



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Spectrum Academy – St. George

Name of Applicant(s):

Elizabeth Banner (Executive Director of Academics)

Authorized Agent, if applicable:

Elizabeth Banner (Executive Director of Academics) and Amy Loertscher (Board Chair)

Main Point of Contact:

Elizabeth Banner (Executive Director of Academics)

Point of Contact Phone Number:

(801) 936-0318

Point of Contact Email Address:

lbanner@spectrumcharter.org

Proposed Charter School Location (city/area):

St. George, Washington County, Utah

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

St. George, Washington County, Utah

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

K-8

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	12-14	12-14	12-14	12-14	12-14	14-16	14-16							281–305 students
Year 2	12-14	12-14	12-14	12-14	12-14	14-16	14-16	16-18						335–359 students
Year 3	12-14	12-14	12-14	12-14	12-14	14-16	14-16	16-18	16-18					389–413 students
Year 4	12-14	12-14	12-14	12-14	12-14	14-16	14-16	16-18	16-18	16-18				405–431 students
Year 5 +	12-14	12-14	12-14	12-14	12-14	14-16	14-16	16-18	16-18	16-18	16-18			421–449 students

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

No, the proposed grade configuration does not exactly match the traditional configuration of the district of residence. Washington County School District utilizes a "cone site" feeder system that splits grade levels across multiple schools: elementary schools feed into intermediate schools (Grades 6 and 7), which feed into middle schools (Grades 8 and 9), and finally into high schools (Grades 10, 11, and 12).

By contrast, the proposed Spectrum Academy – St. George campus will utilize a continuous K-8 model. The school will launch with a K-6 configuration and expand by one grade level each year until it reaches a full K-8 capacity in Year 3. This means the proposed charter school will consolidate the elementary, intermediate, and lower middle school grades into a single, cohesive campus rather than transitioning students between multiple specialized facilities.

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

Yes. We are proposing priority consideration for our enrollment lottery, which is allowable by statute or rule. Specifically, In accordance with Utah State Charter School Board regulations, the school's enrollment policies will provide enrollment preference to siblings of currently enrolled students, children of salaried employees, and children or grandchildren of the school's original founding board members or directors. We are not currently requesting any other statutory waivers or special treatments.

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: Liz Banner

Signature of Authorized Agent: *Liz Banner*

Name of Charter School Board Chair (if different than Authorized Agent): *Amy LERTSCHER*

Signature of Charter School Board Chair (if different than Authorized Agent): *Amy Bertocher*

Proposal of Charter School:

Required Attachments:

1.  Overview of Big Ideas - Spectrum Academy St. George: School Year 2028-2029
2.  Overview of the Educational Program - Spectrum Academy St. George: School Year 202...
3.  Instruction for Special Populations - Spectrum Academy St. George: School Year ...
4.  Market analysis - Charter School Opening: School Year 2028-2029

Governing Board:

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Amy Loertscher	President/Audit Financial Committee	Finance / Auditing (based on Audit Financial Committee)	No - Only Spectrum Academy
TJ Smith	Vice President / Audit Financial Committee	Legal / Technology and Privacy Audit Financial Committee	No - Only Spectrum Academy
Melissa Edgeworth	Secretary	Behavioral Health	No - Only Spectrum Academy
Cory Weeks	Member/Audit Financial Committee/Treasurer	Treasurer Finance / Auditing	No - Only Spectrum Academy
Bill Cox	Member/Legal Committee	Business. Management / Legal Committee	No - Only Spectrum Academy
Marney DeVroom	Member/Legal Committee	Legal / Former Spectrum Academy Board President Management	No - Only Spectrum Academy
Christine Hopkins	Member / Legal Committee	Educational Leadership Member / Legal Committee	No - Only Spectrum Academy

Required Attachments: (Not included in page limit count)

1.  Appendix A - background information sheet
2.  APPENDIX B: Articles of Incorporation - Charter School Opening: School Year 2028-2029
3.  APPENDIX C: Governing Board Bylaws BYLAWS OF SPECTRUM ACADEMY – ST. GEORGE - Chart...
4.  Appendix D - June 2026 Emergency Board Meeting Minutes.docx

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:

Position on Board:

Area of Expertise:

Statement of Intent Regarding Role on the Board:

Not-for-Profit History Relevant to Board Role:

Employment History Relevant to Board Role:

Education History Relevant to Board Role:

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:

Date:

Spectrum Academy St. George: School Year 2028-2029

Overview of Big Ideas

Proposed Mission and Vision Statements

Mission: Spectrum Academy is the premier charter school in Utah for students with autism and other neurodiversities who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and an innovative social skills curriculum. We help students reach their fullest potential academically, socially, and emotionally, leading to productive and successful futures.

