



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Theodore Roosevelt Military Academy

Name of Applicant(s):

Theodore Roosevelt Military Academy

Authorized Agent, if applicable:

Matt Throckmorton

Main Point of Contact:

Matt Throckmorton

Point of Contact Phone Number:

(615) 339-3349

Point of Contact Email Address:

mthrockmor@gmail.com

Proposed Charter School Location (city/area):

Salt Lake County and Statewide hybrid

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

Salt Lake, Granite, Murray, Jordan and Canyon School Districts, statewide hybrid.

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

Grades 6-12, Year 5 enrollment of 1,350.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1							90	90	90	90	90	50	25	525
Year 2							130	130	130	130	130	95	45	790
Year 3							180	180	180	180	180	140	90	1,130
Year 4							200	200	200	200	200	170	105	1,275
Year 5 +							210	210	210	210	210	180	120	1,350

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

No. The local Districts use versions of K-5 or K-6, meaning middle school starts at a different configuration. As well, various high schools are 9-12 or 10-12.

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: Matt Throckmorton

Signature of Authorized Agent: Matt Throckmorton

Matt Throckmorton (Jun 28, 2026 20:16:33 MDT)

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

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

Governing Board:

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Matt Throckmorton	Chairman	Charter Schools, Military	Numerous, UMA
Jefferson Burton	Vice Chairman	Military leadership, policy	None
Elaine Hansen	Secretary, Treasurer	Curriculum, instructional activities	American Leadership Academy

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.

Section 1: Big Ideas

A. Proposed Mission and Vision Statement

Motto: **Vita Strenua** (The Strenuous Life)

Taken from a then famous speech given by then New York Governor Roosevelt in Chicago on April 10, 1899.

Creed: (Closing sentence)... we adopt *Vita Strenua* as our guiding light. In all we do, we choose effort over ease, character over comfort, and duty over indulgence — for ourselves, our Republic, and humanity.

Vision: Theodore Roosevelt Military Academy (TRMA) envisions graduates who live *Vita Strenua* — The Strenuous Life — as leaders of strong character, moral courage, and unyielding excellence. Forged through disciplined challenge, they reject ease, embrace responsibility, and serve their communities and nation with vigor, merit, and honor.

Mission: Theodore Roosevelt Military Academy develops leaders of character in a military-structured environment for grades 6–12. Guided by *Vita Strenua* and the ideals of Theodore Roosevelt and America’s Founders, we transform cadets through rigorous academics, physical training, moral formation, and daily leadership practice. We build resilience, discipline, and excellence — body, mind, and spirit — so every cadet earns academic success, practices true leadership, and lives a life of effort over ease, duty over indulgence, and service to the Republic.

B. How TRMA will promote the Vision and Mission of the SCSB

The Vision, Mission and Goals of the SCSB include a focus on quality, excellence, innovation, authenticity, and impact, among other values. We seek to provide an excellent educational environment, coupled with a top-notch character development program that focuses on quality, and will have a lasting impact on our cadets, families and community. Our model is innovative, taking lessons learned from other, similar models, and incorporating proven methods from other charter schools in delivering the outcomes desired by the TRMA Board of Directors.

C. Which method utilizes most a purpose found in Utah Statute

Items IV and VII are similar and we will methodically demonstrate the purpose there of. This includes IV. Increasing choice and VI I. Providing expanded choice in areas where choice is limited.

Our marketing plan will show that there are very limited options for families who seek a military culture type program. This includes limited opportunities for Civil Air Patrol, Naval Sea Cadets, or JROTC. For students grades 6-8 those options become even less. In addition, there is currently no option for a full-time, immersive military academy.

D. Defining elements that make TRMA unique

There is currently one military academy option in Utah, though the travel distance makes it unavailable for most families within the Salt Lake County and surrounding region. With a travel time exceeding one hour, for many tens of thousands of families. Thus, for these hundreds of thousands of families and eligible students, this will be the only opportunity.

There are many characteristics that differentiate a military academy from a traditional JROTC program, and both Civil Air Patrol or Naval Sea Cadet units. This includes full-time uniform wear and conduct, students are cadets and expected to conduct themselves with military bearing at all times. There are very limited JROTC opportunities throughout Salt Lake County. For those fortunate enough to have a program at their school, it is a part-time experience. As an example, uniforms are worn one day a week. Civil Air Patrol and Naval Sea Cadet programs are held after school, thus not part of the school experience. At TRMA formation is held daily, uniform inspections are held at the beginning of each class, rank structure extends into classrooms, where class leaders are assigned, etc. A military Academy recreates many full-time, immersive experiences of West Point, Annapolis, etc.

E. Describe the Academic outcomes that will show the model is a success

Through research and experience, we anticipate that 80% of our cadets will enroll at least one-year below grade level. Our single greatest academic outcome may be to assist those cadets in reaching grade level, which will enable these cadets to engage all other academic opportunities. We also recognize this will take time.

Goal: By the completion of Year 3 75% of cadets will be at grade level using NWEA or other similar tool, which is a nationally norm referenced assessment.

We anticipate having a larger than normal Special Education population. These students seem drawn to an immersive military academy environment and in many cases thrive. We also recognize that tragically, 75%-80% of all Americans ages 18-21 are ineligible for enlistment into the Armed Forces for various reasons.

