual, potential, or perceived.

Section 9.04 Annual Disclosure

Each director shall complete a conflict-of-interest disclosure statement annually.

Directors shall promptly disclose any material changes to previously disclosed information.

The Board may require similar disclosures from officers, committee members, administrators, or employees.

Section 9.05 Duty to Disclose

Any individual serving the School who becomes aware of a potential conflict of interest shall disclose the conflict as soon as reasonably possible.

The disclosure shall be made to the Board Chair, Governance Committee, Executive Director, or other designated authority as appropriate.

Section 9.06 Recusal

Any individual with a conflict of interest regarding a matter before the Board or a committee shall:

- A. Disclose the conflict;
- B. Refrain from attempting to influence the discussion or decision;
- C. Recuse themselves from voting on the matter; and
- D. Comply with any additional procedures required by law or Board policy.

The minutes shall reflect the disclosure and recusal.

Section 9.07 Related Party Transactions

The School may enter into transactions involving a director, officer, employee, family member, or affiliated entity only when:

- A. The transaction is fair, reasonable, and in the best interests of the School;
- B. The material facts have been fully disclosed;
- C. The interested individual has recused themselves from discussion and voting; and
- D. The transaction complies with applicable law and Board policy.

The Board may require independent review, competitive proposals, or legal review when appropriate.

Section 9.08 Gifts and Favors

No individual serving the School shall solicit or accept gifts, favors, services, or benefits that could reasonably be expected to influence, or appear to influence, the performance of official duties.

Nominal gifts permitted by law and customary expressions of appreciation may be accepted when they do not create a conflict of interest.

Section 9.09 Confidential Information

Directors, officers, committee members, employees, and volunteers shall maintain the confidentiality of information protected by law, policy, contract, or ethical obligation.

Confidential information shall not be used for personal gain or for the benefit of another individual or organization.

Section 9.10 Ethical Conduct

Individuals serving the School shall:

- A. Act honestly and in good faith;
- B. Exercise reasonable care and diligence;
- C. Treat others with professionalism and respect;
- D. Support transparency and accountability;
- E. Comply with applicable laws and Board policies; and
- F. Conduct themselves in a manner that promotes public confidence in the School.

Section 9.11 Violations

Alleged violations of this Article may be reviewed by the Board, Governance Committee, Executive Director, or legal counsel as appropriate.

The Board may take corrective action consistent with applicable law, Board policy, and these Bylaws.

Section 9.13 Additional Policies

The Board may adopt additional conflict-of-interest, ethics, procurement, disclosure, and governance policies consistent with this Article and applicable law.

ARTICLE X. RECORDS, TRANSPARENCY, AND PUBLIC ACCESS

Section 10.01 Commitment to Transparency

As a public charter school, PEAK Mastery Charter School shall operate in a manner that promotes transparency, accountability, and public trust.

The School shall maintain records and provide public access to information as required by applicable federal and state law.

Section 10.02 Official Records

The School shall maintain complete and accurate records related to governance, finances, operations, student services, and compliance requirements.

Official records may include:

- A. Articles of Incorporation;
- B. Bylaws and Board policies;
- C. Board meeting agendas and minutes;
- D. Financial reports and audits;
- E. Annual budgets;
- F. Charter agreements and amendments; and
- G. Other records required by law.

Section 10.03 Open Meetings and Public Records

The Board shall comply with the Utah Open and Public Meetings Act, the Utah Government Records Access and Management Act (GRAMA), and all other applicable transparency requirements.

Section 10.04 Confidential Information

Nothing in these Bylaws shall require disclosure of information protected by law, including but not limited to:

- A. Student education records;
- B. Personnel records;
- C. Information protected by privacy laws;
- D. Attorney-client privileged communications;
- E. Protected procurement information; and
- F. Other records exempt from disclosure under applicable law.

The School shall take reasonable measures to protect confidential and sensitive information.

Section 10.05 Custodian of Records

The Executive Director or another individual designated by the Board shall serve as the custodian of records and shall be responsible for maintaining records and responding to requests for information as required by law.

Section 10.06 Annual Reporting

The School shall prepare and submit all reports required by law, regulation, charter agreement, or authorizer requirements.

The Board shall review significant reports related to academic performance, financial performance, and organizational compliance.

Section 10.07 Public Trust

The Board recognizes that public charter schools are entrusted with public resources and public responsibilities.

Accordingly, the Board shall strive to maintain governance practices that foster transparency, accountability, responsiveness, and confidence among students, families, employees, and the broader community.

ARTICLE XI. INDEMNIFICATION AND LIABILITY PROTECTION

Section 11.01 Indemnification

To the fullest extent permitted by Utah law, the School shall indemnify and hold harmless its directors, officers, employees, and authorized volunteers against liabilities, expenses, judgments, settlements, and other costs incurred in connection with any claim, action, or proceeding arising from service to the School, provided the individual acted in good faith and in a manner reasonably believed to be in the best interests of the School.

Section 11.02 Limitations

Indemnification shall not apply to acts involving fraud, intentional misconduct, willful violation of law, improper personal benefit, or any conduct for which indemnification is prohibited by law.

Section 11.03 Advancement of Expenses

The School may advance reasonable expenses incurred in defending a claim or proceeding to the extent permitted by law and subject to any conditions established by the Board.

Section 11.04 Insurance

The School may purchase and maintain directors and officers liability insurance and any other insurance coverage deemed appropriate by the Board.

Section 11.05 Non-Exclusivity

The rights provided by this Article are in addition to any rights otherwise available under law, contract, insurance policy, or Board action.

ARTICLE XII. AMENDMENTS

Section 12.01 Authority to Amend

These Bylaws may be amended, repealed, or replaced by the Board of Directors in accordance with applicable law, the School's Articles of Incorporation, and charter agreement.