Vision: Our vision is to create a vibrant and supportive learning environment where curiosity is celebrated, lifelong learners are made, and neurodiverse students are empowered to thrive and achieve long-term employment and independence.

How the Proposed School Promotes the SCSB's Mission and Vision

The State Charter School Board values innovative, highly accountable, and high-performing charter schools. Spectrum Academy – St. George promotes this mission by bringing a highly innovative, specialized educational model to Southern Utah specifically designed to accommodate the unique needs of neurodiverse learners. We maintain strict accountability not only to standard academic benchmarks but also to specialized social-emotional and functional goals, ensuring a high-performing environment for a student demographic that often requires individualized support to succeed

Statutory Method Utilized to Meet the Purposes of Utah's Charter Schools

Selected Method: Establishing new educational models and new forms of accountability that emphasize unique performance measures and innovative measurement tools to measure education outcomes.

Explanation: Spectrum Academy – St. George meets this purpose by implementing a whole-child educational model that balances rigorous academic standards with explicit instruction in executive functioning, social-emotional learning (SEL), and functional life skills. Because standard testing alone cannot capture the full growth of our neurodiverse student body, we employ new forms of accountability and innovative measurement tools. Alongside state assessments, our educators utilize executive functioning checklists, Career and Technical Education (CTE) portfolios, Behavioral Intervention Plan (BIP) data tracking, and social skill rubrics to comprehensively measure and ensure successful student education outcomes.

Defining Characteristics of the Proposed School Our model is defined by several unique characteristics designed to support neurodiverse learners, particularly those with autism

spectrum disorder, which serve as the key elements of our mission:

- **Small Class Sizes & Individualized Instruction:** We maintain deliberately small ratios, including 12 to 14 students per class in grades K-4 and up to 17 students in middle school grades, ensuring highly individualized support and data-driven instruction through multi-tiered systems of support (MTSS).
- **Executive Functioning & SEL Integration:** Instruction goes beyond core academics to explicitly incorporate organization, time management, task initiation, flexible thinking, self-regulation, and interpersonal communication into the daily curriculum.
- **Career and Technical Education (CTE):** We emphasize functional and vocational readiness through a robust CTE program providing hands-on instruction to equip students with workplace readiness, professionalism, and adaptability.
- **Layered Teacher Support & Collaboration:** Staff utilize Collaborative Teacher Teams (CTTs), dedicated mentorship, and an inclusive instructional model where certified teachers, paraprofessionals, and related service providers work as a highly coordinated team to support IEP goals.
- **Specialized Facilities:** Our campus environment requires and features accessible classrooms for small group learning, dedicated therapy rooms for occupational, speech, and behavioral services, and multipurpose areas for adaptive physical education.

Expected Academic Outcomes The success of our mission and educational model will be demonstrated through a combination of traditional and specialized outcomes: ● **Academic Proficiency and Growth:** Students will demonstrate measurable growth on state-mandated assessments (RISE, Aspire Plus, DIBELS) and adaptive benchmark progress monitoring (Acadience, NWEA MAP).

- **Executive Functioning and Behavioral Milestones:** Success will be proven via continuous improvement in IEP goal monitoring, Behavioral Intervention Plans (BIPs), social skill rubrics, and self-regulation check-ins.
- **Career Readiness:** Students will successfully develop CTE portfolios, complete competency checklists, and demonstrate job readiness in simulated work environments, proving they are acquiring the functional skills needed to obtain and maintain employment post-graduation.

Spectrum Academy St. George: School Year 2028-2029

Overview of the educational program

Educational Philosophy

Spectrum Academy's overarching educational philosophy is built on a "whole-child" approach specifically designed to meet the individualized learning needs of students with autism and related neurodiverse conditions. Our philosophy posits that students reach their fullest academic potential only when their social, emotional, behavioral, and communication needs are simultaneously supported in a safe, inclusive environment.

This philosophy is supported by evidence-based and research-backed frameworks. We utilize Multi-Tiered Systems of Support (MTSS) to provide data-driven, differentiated teaching strategies for every learner. Furthermore, our behavioral and social supports are grounded in evidence-based research, specifically utilizing Positive Behavioral Interventions and Supports (PBIS) and Applied Behavior Analysis (ABA)-informed strategies to promote skill acquisition, flexible thinking, and emotional regulation.

Teaching and Assessing the Utah Core Standards

Our academic program maintains full alignment with the Utah State Board of Education (USBE) Core Standards while accommodating diverse learning profiles.