Goal: By the completion of Year 5, 60% of our graduating Sped cadets will be eligible for enlistment into the Armed Forces.

It is very difficult to gain admission to one of the five Service Academies (i.e. West Point, Annapolis, etc). In fact, there is compelling data that it is more difficult to gain admission into a Service Academy than it is an Ivy League school such as Harvard or Yale. While TRMA is not focused on entering our cadets into the military, it is natural that those seeking to enter into the military we enroll at TRMA. Those seeking to be officers will be challenged to seek a nomination and admission into the Service Academies. Any cadet, even if not successful for a Service Academy, will likely be a far superior candidate to those who only set their sights on a college ROTC scholarship.

Goal 1: By Year 5, seven cadets that year will receive Congressional Nominations for one of the Service Academies; and Four will gain admission.

Goal 2: By Year 5, a combined twenty cadets will have received nominations for one of the Service Academies and ten will gain admission.

Section 2: Educational Program

A. Overarching Educational Philosophy, supported by research and/or evidence

At Theodore Roosevelt Military Academy, we believe education is the formation of the whole person — body, mind, and spirit — for virtuous leadership and responsible liberty. We recognize that the key to educating any cadet is first to connect with genuine empathy toward both the cadet and their parents. Every cadet and family must know, without question, that we truly care about their success, their struggles, and their future.

Rooted in the Judeo-Christian understanding of human nature and the classical Western tradition, we reject the modern notion that children are blank slates or that education should primarily foster self-expression and emotional well-being. Instead, we hold that every child is born with inherent dignity and unalienable rights, yet requires moral discipline, intellectual rigor, and strenuous effort to flourish. Empathy opens the door; high standards and accountability drive transformation.

True education cultivates wisdom, virtue, and strength of character through the diligent pursuit of truth, goodness, and beauty. We affirm that knowledge is objective and rooted in the great Western canon, American founding principles, and the timeless lessons of history, literature, science, and mathematics. Academic excellence is forged through high standards, personal accountability, and the development of habits of attention, perseverance, and intellectual honesty.

We embrace Theodore Roosevelt’s “Strenuous Life” as our guiding ideal. Character is built in the crucible of challenge, discipline, and responsibility. Physical hardness, mental toughness, and moral courage are deliberately developed through military structure, competitive athletics, leadership roles, and ethical instruction. Merit, not entitlement, governs advancement. Authority is respected, duty is honored, and service to God, family, and country is elevated above self.

Because we care deeply, we hold cadets and families to the highest expectations. Our ultimate aim is to graduate young men and women of strong character who possess the knowledge, discipline, and moral clarity to lead lives of purpose, defend liberty, strengthen their communities, and preserve the American Republic.

B. How Utah core standards will be taught

English: We will use the Core Knowledge Language Arts Curriculum; Our teachers and curriculum development team will analyze the Utah State Standards and ensure the lessons, activities, and curriculum utilized specifically address those standards. Our literature will not only include classical and contemporary texts, Core Knowledge novels, short stories, and famous speeches. We will focus on the “socratic” questioning method in order to engage students and allow them to draw analogies to real life situations. We will teach students to write in narrative and argumentative and persuasive styles. All Utah Core Standards will be included in the curriculum.

Math: Our chosen math curriculum is EUREKA Math. Eureka Math is a complete Pre-K through Algebra 2 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. This coherent approach allows teachers to know what incoming cadets have already learned and ensures cadets are prepared for what comes next. When implemented with fidelity, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare cadets to understand advanced math. It’s not enough for cadets to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a “story,” Eureka Math builds cadets’ knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those who

grew up memorizing mathematical facts and formulas, it has been tested and proven to be among the most successful methods in the world. We will utilize Eureka Math as our foundational approach as we address the Utah Core Standards.

Science: Adhering to the Core Knowledge Sequence, we use OpenSciEd to support the Core Knowledge Sequence for 6th through 8th grades. Science classes at all grade levels will include various technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations.

OpenSciEd was built on the foundation of the cross-cutting concepts embedded in the current Utah standards. Science 9-12 similarly focuses on the Utah Science Standards for high school. It ensures cadets will meet the engineering and technology, physical, life, Earth and space standards. It contains real-world challenges, and hands-on activities (including simulations, and on-line materials) appropriate for preparing cadets for college and career readiness.

History/Social Studies: Based on its alignment to the Core Knowledge Sequence, we plan to utilize Core Knowledge History & Geography. This curriculum provides cadets with a vibrant physical and digital text including Lexile-appropriate charts, graphs, and primary source materials. The same principles are followed for 6th through 12th grades wherein a content-rich curriculum is selected based on its use of primary sources. Through studying primary source documents of the past, cadets are able to achieve social and civic competencies and display cultural awareness that applies to current events and beyond. To apply and hone these skills, cadets write informative and argumentative essays, conduct research and participate in civic debates. The text and additional ancillary resources provide cadets with the knowledge and skills to critically think, read, and write. It provides a basis for skills and content, which cadets will be able to use both in college and their careers. Embedded Document-Based Queries engage cadets to make connections between their learning and lives, providing them with the ability to reflect and make connections. Timelines, maps, charts, videos, and primary sources offer support with skills, such as analysis and interpretation. As stated previously, our teachers and curriculum development team will plan lessons directly from the Utah State Standards and ensure they are being addressed when using the curriculum we propose.

