



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name: Philip Fox Academy (of LEARNing)

Literacy, Equity, Agency, Relationships, Neuropsychology

Name of Applicant(s): Cassia Fox Peeler, Anne Spencer

Authorized Agent, if applicable: Cassia Fox Peeler

Main Point of Contact: Cassia Fox Peeler

Point of Contact Phone Number: 336-912-1293

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Proposed Charter School Location (city/area): 7036 S High Tech Drive, Midvale, Utah

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total max enrollment
Yr 1	0	40	40	40	40	40	40	40	40	8	7	0	0	335
Yr 2	0	45	45	45	45	45	45	45	45	40	8	7	0	415
Yr 3	0	50	50	50	50	50	50	50	50	45	40	8	7	500
Yr 4	0	50	50	50	50	50	50	50	50	50	45	40	8	543
Yr 5	30	50	50	50	50	50	50	50	50	50	50	45	40	615

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

Explain.

We are modeling our grade bands off of Canyons School District, grades 1-5 as elementary, grades 6-8 as middle school, and grades 9-12 as high school.

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

PFAL will request and apply enrollment preferences only as allowed by Utah statute, rule, and authorizer approval. If applications exceed available seats, PFAL will conduct a compliant lottery using only approved statutory preferences and any approved weighted lottery procedures.

PFAL's outreach will be informational, inclusive, and nondiscriminatory. Current marketing plans include outreach to nearby families, community locations, and families seeking enrichment, advanced learning, twice-exceptional support, or a more responsive instructional fit. Enrollment will remain subject to PFAL's approved lottery, preference, and nondiscrimination procedures.

Any future facility or enrollment procedures will be reviewed by the Governing Board and implemented in compliance with applicable Utah charter school requirements.

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 the Authorized Agent: CASSIA FOX PEELER
Signature of the Authorized Agent: <i>Cassia Fox Peeler</i>
Name of the Charter School Board Chair (if different than Authorized Agent) : MARIAN GLADBACH
Signature of the Charter School Board Chair (if different than the Authorized Agent): <i>Marian Gladbach</i>

Name	Position on Board	Area of Expertise	Any previous or current charter affiliation
Marian Gladbach	Chair	Special Education	None
Matthew B Jordan	Vice Chair	Learning & Development	None
Rebecca Turpin	Treasurer	Real Estate	None
Matthew Davies	Secretary	Children's Psychology	None

Attachment 1: Big Ideas, Mission, Vision, and Charter Purpose

Philip Fox Academy of LEARNIing (PFAL) is designed around a simple but important idea: students should not have to fit one version of school in order to access rigorous learning. PFAL will provide students with more than one meaningful way into academic standards while maintaining high expectations, clear instruction, responsive support, and a strong sense of belonging.

Mission Statement

The mission of PFAL is to provide a community school where students can access learning through multiple, coordinated settings.

Vision Statement

PFAL envisions a public school built on the belief that every student deserves an education that fits them. Students will be known as whole people, challenged through academic standards, and supported through learning environments that help them understand what they are learning, why it matters, and how they can grow.

Alignment with the SCSB Mission and Vision

PFAL supports the mission and vision of the Utah State Charter School Board by expanding quality public school choice through an innovative, accountable, and student-centered model. The school is designed to connect core instruction, intervention, enrichment, and applied learning rather than operating them as separate systems.

PFAL also supports the broader purpose of charter schools by creating a model that can be evaluated through student growth, mastery of Utah Core Standards, intervention effectiveness, retention, and family engagement. PFAL's innovation is therefore tied to measurable evidence of access, academic progress, and school stability.

Primary Charter Purpose

PFAL most directly meets the Utah charter school purpose of encouraging the use of different and innovative teaching methods. The school provides students with multiple coordinated pathways into

rigorous academic standards while maintaining shared expectations for learning, growth, and belonging.

Defining Characteristics of the PFAL Model

PFAL's model is organized around the school-wide LEARN framework: Literacy, Equity, Agency, Relationships, and Neurodevelopment. These priorities reflect PFAL's commitment to helping students access academic skills, participate meaningfully in learning, build strong relationships, and grow in environments designed with developmental and cognitive differences in mind.

PFAL will work toward these goals through coordinated learning environments, MTSS, mastery-based feedback, teacher collaboration, and phased implementation. These structures allow the school to monitor student progress, adjust support, align instruction across classrooms and applied learning settings, and grow responsibly as enrollment, staffing, facility capacity, and financial projections allow. Further related details can be found in the corresponding appendices.