- **Teaching:** The Utah Core Standards in English Language Arts, Mathematics, Science, and Social Studies are delivered through a collaborative instructional model. Certified teachers, paraprofessionals, and related service providers work as a coordinated team to ensure students access the core curriculum in the least restrictive environment (LRE) using inclusive practices. Instruction is highly individualized and delivered in small class sizes of 12 to 14 students in elementary grades.
- **Assessment:** We utilize a robust mix of formative and summative assessments to guide instruction and measure progress against core standards. This includes all state-mandated assessments (such as RISE, Aspire Plus, and DIBELS) alongside benchmark and progress monitoring tools like Acadience Reading/Math and NWEA MAP. Furthermore, because standard testing does not capture the full picture of our neurodiverse learners, we rigorously assess executive functioning via observation checklists and track behavioral/social progress through Behavioral Intervention Plans (BIPs) and social skill rubrics.

Intended Educational Program, Methods of Instruction, and Curriculum

Our educational program seamlessly embeds functional life skills into daily academic instruction. The instructional methods rely heavily on differentiated teaching, data-driven decision-making, and specialized special education service delivery.

The curriculum is structured around five key pillars:

1. **Core Curriculum:** Evidence-based programs aligned with Utah Core Standards.
2. **Executive Functioning Skills:** Explicit, daily instruction in organization, planning, time management, task initiation, flexible thinking, and self-monitoring.
3. **Social and Emotional Learning (SEL):** Embedded instruction in self-regulation, communication, and interpersonal skills.
4. **Functional and Life Skills:** Lessons in independent living and self-advocacy for students requiring additional support.
5. **Technology Integration:** The use of adaptive/assistive technologies, tablets, and interactive tools to enhance access and student engagement.

Proposed Graduation Requirements

Spectrum Academy – St. George will launch with a K–6 configuration and expand by one grade level per year to reach a K–8 capacity in Year 3. Therefore, high school graduation requirements will not apply to the initial student population. However, our long-term enrollment plan details a phased expansion until a full K–12+ program is established. As the campus expands into high school grades, the proposed graduation requirements will fully align with the current graduation requirements established by the state of Utah and the USBE, ensuring that all earned credits meet state benchmarks for high school diplomas.

Special Programs (CTE and Community Partnerships)

To ensure our students are prepared for long-term employment and independence, Spectrum Academy – St. George will feature robust special programs:

- **Career and Technical Education (CTE):** We offer a highly specialized, hands-on CTE program that equips neurodiverse students with the functional skills to obtain and maintain employment. Instruction focuses on workplace readiness, problem-solving, professionalism, and adaptability. Special education staff collaborate directly with CTE instructors to bridge the gap between IEP goals and career readiness. CTE progress is uniquely assessed through portfolios, competency checklists, and simulated work-based learning experiences.
- **Community Partnerships:** We actively engage families and the community as partners in education. Spectrum Academy is supported by an established network of community partners and charitable foundations that help fund and support our unique initiatives, including the Hurst Wood Education Foundation, Special Olympics, CentraCom, Marathon, SEPHORA, CC BANK, Chick-fil-a, Raising Cane's, and Smith's.

Spectrum Academy St. George: School Year 2028-2029

Instruction for Special Populations

Commitment to Special Populations and Federal Compliance:

Spectrum Academy – St. George is founded on the explicit mission to serve one of the most vulnerable special populations: students with autism spectrum disorder and other neurodiversities. Because our entire educational model is designed around individualized instruction, we are uniquely equipped to support all special populations as required by federal law, including students with disabilities, multilingual learners, and students who are economically disadvantaged.

We ensure full compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all Utah Special Education Rules. Furthermore, Spectrum Academy strictly enforces a non-discrimination policy that guarantees equitable access and prohibits discrimination on the basis of race, color, national origin, disability, or economic status in all educational programs and admissions.

Research-Based Framework: Multi-Tiered Systems of Support (MTSS):

To identify and address the unique needs of all special populations—whether they require special education services, language acquisition support, or academic remediation—our foundational instructional framework is the Multi-Tiered System of Supports (MTSS).

MTSS provides a data-driven, evidence-based structure for differentiated teaching strategies:

Through this framework, educators utilize routine benchmark progress monitoring (such as Acadience Reading/Math and NWEA MAP) to identify students who are struggling. Once identified, students receive targeted, research-based interventions at varying tiers of intensity. This ensures that a multilanguage learner, an economically disadvantaged student with academic gaps, or a student with an undiagnosed learning disability receives immediate, customized academic interventions before they fall irreversibly behind.