C. Description of educational program, methods of instruction, sample curriculum or methods of how curriculum developed

The TRMA Team has spent a great deal of time working on the curriculum. It must be stressed that we did not start from scratch, instead we began by reviewing curriculum used by highly effective classical organizations. Partners have included Elaine Hansen, M.A., Ed, Dr Tracy Hendrickson, Ed.D, Dr Jennifer Thronsdon, PhD, Mary Blevins M. ED., Ed. D, Jennifer Barlow, M.ED., Matt Throckmorton, and many others. The work included traveling to Hillsdale College to compare a list of classical literature used per grade, aligning that to Utah State Standards, and then building a Curriculum Map, leading to a Pacing Guide. We have established an exact format for Lesson Plans, which includes the Standard(s) being taught per grade, and using the previously aligned curriculum. We have embedded MTSS in this academic process, to include the essential Formative assessments, which we currently plan to use NWEA. We have also identified software that will be used to practice skills (not deliver curriculum). A note, we have embedded our Core Values of ARISE within the lesson plan format, thus these values are being reinforced daily.

Example: [English Literature](#)

Example: [6th Grade Reading Lesson](#)

D. Graduation requirements

The State Board of Education has altered graduation requirements, going into effect the FY27 school year. With a desired opening date of August 2028 TRMA will adhere to updated graduation requirements,

which requires a total of 24 earned credits from grades 9-12 for a State Diploma. The Board of Directors will adopt enhanced requirements to earn a TRMA Diploma, which brings the total credits required of up to 29.0.

All cadets are required to take Military Awareness (grades 6-8) and JROTC (9-12) while enrolled at TRMA. Thus a cadet that enrolls in 6th grade and graduates will have taken a total of 7 years of military instruction. Current State Board graduation guidelines require 5.5 credits of electives, of which normally JROTC is considered an elective. For a TRMA Diploma JROTC is not recorded as an elective, but instead a required element, thus cadets are required to take 5.5 electives plus JROTC. We anticipate having many cadets enroll at TRMA in 10th grade or higher. For these cadets graduation will require their current graduation course load, plus one additional year of military instruction. Thus if a cadet enrolls their junior year, they are required to take their Junior and Senior year, plus one more year, which would be their freshman or sophomore year.

In addition, all cadets are required to take or test out of an Academic Foundations Class. This one credit class teaches the foundational academic principals consistent with the ancient education structure of Trivium, which is Grammar, Logic, Rhetoric. This one credit class is being created by the TRMA team and is based upon foundational knowledge of math, english, science, and geography consistent with the knowledge of a well prepared 9th grade student. This will ensure all cadets read at a high school level, know basic computational math, understand science principles through biology and understand basic map ready.

E. A description of special programs such as CTE, Distance learning, and community partnerships.

CTE: It is essential that we launch with a clearly defined CTE program. We will focus on cyber security, and first responder type CTEs during our first Five years of operation. With all cyber security pathways, Computer Programming 1 and Python are required. Thus, our first year we will launch with these two courses. We will also offer Year Two cyber related courses, such as Ethical Hacking and Server Security. By Year Three we will be providing all cyber related courses, which prepare our graduating cadets to take one of several nationally recognized cyber security certificates.

Distance Learning: We will offer a robust, well prepared and essential Hybrid Program, based upon one of our Founders experience with two other charter schools. Our model has a Training Center, with numerous Detachments. Each Detachment will utilize online courses, both synchronous and asynchronous, and in a hybrid fashion. We anticipate having a specialized course offered and taught by a related expert on either the TC or a DET, and it is being offered to cadets at the other locations. All cadets will be full-time enrolled, and are expected to attend classes on either the TC or DET daily, with the flexibility inherent using technology. We also recognize the shortcomings of “screen time” and engage as much traditional classroom experience and engagement as possible. Technology is a tool to allow flexibility, it is not the key delivery of learning.

Community Partnerships: These are essential to the TRMA experience. Key partners will include the Civil Air Patrol, Naval Sea Cadets and numerous industry based businesses. These provide enhanced training, leadership as well experiential learning for our cadets. Facilitating and monitoring these partnerships is the responsibility of the Commandant of Cadets.

Section 3: Special Populations

We believe that all children can learn when given the proper resources and instruction and that achieving significant growth across core subjects for all student demographics is absolutely possible. There are a variety of potential approaches for reaching every student in such a way that they can perform to the best of their abilities. TRMA is excited to partner with the SCSB in delivering a quality academic program.

K-12 Public Schools Diversity Breakdown At the primary and secondary education levels, the Salt Lake County District which serves the county's urban center, is highly diverse:]

White: 40.2%

Hispanic or Latino: 39.5%

Black: 5.0%

Native Hawaiian / Pacific Islander: 4.9%

Asian: 4.7%

Two or More Races: 4.6%

American Indian / Alaska Native: 1.1%

We recognize that many cadets come from at-risk backgrounds, which potentially leads to a failure to maximize their potential. We are dedicated to identifying the individual needs of each student, working to build support mechanisms within our sphere of influence, and striving to improve the mindset and expectations of achievement for each student. We believe that the cadet-teacher relationship is crucial in influencing the cadets' achievement. We want them to know we care about their learning and want them to feel a sense of purpose and freedom to set goals and expectations for themselves, and to accept that "success requires continual refinement." This is critical to individual success.