Expected Academic and School-wide Outcomes

PFAL will evaluate academic and school-wide success through student growth, mastery of Utah Core Standards, early literacy outcomes, statewide and internal assessments, formative evidence, varied demonstrations of learning, intervention effectiveness, retention, and family engagement. Improved intervention effectiveness will serve as both an outcome and a framework for instructional planning, student support, MTSS review, and ongoing program improvement. The model will be considered successful when students demonstrate stronger academic growth, increased mastery, improved intervention outcomes, sustained engagement, and meaningful family participation.

Attachment 2: Educational Program Overview

Student learning and teacher practice are at the center of PFAL's educational program. PFAL is built from the belief that human difference is a source of strength, insight, and possibility in the learning process. Rather than standardizing that variation out of the school day, PFAL designs with it.

A. Educational Philosophy

PFAL's educational philosophy is grounded in Self-Determination Theory, Utah's Personalized, Competency-Based Learning framework, and autonomy-supportive teaching research. Together, these sources support a school model where clarity, belonging, competence, agency, and meaningful support are treated as conditions for learning.

Utah's PCBL Framework states that "students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning." Ryan and Deci write that autonomy, competence, and relatedness, "when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being." PFAL applies these ideas through two coordinated instructional environments: Pathway 1 (P1): Core and Pathway 2 (P2): Laboratory.

B. Teaching and Assessing the Utah Core Standards

PFAL will teach the Utah Core Standards through P1 and P2. Both environments operate within the same state-approved courses and course codes and remain aligned to the same Utah Core Standards. P1 provides structured, teacher-led instruction. P2 provides applied, project-based learning that creates multiple entry points into the same standards through cross-curricular contexts.

P2 may be supported by trained instructional staff under the direction of licensed educators and grade-level teams. Instructional accountability remains with licensed educators. Teachers will use PLCs to support instructional alignment, review evidence of student learning, calibrate expectations, and determine appropriate next steps.

Students participate in required assessments regardless of pathway or instructional environment. P1 and P2 may provide different forms of instructional access and evidence of learning, but they do not remove students from required assessment participation or grade-level academic expectations. PLC structures, team planning, grading calibration, and paraprofessional training are described in the corresponding appendices.

C. Intended Educational Program, Instructional Methods, and Curriculum

PFAL's educational program combines structured instruction, applied learning, mastery-based feedback, responsive support, and collaborative teacher planning. Instructional methods will include explicit instruction, teacher clarity, academic vocabulary development, modeling, guided practice, checks for understanding, project-based learning, interdisciplinary application, revision, reflection, and self-assessment.

PFAL's model is flexible for students, but structured for adults. Students may access learning through more than one coordinated environment, while adults remain responsible for standards alignment, instructional planning, assessment calibration, progress monitoring, intervention decisions, family communication, and compliance.

Curriculum will be selected or developed based on alignment to Utah Core Standards, rigor, adaptability across P1 and P2, support for mastery-based progression, accessibility for diverse learners, and usefulness for both structured and applied learning. Curriculum choices will be documented through PFAL's curriculum crosswalks. Detailed MTSS, curriculum, grading, family progress communication, and special population procedures are provided in the corresponding appendices.

D. Graduation Requirements

PFAL's high school program will align with Utah graduation requirements and maintain compliance with state-required credit, assessment, and graduation-readiness requirements in effect during each student's enrollment.

As PFAL students phase into high school, graduation planning will be supported through advising, course planning, credit tracking, and pathway review. Students may connect required credits to applied learning, CTE pathways, AP opportunities, college and career planning, and postsecondary readiness. PFAL may also use Utah's Statewide Online Education Program as a supplemental course-access option for eligible students when appropriate and allowable.

E. Special Programs

PFAL's special programs extend the core instructional model rather than sit outside of it. Programs will be phased in as enrollment, staffing, facilities, partnerships, and financial resources support implementation. PFAL will distinguish between launch-year commitments and phased program additions in the operating budget, staffing plan, facility plan, and implementation appendices.

Phased enrichment and applied-learning opportunities may include leadership, arts, making/design/engineering, movement, life skills, CTE, approved online or distance learning, community partnerships, family engagement, and postsecondary readiness support. Implementation details for special programs, staffing, curriculum crosswalks, mastery-based grading, MTSS, professional learning, and phased growth are provided in the corresponding appendices.