Evidence-Based Instruction for Students with Disabilities:

For students qualifying for Special Education and Section 504 accommodations, instruction is delivered through a highly specialized, research-backed methodology designed to promote both academic and functional growth:

- **Least Restrictive Environment (LRE) and Inclusive Practices:** We believe students learn best when fully integrated with their peers. Instruction for students with disabilities takes

place in the least restrictive environment, ensuring they have access to both general education curricula and specialized settings as dictated by their Individualized Education Programs (IEPs).

- **Collaborative Instructional Model:** Special populations do not rely on a single educator. Certified special education teachers, paraprofessionals, and related service providers (including occupational, speech, and mental health therapists) work collaboratively as a coordinated team to support and deliver IEP services.
- **PBIS and ABA-Informed Strategies:** Behavioral interventions are grounded in peer-reviewed science. Our staff utilizes Positive Behavioral Interventions and Supports (PBIS) alongside Applied Behavior Analysis (ABA)-informed strategies to promote skill acquisition, emotional regulation, and a safe learning environment.

Targeted Executive Functioning and Social-Emotional Learning (SEL):

A defining characteristic of our support for special populations is the integration of functional life skills directly into the core curriculum. Traditional academic support is often insufficient for neurodiverse learners, so we provide explicit, daily instruction in executive functioning skills, including organization, planning, time management, task initiation, flexible thinking, and self-monitoring.

Additionally, Social and Emotional Learning (SEL) is embedded throughout the day, providing targeted instruction in self-regulation, interpersonal communication, and self-advocacy. Student growth in these areas is meticulously tracked using executive functioning checklists, Behavioral Intervention Plans (BIPs), and social skill rubrics.

Career and Technical Education (CTE) for At-Risk Youth:

Federal guidelines emphasize the importance of transition services for special populations. To ensure our students are prepared for life after graduation, Spectrum Academy bridges the gap between special education and career readiness through a robust Career and Technical Education (CTE) program.

Special education staff collaborate directly with CTE instructors to ensure students with disabilities, as well as economically disadvantaged students seeking vocational skills, gain practical, career-ready experience. Through competency checklists, portfolios, and simulated work environments, students learn workplace readiness, problem-solving, and adaptability, ensuring they have the tools to obtain and maintain long-term employment.

Family Involvement and Procedural Safeguards:

Finally, we recognize that supporting special populations requires a strong partnership with families and the community. We maintain strict adherence to procedural safeguards, ensuring timely comprehensive evaluations and eligibility determinations. Families are invited to participate actively in IEP development, continuous progress monitoring, career planning, and

transition services, empowering them as equal stakeholders in their child's educational journey.

Spectrum Academy St. George: School Year 2028-2029

Market Analysis

Justification of Need and Differentiation:

There is a critical, justified need in St. George and the broader Washington County area for a highly specialized educational model designed specifically for neurodiverse learners, including those with autism spectrum disorder. While traditional public schools provide special education services, they are often not equipped to offer the fully integrated, whole-child approach required for this vulnerable demographic to thrive.

Spectrum Academy – St. George addresses this gap by offering a unique learning environment tailored specifically to students who require individualized instruction and robust social-emotional supports. Several defining characteristics set this proposed charter school apart from traditional district schools in the area:

- **Deliberately Small Class Sizes:** To provide individualized support and multi-tiered systems of support (MTSS), Spectrum Academy limits class sizes to 12–14 students in grades K–4, 17 students in 5th grade, and up to 18 students in middle school.
- **Integrated Executive Functioning and SEL:** Unlike traditional models, Spectrum Academy explicitly embeds instruction in executive functioning (time management, task initiation, flexible thinking) and Social-Emotional Learning (SEL) directly into daily core academic instruction.
- **Career and Technical Education (CTE):** To ensure students are prepared for life after graduation, the school bridges the gap between special education and long-term employability through a specialized, hands-on CTE program that focuses on workplace readiness and simulated work environments.
- **Specialized Facilities:** The physical environment is designed around the student population, featuring accessible classrooms for small group instruction, specialized therapy rooms for occupational, speech, and behavioral services, and multipurpose areas for adaptive physical education.
- **Cohesive Grade Configuration:** Traditional schools in the area utilize a fragmented feeder system. Spectrum Academy offers a continuous, stable K–8 (and eventually K–12+) environment, eliminating the disruptive transitions between intermediate and middle schools that often derail neurodiverse learners.