Our professional education staff will be trained extensively throughout each year in several ways to help them improve their instruction effectiveness. We base our training model on Madeline Hunter's Essential Elements of Effective Instruction, which are best teaching practices.

The teacher provides a preview/background/purpose for the lesson: to motivate, connect, and provoke curiosity; may include embedded vocabulary from text(s) to be used in the lesson.

1. The teacher clearly teaches/models/"thinks aloud" for each component of the lesson – one brief, manageable step/chunk at a time. The teacher is always "scanning" while teaching to ensure that all eyes are on the teacher during modeling. Each brief step must be immediately followed by guided practice.
2. The teacher immediately gives cadets a chance to practice/process information and to demonstrate understanding or mastery of that brief step that was just taught or modeled, while the teacher "checks for understanding."
3. During and after guided practice for every small step/chunk in the lesson, the teacher uses strategies to check for understanding – that is, to quickly assess cadets' progress or mastery (e.g.: By circulating to observe cadets' work/answers, cold-calling a random sample of cadets, having cadets hold up whiteboards with work/answers).
4. Information the teacher gathers during the guided practice/check for understanding is used to inform the teacher's attempt to adjust instruction. That is, to reteach/clarify a portion of instruction until cadets are ready to move on to the next step.
5. When necessary, the teacher may provide tutoring/small group assistance to those requiring additional help at the end of each cycle

We will also provide teachers a copy of Doug Lemov's book, "Teach Like a Champion." This book rediscovers the practices of effective classroom management long used by high quality teachers. Coupling classroom management, with content-rich knowledge based curriculum, with formal and informal data

gathering tools, leading to effective PLCs - will lead us to our goals of measured academic growth and proficiency.

Data-driven Instruction

Data driven instruction techniques which guide course preparation and presentation, creates an environment for attention to individual academic achievement. The data collected from universal screeners, diagnostic and unit assessments, and other formative assessments will be used to adjust instruction to better meet the needs of cadets—provide intervention, enrichment, or re-teach opportunities as needed.

Summative assessments will be provided through the Illuminate assessment system. Illuminate will measure cadets' mastery of course competencies in alignment with Utah State Standards. The cut scores provided by the assessment system (i.e., NWEA –Northwest Evaluation Association) are based on state testing information that gives us the ability to see who is or isn't mastering specific state standards. This allows teachers and cadets to set and incorporate additional ARISE goals, as well as incorporating SMART Goals. **Classroom** assessments will also facilitate in-depth reviews of student data during PLC Team meetings, which will in turn drive future instruction and increase student achievement.

State assessments play a vital role in our data-driven instruction as additional data to better understand how well our cadets are prepared for progression through the school system as well as for life after high school. The data from state assessments in conjunction with our own internal data also provides data with which we can determine the effectiveness of the curriculum, professional development, and other teacher and staff resources. This will allow us to provide high quality internal systems to predict performance on state assessments.

Cadets With Learning Challenges:

We commit to providing a free appropriate public education (FAPE), which includes a full continuum of classical education services, including related services through employment of and/or contracting with appropriately certified specialists. We fully understand and accept the responsibility to abide by the Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). We will provide the required documentation, assessments, accommodation, and/or modifications as outlined in the Individualized Education Plans (IEP) of the cadets we serve. We shall provide appropriate services to cadets who are identified as gifted and talented, as well as our cadets who are English Language Learners (ELL).

Gifted and Talented:

Gifted and Talented cadets will be identified through outstanding work, expressed interest, and even actions that demonstrate the cadet may not be academically challenged. Specific focus on math, ELA, Science and History courses will be offered to identified cadets. This includes expanded assignments and activities, clubs and even advanced, above grade level courses. Gifted and Talented cadets will also be placed with teachers who are highly qualified and trained to provide effective gifted instruction.

To ensure we are prepared to meet the needs of all TRMA cadets, including those identified as having educational challenges or in need of specialized services, a full range of curricular professional development shall be provided to the staff. Appropriate members of our Special Education, Gifted, ELL, and administrative team will attend all mandatory Professional Development (PD) and training according to the Utah state guidelines. As part of the school's ongoing PD plan, all staff members shall participate in workshops and training for special education in the areas of HIPAA, FERPA, and Child Find. The training will include applicable timelines and procedures, and proper professional communication where identified cadets are concerned according to applicable laws.

Within the Core Knowledge framework, TRMA will also implement important structural elements to support disadvantaged cadets. These include ongoing disaggregation of student assessments, an integrated remediation and extension time during the school day, and an MTSS process that identifies cadets who are falling behind. Within the MTSS process, TRMA will provide additional academic support, student tutoring, a full-service special education program, support in place for homeless, migrant, and military families, and an ELL (English Language Learner) program.