Section 12.02 Approval of Amendments

Proposed amendments shall be provided to all directors prior to the meeting at which the amendment will be considered.

Approval of any amendment shall require the affirmative vote of at least two-thirds (2/3) of the seated voting directors.

Section 12.03 Protection of Mission and Educational Philosophy

The Board shall ensure that any amendment remains consistent with the mission, vision, educational philosophy, and charter commitments of PEAK Mastery Charter School.

Any amendment that would materially alter the School's commitment to:

- A. Strong academic foundations;
- B. Mastery-based learning;
- C. Meaningful relationships and community;
- D. Family partnership and engagement;
- E. Real-world and experiential learning;
- F. Student agency and personalized learning; or
- G. Whole-child development

shall require a determination by the Board that the amendment remains in the best interests of students and consistent with the School's charter.

ARTICLE XIII. DISSOLUTION

Section 13.01 Dissolution

The School may be dissolved only in accordance with applicable federal and state law, the School's Articles of Incorporation, charter agreement, and authorizer requirements.

Section 13.02 Distribution of Assets

Upon dissolution, and after payment of all lawful debts and obligations, any remaining assets of the School shall be distributed in accordance with applicable law and charter requirements.

No assets shall be distributed to any director, officer, employee, or private individual except as lawful compensation for services rendered or reimbursement of authorized expenses.

Section 13.03 Student Records and Public Property

The School shall ensure the proper transfer of student records, public property, and other assets in accordance with applicable law and authorizer requirements.

Section 13.04 Cooperation with Authorizer

The Board and School administration shall cooperate fully with the School's authorizer and all applicable governmental agencies during any dissolution process.

APPENDIX D

PEAK Mastery Charter School Governing Board Meeting Minutes

Date: June 24, 2026

Time: 6:00 PM – 7:55 PM

Location: Logan Library, Blue Bell Room

Call to Order

The meeting was called to order by Board Chair Jenilyn Lenkersdorfer at 6:04 PM.

Roll Call

Present

- Jenilyn Lenkersdorfer
- Lydia Lopez
- Ryan Barlow
- Marty Tyler

Late Arrival

- Rob Christensen (arrived at 7:34 PM)

Absent

- None

A quorum was present.

Approval of Agenda

The agenda was approved by unanimous consent.

Governance Items

Articles of Incorporation

Jenilyn provided an overview of the Articles of Incorporation, noting they were developed using examples from approved Utah charter schools with prior assistance from Chris Daines (attorney).

Marty Tyler recommended that the Articles receive legal review but stated they appeared well prepared.

Motion: Marty Tyler moved to approve the Articles of Incorporation.

Second: Ryan Barlow.

Vote: Motion passed unanimously.

Following approval, the board discussed filing procedures, including:

- Filing with the Utah Division of Corporations.
- Obtaining an Employer Identification Number (EIN).
- Future IRS nonprofit recognition (Form 1023) and annual reporting requirements (Form 990).
- Timing of filing and associated fees.

Bylaws

The board discussed the proposed bylaws, including the level of detail provided for future governance and parent transparency.

Motion: Lydia Lopez moved to approve the Bylaws.

Second: Marty Tyler.

Vote: Motion passed unanimously.

Board Officer Confirmation

The board confirmed officer appointments with Jenilyn Lenkersdorfer as Board Chair, Robert Christensen as Vice Chair, Martin Tyler as Treasurer, Lydia Lopez as Secretary, and Ryan Barlow as Board Member.

Motion: Lydia Lopez moved to confirm the board officers.

Second: Marty Tyler.

Vote: Motion passed unanimously.

Charter Application Update

Jenilyn summarized the current charter application timeline.

Key updates included:

- The proposal remains in the second step of the approval process, with presentation anticipated in September.
- USCSB receives the proposal and reviews in the first 10 days. If any edits are needed they give us 48 hours to fix.
- Financial planning and budgeting will become a greater focus during later application stages.
- The board discussed revisions to the mission statement and simplifying the description of the instructional model around three foundational pillars:
 - Mastery Learning
 - Coaching Relationships
 - Expeditionary Learning
- The board reviewed instructional calendar revisions, including Friday instructional expectations, hybrid programming, and compliance with instructional hour requirements.
- Staffing needs for the proposed instructional model and teacher rotations were discussed.

Community Outreach Update

The board discussed continued community outreach efforts.

Topics included:

- Increasing community support through additional parent letters.
- Continuing survey outreach.
- Planning future community engagement activities.
- Lydia Lopez agreed to lead the Community Outreach Committee.

New Business

Facilities & Financing

The board discussed long-term financing strategies, including:

- Per-pupil funding.
- Federal grant opportunities.
- Lease-to-own facility development options.
- Future conversations with developers and financial advisors.

Marty Tyler offered to connect the board with grant-writing resources and nonprofit funding contacts.

School Schedule

The board reviewed possible adjustments to the daily schedule, including:

- Reducing recess and movement time while maintaining hands-on learning opportunities.
- Adjusting the school day to approximately 8:35 AM–3:20 PM.
- Exploring an optional supervised after-school play period.
- Discussing staffing considerations for extended-day programming.

Action Items

Action Item	Assigned To
Begin discussions with facility developer regarding lease-to-own options.	Jenilyn
Consult Shannon and Suzanne regarding EIN filing timeline and next charter application steps.	Jenilyn
Schedule charter application work session for August 6 at 6:00 PM (Logan Library).	Jenilyn
Lead Community Outreach Committee and continue outreach planning.	Lydia
Seek additional parent support letters for the charter application.	All Board Members
Explore grant opportunities and nonprofit funding contacts.	Marty

Adjournment

The meeting was adjourned following completion of board business.