Target Demographics and Development Trends:

The primary target demographic for the proposed school encompasses neurodiverse learners, specifically students with autism spectrum disorder and related conditions. The school is committed to equitable access, providing open enrollment for all students, prioritizing siblings of current students and children of staff, and actively supporting multilingual learners and economically disadvantaged students in accordance with federal law.

There is a growing demand in southern Utah for personalized learning environments. Spectrum Academy's existing campuses currently maintain a waitlist of at least 40% of their annual enrollment and a re-enrollment rate of over 80%, providing strong evidence of sustained market demand for this highly specialized demographic. As Washington County continues to experience rapid population growth, the proportionate number of neurodiverse students requiring specialized charter school options will reliably expand, ensuring long-term enrollment stability.

Performance and Models of Nearby Competing Public Schools:

The primary competitor in the proposed location is the Washington County School District (WCSD), alongside a few local charter schools. WCSD schools operate under a highly standardized educational model and are fully accredited by Cognia.

Competing Educational Models:

The district utilizes a "cone site" feeder model that disperses grade levels across multiple, specialized campuses: elementary schools feed into intermediate schools (Grades 6 and 7), which then feed into middle schools (Grades 8 and 9), and finally into high schools (Grades 10–12). While this model serves the general education population effectively, the frequent transitions between campuses can be highly disruptive to neurodiverse learners who rely on predictability and strict environmental continuity.

While this model serves the general education population effectively, the frequent transitions between campuses and large traditional class sizes can be highly disruptive to neurodiverse learners who rely on predictability, established mentorships, and strict environmental continuity. Spectrum Academy's model competes by offering these students a single, continuous campus environment from Kindergarten through 8th grade.

Performance of Competing Schools:

A review of the 2024-2025 Utah State Board of Education overall performance data for a representative local K-8 school (Washington School) highlights several areas where traditional models are struggling to meet the needs of all learners, providing justification for our specialized charter:

- **Academic Achievement:** General proficiency rates at the nearby competing school currently sit at 38.1% for English Language Arts, 34.3% for Mathematics, and only 27.2% for Science.
- **Early Literacy:** 52.7% of students are reading on grade level, though 68.1% are making typical or better progress.
- **Growth of the Lowest 25%:** The lowest-performing quartile of students is seeing low-average to average growth, specifically 42.0% in ELA, 51.3% in Math, and 48.3% in Science.
- **Special Populations (English Learners):** For English Learners, 37.0% are making adequate progress, with 11.1% reaching proficiency.
- **Attendance:** Consistent attendance at the competing school is currently 71.5%.

Market Justification Based on Performance:

These performance metrics underscore a critical need in the market for Spectrum Academy's highly individualized approach. The sub-40% achievement rates in core subjects and the struggles of the lowest 25% of learners demonstrate that the traditional district model is leaving vulnerable students behind. By utilizing deliberately small class sizes (12-14 students) and multi-tiered systems of support (MTSS), Spectrum Academy – St. George will provide the targeted interventions necessary to elevate achievement for students who are currently falling through the cracks in larger traditional settings.

Furthermore, our embedded executive functioning and behavioral supports are specifically designed to improve school engagement, which will help address the low consistent attendance rates currently seen in the area.

Forecasts and Supporting Data:

Spectrum Academy utilizes a highly calculated, phased approach to enrollment to ensure the quality of its specialized instruction is never compromised by rapid growth. The school will launch with a K–6 configuration, offering exactly three classes per grade level. The conservative, year-over-year enrollment projections are supported by the following data:

- **Year 1 (K–6):** 281–305 total seats requested.

- **Year 2 (K–7):** 335–359 total seats requested.
- **Year 3 (K–8):** 389–413 total seats requested. (Campus reaches full K-8 capacity).
- **Year 4 (K–9):** 405–431 total seats requested. (Subject to approval by the Utah State Charter School Board)
- **Year 5 (K–10):** 421–449 total seats requested. (Subject to approval by the Utah State Charter School Board)

Financially, this targeted growth is supported by multi-year projections that balance state per-pupil funding with a proposed \$15 million state/federal grant intended to cover facility construction. The parent charter school's FY2025 audited financial statements demonstrate compliance with GAAP, a net lease-adjusted debt burden ratio under 25%, and sufficient cash flow, proving the overall LEA is financially viable enough to support this targeted expansion forecast.