The MTSS framework operates in three increasing levels of support:

- **Tier 1 (Universal/Core Instruction):** High-quality, evidence-based instruction provided to **all** students in the general education classroom
- **Tier 2 (Targeted Intervention):** Additional, specialized support provided to students who are not making adequate progress in Tier 1. This typically happens in small groups and supplements standard classroom instruction.
- **Tier 3 (Intensive Intervention):** Highly individualized, intensive support for students who need the most help. If a student does not make sufficient progress in Tier 3, it often leads to a formal evaluation for special education services.
- Since MTSS relies heavily on data rather than guesswork. It achieves this through: **Universal Screening:** Testing all students to spot those who may be falling behind early on.
- **Progress Monitoring:** Regularly checking in on how a student is responding to an intervention to see if it's working
- **Data-Driven Decision Making:** Using data to decide when to adjust, increase, or reduce a student's level of support

MTSS ensures that help is fluid; students can move between tiers as they catch up or fall behind, preventing academic or behavioral issues from snowballing. It combines previous methods—like *Response to Intervention (RTI)* for academics and *Positive Behavioral Interventions and Supports (PBIS)* for behavior—into one cohesive, school-wide system

ELL

Theodore Roosevelt Military Academy will deliver high-quality ELL support through a fully integrated, content-based sheltered English instruction model embedded across all subjects. This includes core academics, military leadership, physical training, and STEM, ensuring ELL students access to rigorous grade-level content while simultaneously building academic language skills in listening, speaking, reading and writing without reliance on isolated pull-out programs.

Drawing from proven Utah charter successes, our approach will feature teacher training in sheltered instruction frameworks (such as SIOP elements, explicit vocabulary pre-teaching, visual, and scaffolded supports, collaborative discussion and structured literacy interventions (e.g., Direct Instruction-style methods for foundational skills) tailored to diverse learners. We will use WIDA screener data for initial identification and placement, conduct annual ACCESS assessments to track pre-to-post growth and progress toward Utah exit criteria, implement data-driven small-group interventions and progress monitoring, and leverage the academy's disciplined, structured military environment—emphasizing routines, leadership, and character development—to accelerate language acquisition and academic confidence in a supportive, culturally responsive setting.

Section 4 Market Analysis

A. Justification of proposed charter school in the market selected

Likely the greatest justification is the lack of this type of opportunity. Only three public high schools have JROTC programs, with roughly 100 cadets enrolled at each. In addition, one charter school has a Navy NDCC program. There is one Naval Sea Cadets Unit in Salt Lake County, and four Civil Air Patrol squadrons. The Utah Military Academy draws a couple dozen students who are transported to Utah County. All of these excellent programs offer a military program to roughly 500 kids, grades 6-12. There are between 70,000 and 85,000 students grade 6-12 throughout Salt Lake County. If Tooele and Summit Counties are factored in, the number safely stabilizes at 85,000+ range. That means that currently 0.58% of students participate in some type of military program. Given a viable option that number will certainly grow. To reach a breakeven budget it is anticipated an enrollment of approximately 850 cadets over five years, which represents about 1% of all students throughout the county. The lack of options justifies TRMA.

B. Proposed Charter School target and demographics

Through experience and research we are projecting our enrollment will be:

75% male, 25% female

40% Free or Reduced Price Lunch qualifying

40% Hispanic

5% Black

5% Pacific Islander

50% White

18% Special Education

5% 504

We seek to provide better demographic data though the US Census Bureau Quick Facts site has been inoperable. For the full application we will provide deeper data, though again we stress, our model will cross many different demographic profiles across the county.

It is worth understanding the demographic background of those who go on to serve in the US Military:

82% male, 18% female

65%-70% White

13%-21% Black

21% Hispanic

18% Asian

60% of service members come from middle class neighborhoods, with a median income between \$38,000 and \$60,000

19% come from the poorest quintile, listed as extreme poverty

Source: USA Facts, Brookings Institute

The pattern is clear that a majority of military minded individuals come from middle class and poverty. We anticipate this being reflected in our enrollment.

C. Performance of nearby schools

Recognizing that our Training Center and Detachments will be adjacent to most middle, junior and senior high schools throughout the county we will focus on a likely location for the TC, which is the area where

Salt Lake City, Granite and Murray School Districts converge. We have focused on Murray High, Cottonwood High, Granger High and Olympus High: We then looked at the data for four feeder junior highs, one to each high school. That is Olympus Junior, Hillcrest Junior, Valley Junior and Churchill Jr.

High Schools	Math	ELA	Science	ACT (18+)	Graduation
Cottonwood	11.2%	30.1%	23%	37.7%	76.9%
Murray	26%	53.9%	31.3%	59.6%	83.4%
Olympus	40.7%	60.3%	46%	75.2%	92.5%
Granger	12%	21.7%	18%	30%	72.5%
Junior Highs				ELL Progress	ELL Proficiency
Olympus Jr	57.8%	55.5%	68.3%	70.6%	17.6%
Hillcrest Jr	37.4%	39%	44.3%	41%	10.8%
Churchill Jr	56.1%	58%	71.8%	ND	ND
Valley Jr	19.5%	20.7%	22.6%	23.6%	6.3%

Source: Utah Data Gateway school report card: [Utah School Report Card](#)

When we analyze the data, we see trends that are predictably associated with neighborhoods. For junior high we looked at growth with ELL, as we anticipate having a substantial ELL population.

D. Proposed enrollment forecasts

Our numbers are based on a Training Center (TC) with 420 Cadets, grades 6-12. Then, we will add two Detachments (DET) per year, for the first three years. The first year enrollment demonstrates a scaled up enrollment at the DET, growing from 90 cadets to 150 cadets by year 5. We anticipate reaching near full enrollment at the TC the first year, with 11th and 12th grades well under half full. The DET will take more time to reach larger enrollment. We will demonstrate in the full application how we will utilize existing laws around facilities to make the DET model very affordable. We will also demonstrate in our full application both a full enrollment budget, though more importantly a breakeven budget, which addresses the risk of low enrollment.