Attachment 3: Instruction for Special Populations

PFAL's approach to special populations is built around one central promise: students will stay connected to rigorous grade-level learning while receiving the support they need. Students should not have to choose between inclusion and access; they are entitled to both. PFAL is designed as an inclusive learning community where students learn together in classrooms, stations, projects, electives, leadership opportunities, lunch routines, and shared school spaces whenever appropriate.

PFAL's special populations plan is not separate from its instructional model; it is one of the clearest reasons the model exists. Support is designed to follow the student when appropriate, while specialized services, accommodations, small-group instruction, related services, and individual supports are provided according to student need and legal requirements. P1 and P2 are instructional environments, not placements. Student placement, services, accommodations, grading, evaluation, and specially designed instruction remain governed by applicable law, student plans, and licensed educator responsibility.

PFAL's team practices will reflect the belief that no student is the sum of a diagnosis, label, score, language level, behavior, or support need. In team meetings, instructional planning, and family communication, PFAL will separate behavior from identity and focus on the conditions under which students succeed: "The student excels when..." rather than "The student is..." Training frameworks are provided in Appendix H.

Research-Based Instructional Foundation

PFAL's inclusive model is grounded in the belief that students learn best when access, agency, support, and rigorous expectations are designed into the school structure. Utah's Personalized, Competency-Based Learning framework supports this approach through learner agency, demonstrated competency, customized supports, social-emotional learning, and a culture of learning. PFAL applies these principles through P1/P2 instruction, Universal Design for Learning, mastery-based feedback, teacher collaboration, and flexible support systems.

The model is also supported by Self-Determination Theory and research on neurodivergent learning. Students are more likely to engage deeply when they experience autonomy, competence, and relatedness within a structured environment. Gkora states that “autonomy in learning is not merely a pedagogical preference but a critical factor in the educational success and overall well-being of students with ADHD.” PFAL applies this research by combining clear expectations with meaningful choice, focused instruction with applied learning, and support systems with multiple ways to demonstrate mastery.

Required Supports and Student Groups

PFAL will meet its obligations under IDEA, Section 504, McKinney-Vento, language-access requirements, and applicable state and federal law. Students with disabilities will receive FAPE in the least restrictive environment, with services, accommodations, related services, and specially designed instruction provided according to each student’s IEP or 504 plan. Child Find procedures will be maintained, and intervention supports will not delay or deny evaluation when a disability is suspected.

PFAL will provide language-access support for multilingual learners, including required identification procedures, appropriate screening tools, English language development services when applicable, and family communication in a language families can understand when required. PFAL will also support economically disadvantaged students, migrant students, students experiencing homelessness, and highly mobile students by reducing barriers related to participation, records, placement, communication, and access to school opportunities.

PFAL is also intentionally designed for gifted and high-ability learners, neurodivergent learners, twice-exceptional students, students with anxiety or trauma-related support needs, and students who may require both support and rigor to remain meaningfully engaged in school. PFAL will not assume that a need for structure, regulation, accommodations, or intervention means a student does not also need creativity, advanced opportunities, meaningful choice, and deeper demonstrations of mastery.

Inclusive Community, Progress Monitoring, and Family Communication

PFAL's inclusive model extends beyond academic placement. Students will be connected through shared routines, mixed learning opportunities, and age-appropriate leadership structures, which may include cross-age leadership or mentorship opportunities when appropriate. Inclusion at PFAL means students are known, connected, supported, and given opportunities to contribute to one another's learning and belonging.

Access is not always obvious from the outside. A schoolwide support system should help educators study whether students are able to participate meaningfully in instruction, relationships, communication, regulation, enrichment, and belonging, not simply respond to behavior after it becomes visible. Through team review, progress monitoring, family input, and student voice, PFAL will look for patterns in when students are most successful and use that evidence to adjust instruction, environment, support, or referral next steps.

PFAL will treat family communication as part of instructional access. Families should understand what their student is learning, how progress is measured, what supports are provided, and how the school is responding when a student needs something different. Detailed procedures for MTSS, special education, multilingual learner supports, family communication, and progress monitoring are provided in the corresponding appendices.

Attachment 4: Market Analysis

A. Justification of Need and Differentiation

PFAL is proposed for the Midvale area, where local enrollment, demographic, mobility, and school performance data indicate a need for an additional neighborhood public school option. Specific enrollment numbers from the USBE website, demographic charts, survey summaries, school comparison data, and supporting graphs are provided in the Market Report Summary Appendix.

Nearby schools provide important public education options and serve large, diverse student populations. At the same time, state support designations for Copperview Elementary, Union Middle School, and Mt. Jordan Middle School show that some students and families may benefit from another public school model designed around access, learner variability, early identification, and responsive academic support.