Risks, Barriers, and Regulations:

The specialized nature of Spectrum Academy's mission introduces unique risks and barriers that the governing board has proactively planned to mitigate:

- **Facility Barriers and Zoning Risks:** Because the educational model relies heavily on therapy rooms and small-group collaborative spaces, securing or building a facility in Washington County that meets these criteria—along with strict ADA, health, and fire code compliance—presents a barrier. Furthermore, the financial viability of opening the school relies significantly on securing a \$15 million state/federal grant for construction.
- **Staffing Challenges:** Serving neurodiverse learners requires highly qualified, specialized staff, including certified special education teachers, ABA-trained paraprofessionals, and occupational/speech therapists. Recruiting this level of specialized talent in a new market is a significant risk. To mitigate this barrier, Spectrum Academy plans to transfer experienced staff from existing campuses to St. George to anchor the launch, providing mentorship and modeling for newly hired local educators.
- **Regulatory Compliance:** The school must maintain strict adherence to complex regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504, and Utah Special Education Rules. Any failure to comply could jeopardize the school's charter standing. Leadership will oversee fidelity and compliance closely, utilizing multi-tiered systems of support (MTSS) and procedural safeguards to ensure all federal and state mandates are meticulously met.

Appendix A - background information sheet

 **Amy_Loertscher_Board President.pdf**

 **TJ Smith_Vice President.pdf**

 **Melissa_Edgeworth_Secretary.pdf**

 **Cory_Weeks_Treasurer .pdf**

 **Bill Cox_Member_Legal Committee.pdf**

 **Marney_DeVroom_Legal Committee.pdf**

 **Christine_Hopkins_Legal Committee.jpeg.pdf**

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:

AMY LOERTSCHER

Position on Board:

BOARD PRESIDENT

Area of Expertise:

FINANCE - LEADERSHIP - MANAGEMENT

Statement of Intent Regarding Role on the Board:

I have served on the Board since June 2019. I have served as Board chair since June 2022. My intent is to continue to lead the Board with complete transparency and focus on student outcomes; working to support our executive director, ensure financial sustainability, and maintain integrity in our school vision, goals, & purpose.

Not-for-Profit History Relevant to Board Role:

PARENT OF FORMER STUDENT @ SA PG campus.

Employment History Relevant to Board Role:

BUSINESS MANAGER WITH 30+ yrs. experience in AP/AR, PAYROLL, LEADERSHIP, AND DAILY OPERATIONS MANAGEMENT IN HEALTHCARE INDUSTRY -

Education History Relevant to Board Role:

BS in Sociology - AUGUST 1995

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:

Amy Loertscher

Date:

4/28/26

Signature of Authorized Agent:

Name of Charter School Board Chair (if different than Authorized Agent): Amy LERTSCHER

Signature of Charter School Board Chair (if different than Authorized Agent): Amy Bertocher

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:

Tefton James Smith

Position on Board:

Vice President

Area of Expertise:

Law / Privacy / Technology

Statement of Intent Regarding Role on the Board:

I intend to serve as Vice President of the Board.

Not-for-Profit History Relevant to Board Role:

Currently serve as Vice President of Spectrum Academy

Employment History Relevant to Board Role:

In-house attorney at several software companies including Symantec, Adobe, CrowdStrike, and Okta.

Education History Relevant to Board Role:

University of Utah Law School Graduate - 2004

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:



Date:

June 29, 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:

Melissa Edgeworth

Position on Board:

Secretary

Area of Expertise:

Behavioral Health

Statement of Intent Regarding Role on the Board:

I serve on the Board to support my son and all students with autism with support needs related to education. I intend to remain on the Board and serve as secretary through the expansion.

Not-for-Profit History Relevant to Board Role:

I have volunteer classroom experience with the Carmen B Pingree Center for Autism. I also volunteer with nonprofit organizations American Foundation for Suicide Prevention and USARA to organize annual recovery and suicide prevention events and fundraisers.

Employment History Relevant to Board Role:

I have worked at Valley Behavioral Health since 2013 in various leadership and administrative roles. I am currently a Senior Director.

Education History Relevant to Board Role:

I have a Masters degree in Health Administration and a Bachelor's degree in Sociology.

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:

Melissa Edgeworth

Date:

6/29/2026

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:

Cory Weeks

Position on Board:

Treasurer

Area of Expertise:

Finance and Accounting

Statement of Intent Regarding Role on the Board:

As a parent of special needs children and a business leader with skills that allow me to contribute in a meaningful way, my intent is to support the school through board assignments and create a sustainable model for the students to find success in their educational experience.