E. Risks, barriers or regulations that may impact schools success

Enrollment is the primary risk factor, which we seek to reduce by taking the TC/DET model. Experience has shown that travel time is a limiting factor for families enrolling at any charter school. We are highly confident there is sufficient interest in a full-time military academy, though travel across the valley is significant. The approach we are establishing brings this opportunity to the neighborhoods, as opposed to expecting families to travel across the county to one single location.

We also recognize that online learning has limitations. The easiest way to support a hybrid model is to simply provide all courses online. The risk is a failure to thrive and grow academically. We mitigate this by using a hybrid approach, with extensive supplemental, synchronous and asynchronous learning, previously described.

Facilities are always a challenge for charter schools. With our TC we are seeking, possibly an existing school that is underutilized or recently vacated. We are aware of several in the target area. For the DET the first two years will allow a very dynamic facility approach as the micro school law, Utah Code 10-9a-305, allows.

Appendix A - Bios

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:

Matt Throckmorton

Position on Board:

Chairman

Area of Expertise:

Charter school start-up, operations, policy and over a decade of operations with two different charter military academies. Both Utah Military Academy, and Colorado Military Academy

Statement of Intent Regarding Role on the Board:

In 2014 I met a gentleman, which began the Utah Military Academy. Many charter school Founders have stated that if they could do it over again, they would do some things differently. We have the incredible opportunity, to serve a very real need in Salt Lake County and beyond with a hybrid model, though to not only implement the lessons learn, but to build a culture based on those lessons learns. UMA was 1.0, and has grown into 2.0, with goals leading to 3.0. We are taking the next step, a military academy 4.0

Not-for-Profit History Relevant to Board Role:

I have worked extensively with numerous non-profits. My first work began in 2004 when, as a consultant I helped four Utah charters form, train the board and submit their applications for approval. I have done this dozens of times. From 2007 until 2013 I served as the Executive Director of the Tennessee Charter Schools Association, a non-profit. As well, I served as the Executive for two charters beginning in 2015. Currently I serve on the board of directors of another charter school.

Employment History Relevant to Board Role:

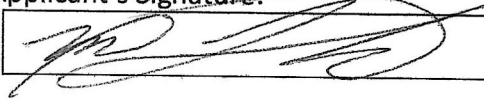
My employment history since 2004 has been primarily in the non-profit. My non-profit history is primarily work based, thus mirroring the previously prompt. I have served as a consultant, founder and executive director of numerous non-profit charter schools. This includes over a decade at the states other military charter school, the Utah Military Academy.

Education History Relevant to Board Role:

Bachelors degree in political science from Brigham Young University. I have completed a 'train the trainer' course with Marci Cornell-Feists "Little Red School House" for charter school board training, and Dr Brian Carpenters "Charter University" for board training. I also completed three different "Weekend Warrior" programs through Building Excellent Schools.

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:

26 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:

Jefferson Burton

Position on Board:

Vice Chairman

Area of Expertise:

Military leadership, ROTC, systems

Statement of Intent Regarding Role on the Board:

I firmly believe in parental choice when it comes to the education of our children. Charter schools are an essential part of providing options. As a career military officer, I see the value in military academies. For a certain demographic they offer a structure of discipline, teamwork, and character development to prepare our children to thrive in an uncertain future.

Not-for-Profit History Relevant to Board Role:

Board member Sutherland Group; Chairman of the Board, Freedom Foundation; Chairman of the Board, Utah Guard Charitable Trust; Board member of August Mission; Board member for The Candy Bomber Foundation; Regional Director of the National Guard Association of the United States; Commander of the Honorary Colonels Corp of Utah; and, Member National Firearms Safety Board.

Employment History Relevant to Board Role:

He served 37 years in the United States Army and National Guard, beginning as a Private and retiring as a Major General. He served in the Governor's administration of two different times, as State Adjutant General, and then Interim Director of Dept of Health during the first 6 months of the Covid pandemic. Served as Assistant and Adjunct professor of Military Sciences. Served in the Utah House of Representatives for six years, chair various committees.

Education History Relevant to Board Role:

Bachelor Degree from the State University of New York at Albany; Masters of National Security from the Army War College and Phoenix College; National Security Training, Harvard University, Cambridge Massachusetts.

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Applicant's Signature:


Jefferson S. Burton [Jun 28, 2026 23:14:36 MDT]

Date:

Jun 28, 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:

Elaine Hansen

Position on Board:

Secretary/Treasurer

Area of Expertise:

Academic programs, curriculum

Statement of Intent Regarding Role on the Board:

I believe that today's students all retort with the phrase "I like recess and lunch," when asked if they like school. I believe that education needs a boost of excitement to counteract the things that have killed it, like Covid interruption, more education on screens, less compelling teachers, teaching to the test, lack of combusive and discovery learning. My hope is that we can bring hope and excitement back to students and families through the innovative ideas in the day-to-day learning activities.

Not-for-Profit History Relevant to Board Role:

My affiliation with non-profits is fairly vast having been associated with artistic performance companies my entire career. Additionally I have taught and raised monies for American Leadership Academy. My most recent employment was with Spanish Fork City as the Special Events Manager (also a non-profit) and during the Covid year I created concerts that fund-raised for the non-profit Operation Underground Railroad to provide help for victims of child abuse.