PFAL is not proposed as a replacement for existing schools. It is proposed as an additional quality neighborhood education community for families in the surrounding area. PFAL differentiates itself through Universal Design for Learning, dual learning environments, teacher and paraprofessional training, specialty programming, and phased K–12 continuity.

B. Target Demographics and Population Trends

PFAL will open with grades 1–8 and a limited, phased high school enrollment as approved and operationally feasible, then grow into a k-12 model. This approach allows PFAL to begin with a focused elementary and middle school structure, build stable systems, and expand responsibly over time.

The proposed service area includes established neighborhoods, nearby multifamily housing communities, and public transit access, including areas where transportation access may affect family participation. PFAL's location strategy is intended to support families who benefit from a school close to home, work, public transportation, and existing community resources.

The surrounding community includes linguistic, cultural, economic, housing, and family-structure diversity. These trends support the need for a public school model intentionally designed for learner variability, family access, and continuity. Further demographics can be found in the Market Report Summary Appendix.

C. Performance and Models of Nearby Schools

Nearby district schools serve the community and provide important public school options. PFAL's market analysis does not assume that existing schools are failing students or families. Rather, the data indicates that the area can support an additional option designed around structured academic support, flexible pathways for demonstrating understanding, applied learning, and early intervention.

PFAL's model connects core instruction, intervention, enrichment, student agency, and applied learning within one coordinated school system. This model is intended to support students who benefit from clear expectations, strong relationships, Universal Design for Learning, consistent monitoring, and multiple ways to access rigorous academic expectations. Supporting USBE school data sets are provided in the Market Report Summary Appendix.

D. Enrollment Forecasts, Recruitment Area, and Supporting Data

PFAL's enrollment model is conservative and based on local population data, phased growth, and realistic recruitment assumptions. Long-term enrollment is planned at approximately 50 students per grade, subject to approved enrollment, facility capacity, and financial sustainability. PFAL's target enrollment represents a modest share of the available student population, supporting the reasonableness of the school's projections.

Following approval, PFAL anticipates evaluating appropriate marketing and enrollment-support options to assist with family communication, community awareness, and student recruitment. Outreach efforts may include professional marketing support, school information materials, public information sessions, digital communication, and engagement with nearby communities and family-serving organizations. PFAL will approach recruitment planning in a fiscally responsible

manner and will align outreach efforts with approved enrollment targets, available resources, and applicable charter school requirements.

All recruitment and enrollment practices will comply with Utah charter school enrollment requirements, including lottery and nondiscrimination procedures when applications exceed available seats. Related information can be found in the appendices for the Market Report Summary and phased Pro Forma and Site Development.

E. Risks, Barriers, and Regulatory Considerations

PFAL recognizes risks related to enrollment, facilities, staffing, funding, transportation, community awareness, family access, traffic safety, and regulatory compliance. The phased model is designed to reduce these risks by growing gradually, using conservative enrollment assumptions, and aligning expansion with facility capacity and financial projections.

PFAL will address potential barriers through phased implementation, board oversight, budget monitoring, community outreach, family communication, and annual review of enrollment and operational data. Transportation and pedestrian safety barriers will be addressed through facility due diligence, site planning, and coordination with appropriate local agencies as appropriate.

Regulatory considerations include Utah charter school requirements, special education and civil rights obligations, assessment participation, data reporting, school safety, employment requirements, facility/code compliance, and applicable state and federal programs. Related documentation is provided in the corresponding appendices.

Appendices:

[Appendix A:](#) Governing Board Background Information

[Appendix B:](#) Articles of Incorporation

[Appendix C:](#) Bylaws

[Appendix D:](#) Meeting Minutes

[Appendix E:](#) Pro Formas

[Appendix F.1:](#) Elementary Curriculum Crosswalk

[Appendix F.2:](#) Middle School Curriculum Crosswalk

[Appendix F.3:](#) High School Curriculum Crosswalk

[Appendix H:](#) Training Programs

[Appendix I:](#) Standard Operating Procedures

[Appendix J:](#) Parent Workshop Framework

[Appendix K:](#) MTSS Framework-

[Appendix L:](#) Student Leadership Programs

[Appendix M:](#) Mastery Based Grading Framework

[Appendix N:](#) Board Organization, School Org Chart and Job Descriptions

[Appendix O:](#) Proposed Site / Phased development proposal

[Appendix P:](#) Calendars and Schedules

[Appendix Q:](#) Market Survey Report

[Appendix S:](#) Sub-Items