Not-for-Profit History Relevant to Board Role:

Utah Chapter Association of Government Accountants Board of Directors
National Alliance of State and University Fleets Board of Directors

Employment History Relevant to Board Role:

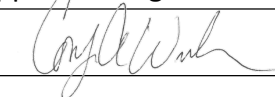
State of Utah Accounting Operations Manager, Division of Finance
State of Utah Division Director, Department of Government Operations

Education History Relevant to Board Role:

Masters of Accounting
Bachelors in Business Administration
International Economics Certificate
Certified Public Accountant (CPA) Licensure

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:



Date:

29 June 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: William (Bill) Cox

Position on Board: Board Member Legal Committee

Area of Expertise: Business Administration

Statement of Intent Regarding Role on the Board: Focused on helping Spectrum Academy fulfill its Mission and Vision.

Not-for-Profit History Relevant to Board Role:

UHN -Utah Health Information Network
Suicide Sucks

Employment History Relevant to Board Role:

UHN -Senior Director
Marketstar - Director

Education History Relevant to Board Role:

Bachelors of Sciences- Business Administration -Utah Valley 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: *William Cox*

Date: 6/30/2026

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: Marney DeVroom

Position on Board: Member, Legal Committee

Area of Expertise: Legal, Former Chairman Spectrum Academy Board

Statement of Intent Regarding Role on the Board: All 4 of my children have graduated from Spectrum. I have experienced first-hand the difference this school can make in children and their families' lives. My legal and business background allow me to participate in the Board and provide oversight and guidance to the school.

Not-for-Profit History Relevant to Board Role: In connection with my long-term employment with FJ Management Inc., I have provided legal advice and counsel to the Board as well as to the Boards of its subsidiaries, Maverik Stores, Crystal Inns, and Big West Refinery. While not a non-profit organization, experience and skills gained is applicable to non-profits as well.

Employment History Relevant to Board Role:

Education History Relevant to Board Role: B Sc. McGill University, Montreal Canada, JD from Brigham Young University

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature:



Date:

6/28/26

Appendix A: Background Information Sheet

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

Name: Christine Hopkins

Position on Board: Member / Legal Committee

Area of Expertise: Education Leadership

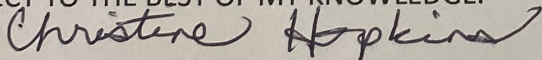
Statement of Intent Regarding Role on the Board: I hope to be of help to Spectrum Academy. I look forward to working with the director of Spectrum and other staff members as well as the rest of the board members.

Not-for-Profit History Relevant to Board Role: None

Employment History Relevant to Board Role: Adjunct College instructor, Supervisor of 80 Pre-Service Teachers at Salt Lake Community College, Professional Development Teacher, and Public School Teacher.

Education History Relevant to Board Role: B.S. in Elementary Education from Utah State University, M.S. in Education from University of Utah, Post Master's Administrative Certificate in 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: Christine Hopkins

Date: 6/28/26

APPENDIX B: Articles of Incorporation: School Year 2028-2029

ARTICLES OF INCORPORATION OF SPECTRUM ACADEMY – ST. GEORGE

(A Utah Nonprofit Corporation)

Article I: Name: The name of the nonprofit corporation is Spectrum Academy – St. George.

Article II: Nonprofit Status and Purpose: The Corporation is formed as a nonprofit corporation under the laws of the State of Utah. The Corporation is organized exclusively for educational and charitable purposes. The specific purpose of the Corporation is to organize, establish, and operate a public charter school in St. George, Washington County, Utah.

Article III: 501(c)(3) IRS Status: The Governing Board of the Corporation retains the right and necessary authority to apply for 501(c)(3) tax-exempt status with the Internal Revenue Service (IRS). The organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article IV: Authority to Take on Debt: The Governing Board of the Corporation shall have the necessary authority to take on debt, enter into loan agreements, or incur other financial obligations on behalf of the Corporation to support its operations, facilities, and mission.

Article V: Mandatory Non-Liability Clause: The charter school authorizer (the State Charter School Board), the State of Utah, and any of its agencies are not liable for any debts or financial obligations incurred by the charter school or any individuals or entities operating it.

Article VI: Board of Directors: The initial Governing Board of the Corporation consists of the following individuals: Amy Loertscher, TJ Smith, Melissa Edgeworth, Bill Cox, Marney DeVroom, Cory Weeks, and Christine Hopkins.

Article VII: Dissolution: Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to the State of Utah for a public purpose.

APPENDIX C: Governing Board Bylaws

BYLAWS OF SPECTRUM ACADEMY – ST. GEORGE

Article I: Name and Purpose The name of the organization is Spectrum Academy – St. George. Its purpose is to govern and operate a public charter school in accordance with Utah law and its charter agreement.