Employment History Relevant to Board Role:

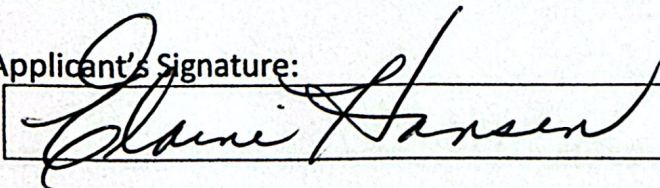
Her experience lies primarily in the humanities with theater, music, English and languages. She served as a Disney Institute Lecturer, and received an internship to direct the summer theater production at the Kennedy Center for the Arts in Washington, D.C. She has written leadership curriculum for several different grades 7-12 th . Her passion is experiential learning which involves hands-on learning, field-trips, workshop style learning, and exploration. She is an Air Force "Brat."

Education History Relevant to Board Role:

Elaine Hansen, a 40+ years educator with an MFA in Education has experience in both District Schools and Charter Schools. She received her Bachelors of Science from Brigham Young University in Physical Education, and MFA from the University of Utah in Child Drama, and continues in Post-Graduate 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:



Date:

06/28/2026

Appendix B – Articles of Incorporation



Filed in the Office of <i>Scott Whittaker</i> Director, Division of Corporations and Commercial Code Filed in the State of Utah	Filing Number 2606281069620B Effective On June 28, 2026 Entity Number 14709806-0140 Number of Pages 2
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State of Utah
Department of Commerce
Division of Corporations and Commercial Code

Domestic Nonprofit Corporation - Articles of Incorporation

ENTITY INFORMATION

Entity Name: Theodore Roosevelt Military Academy
Entity Number: 14709806-0140
Effective Date: June 28, 2026
Effective Time: 12:45 PM

BUSINESS DETAILS

Duration Date: Perpetual

Assumed Name:

CHARITABLE ORGANIZATION QUESTIONNAIRE

Is the nonprofit corporation or foreign nonprofit corporation on behalf of which you are filing a charitable organization: Yes
Is the charitable organization required to file IRS Form 990, 990-EZ, 990-N, or 990-PF with the IRS: No

CORPORATION DETAILS

Voting Members:

Will the nonprofit corporation have voting members: No

Will the nonprofit corporation issue shares evidencing membership or interests in water or other property rights: No

Purpose Statement: To operate a Utah public charter school.

PRINCIPAL OFFICE INFORMATION:

Principal Office Address: 162 north 800 east, Salem, UT 84653

Mailing Address: 162 north 800 east, Salem, UT 84653

REGISTERED AGENT

Agent Type: Individual

Name: Joseph Throckmorton

Address: 162 NORTH 800 EAST, Salem, UT 84653

ACTIVE PRINCIPAL INFORMATION

Title: Director

Name: Joseph Throckmorton

Address: 162 north 800 east, Salem, UT 84653 - 8465

Title: Incorporator

Name: Elaine Hansen

Address: 162 north 800 east, Salem, UT 84653 - 8465

SUPPORTING DOCUMENTATION

No Supporting Documentation Provided.

REQUIRED SIGNATURES

- I declare that the information contained in this electronic submission is true and accurate.
- I affirm that I am legally authorized to sign this document.
- I acknowledge receipt of the below information:
 - The information provided in this form will be used by the Division to evaluate and complete your request. Failure to provide complete information as requested will result in the denial of your request as incomplete.
 - Information provided in this form is retained in accordance with state record retention laws. For specific information about the records retention for this form, please visit <https://corporations.utah.gov/records/>.
 - In order to comply with legal and regulatory requirements, we may share information provided in this form with authorized parties such as other government agencies, national licensing databases, contracted vendors, etc. Additionally, many items collected by the Division are classified as “public” under the Government Records Access and Management Act, Utah Code § 63G-2-101 et seq.
 - For more information on how the information you provide is shared, please refer to <https://corporations.utah.gov/records/>.
- **Electronic Signature:** Joseph Throckmorton
Title/Capacity: Incorporator

Appendix C – Bylaws

BYLAWS FOR
THEODORE ROOSEVELT MILITARY ACADEMY,
INC. (A Utah Not-For-Profit Corporation)

SECTION I
NAME, ADDRESS, PURPOSE AND LIMITATIONS

1. Name: The name of the corporation is the “**Theodore Roosevelt Military Academy, Inc.**”, hereinafter referred to as the “**School.**” The street address of the School’s principle office is 162 North 800 East; Salem, Utah 84653. The School will be in Salt Lake County and statewide hybrid.
2. Purpose: The School has been organized to operate a charter school in Utah and in connection therewith, to receive and maintain a fund or funds of real or personal property, or both, and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary, or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Code.
3. Limitations: The following are limitations on the activities, purposes and organization of the School:
 - a. The School is not organized for and is not to be operated for pecuniary gain or profit.
 - b. No part of the property of the School and no part of its income or earnings are to accrue to the benefit of any director, officer, employee of, or member of a committee of, or person connected with the School. This shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the School in effecting any of its purposes as shall be fixed by the Board of Directors. No such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the School. Upon dissolution or winding up of the affairs of the School, whether voluntary or involuntary, the assets of the School, after all debts have been satisfied, then remaining in the hands of the Board of Directors shall be distributed, transferred, conveyed, delivered, and paid over, in such amounts as the Board of Directors may determine or as may be determined by a court of competent jurisdiction upon application of the Board of Directors, exclusively to religious, charitable, scientific, literary, or educational organizations that would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986 and its regulations as they now exist or as they may hereafter be amended and which organizations carry on activities which are the same as or similar to those activities which were supported, promoted or conducted by the School.
 - c. The School is prohibited from engaging in any activity contrary to the purposes for which the School is organized. No director, officer, employee, or representative of the School shall take any action or carry on any activity by or on behalf of the School not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal

Revenue Code of 1986 and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 and its regulations as they now exist or as they may hereafter be amended.