Article II: Board of Directors (Size, Election, Term, and Removal)

- **Size and Function:** The governing board shall consist of no fewer than five (5) and no more than nine (9) members. The Board shall function as the primary governing body of the school, responsible for its academic success, financial viability, legal compliance, and operational management.
- **Election and Term:** Board members shall be elected by a majority vote of the existing Board. Members shall serve three-year terms, which may be staggered to ensure continuity of governance and institutional knowledge.
- **Removal:** Any Board member may be removed from office, with or without cause, by a majority vote of the remaining directors at a duly called meeting.

Article III: Officers and Responsibilities The principal officers of the Board shall include a President, Vice President, and Secretary. The Board may also appoint committee members to assist in board functions.

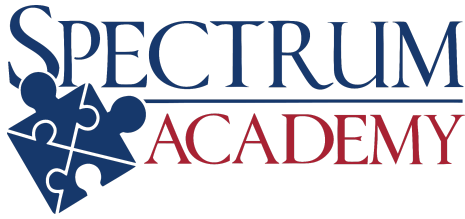
- **President:** The President (currently Amy Loertscher) shall preside over all board meetings, serve as the primary liaison to the School Director(s), and oversee the general functioning of the board.
- **Vice President:** The Vice President (currently TJ Smith) shall perform the duties of the President in their absence and assist with board leadership as needed.
- **Secretary:** The Secretary (currently Melissa Edgeworth) shall ensure accurate minutes are taken at all meetings, maintain corporate records, and ensure public notices are posted.
- **Treasurer:** The Treasurer (currently Cory Weeks) shall serve as the primary financial officer, oversee the school's financial health, ensure proper accounting procedures, and assist in providing financial reports to the Board.
- **Committees:** The Board currently maintains an Audit/Financial Committee (Amy Loertscher, Cory Weeks) and a Legal Committee (Bill Cox, Marney DeVroom) to provide targeted oversight.

Article IV: Meetings of the Board

- **How and When Held:** The Board shall hold regular meetings on a monthly basis (or as otherwise determined by the Board) at a time and place established by the Board to conduct the business of the school.
- **Who May Call Meetings:** Special or emergency meetings of the Board may be called by

the President or by a majority of the current Board of Directors.

- **Obligation to the Utah Open and Public Meetings Act:** The Board recognizes its strict legal obligation to act as a public body. All meetings of the Board of Directors shall be conducted in accordance with the Utah Open and Public Meetings Act. Public notice of meetings, agendas, and minutes shall be provided exactly as required by Utah state law.



SA Administrative Office - 1948 West 2425 South Suite 1A, Woods Cross, UT 84087
North Salt Lake Elementary School - 575 Cutler Drive, North Salt Lake, UT 84054
North Salt Lake Intermediate School - 665 Cutler Drive, North Salt Lake, UT 84054
North Salt Lake High School - 552 Cutler Drive, North Salt Lake, UT 84054
North Salt Lake STARS - 520 Cutler Drive, North Salt Lake, UT 84054
Pleasant Grove K-12 and STARS - 867 S. 800 W., Pleasant Grove, UT 84062
www.spectrumcharter.org

Spectrum Academy Board Minutes

Date & Time: Monday, June 29th at 6:30 pm

Location: Virtual (Google Meet)

Members in attendance: Marney DeVroom, Melissa Edgeworth, Cory Weeks, TJ Smith, Christine Hopkins

Members Excused: Amy Loertscher, Bill Cox

Spectrum Staff: Liz Banner, Mandy Fuhriman

BUSINESS TO BE DISCUSSED

Executive Meeting

- Closed meeting pursuant to Utah Code § 52-4-205(1) to discuss the character, professional competence, or health of an individual, pending or imminent litigation, strategies to discuss real property acquisition, or security issues (if needed).

Public Session

- Board Business
 - LEA (Local Education Agency) Application
 - Discussed application and documentation related to a new LEA for the proposed St. George expansion. Melissa Edgeworth motioned to approve applying for the new LEA, adopt the Articles of Incorporation, and approve the Governing Board Bylaws. Marney DeVroom seconded, and the Board unanimously approved the motion.
 - Marney DeVroom motioned to close the meeting, Cory Weeks seconded, and the Board unanimously approved the motion to close.

Public Comment

Spectrum Academy Board of Directors

Amy Loertscher- aloertscher@spectrumcharter.org
Marney DeVroom- MDevroom@spectrumcharter.org
Bill Cox- bill.cox@spectrumcharter.org
Cory Weeks- cory.weeks@spectrumcharter.org

Melissa Edgeworth - melissa.edgeworth@spectrumcharter.org
TJ Smith - tj.smith@spectrumcharter.org
Christine Hopkins - Christine.Hopkins@spectrumcharter.org
Melissa Edgeworth, Secretary 