4. No Members: The School shall have no members.

SECTION II BOARD OF DIRECTORS

1. Qualifications: Qualifications for members of the Board of Directors (the "**Board**") shall be as determined from time to time by the Board based on the needs, goals and objectives of the School at such time. Notwithstanding the foregoing, the Board shall not have the right to refuse any application for any person based on a reason relating to discrimination of any protected class of individuals recognized as such by the State of Utah.
2. Board Selection Committee:
 - a. There shall be a Board Selection Committee composed of at least three (3) members of the Board, one of which shall be the Chairman.
 - b. The Board Selection Committee shall be appointed by the Chairman.
 - c. The Board Selection Committee shall review and consider those individuals which have properly submitted a complete application for consideration in accordance with policies and procedures adopted by the Board and shall present a slate of recommended candidates for all vacancies to be filled. The Board Selection Committee shall also select between one (1) and three (3) alternates for consideration by the Board in the event one or more of the initial slate is not selected.
 - d. The candidates shall be chosen by a majority of the votes of the directors voting. The Board may vote on such candidates as a slate or individually upon motion by a director.
3. Number: The Board shall be composed of not less than five (5) directors nor more than nine (9) directors. The number of directors shall be determined from time to time by the Board, by amending these bylaws.
4. Term: Each director elected serve for a period of four (4) years. A director that has been selected to fill a vacancy, shall serve for a new period of four (4) years. The ending of each directors term shall be regularly published in the board meeting agenda. There is no limit on the number of terms a director may serve.
5. Resignation: A director may resign at any time by submitting a written notice of resignation to the Chairman. Such resignation is effective when received, unless a later date is set forth in the written notice of resignation, not to exceed ninety (90) days after the date of such notice. No acceptance of the resignation by the Board is necessary.

6. **Removal:** A director may be removed at any time for cause at a regular or special meeting called by the Chairman for that purpose by the vote of a majority of the total number of directors elected at such time (the "**Entire Board**"). For purposes of these Bylaws, the term "cause" includes, but is not limited to, (a) commission of an act malicious or detrimental to the School or the purposes for which it is formed, (b) failure to attend three (3) consecutive Board meetings, (c) violation of or refusal to sign when required the Conflict of Interest or Code of Ethics policies of the School, or (d) failure to actively engage in Board and/or committee work to a level commensurate with the prevailing standard of participation of directors, including but not limited to failing to regularly attend or participate in Board and/or committee meetings.
7. **Vacancy:** Any vacancy occurring in the Board during a director's term may be left vacant or may be filled. The decision as to whether to leave a position vacant or to fill such position for the remainder of the term shall be made by a majority vote of the directors present at any Board meeting at which there shall be a quorum present. If the Board desires to fill such position, the Board Selection Committee shall recommend an alternative from the immediately preceding regular selection process for consideration by the Board. The individual selected to fill the vacant position shall serve for a period of four (4) years.
8. **Conflict of Interest and Code of Ethics Policy:** Each director shall abide by the Conflict of Interest and Code of Ethics policies of the School, as amended from time to time. Each director shall annually review, complete and sign a copy of the Conflict of Interest and Code of Ethics policies.

SECTION III OPERATION OF BOARD OF DIRECTORS

1. **Meetings:** The Board shall hold a minimum of four (4) regular meetings in each calendar year on such dates as may be called by the Chairman or by a majority vote of the Entire Board. Reasonable notice of time, purpose and location of the meeting shall be given to all members of the Board and public notice of such meeting shall be given in accordance with applicable law. The fiscal year of the School shall be the school year. Special meetings may be called by the Chairman, or by a majority vote of the Entire Board at a meeting. In addition, a special meeting shall be called by the Chairman within not more than fifteen (15) days upon receipt of a written request signed by four (4) or more directors, provided that such request must specifically state the purpose(s) for which the meeting is requested. Proxies, general or special, will not be accepted for any purpose in the meetings of the Board. The minutes of all meetings of the Board shall be kept and made available in accordance with applicable law.
2. **Powers:** The affairs and property of the School shall be managed by or under the direction of the Board, subject to applicable law and in accordance with the purposes and limitations set forth in the Articles of Incorporation and these Bylaws. The Board is authorized to adopt such policies, rules and regulations as may be necessary and appropriate to implement the provisions of these Bylaws and to achieve the purpose and goals of the School. The Board is authorized to take such other action as may be required by the laws of the State of Utah and the United States of America or as may be directed by a court of competent jurisdiction. It shall be the duty of the Board to regularly evaluate the progress of the School and to ensure that the policies, rules and regulations of the School are properly implemented. The Board shall hire an executive to implement the charter, charter agreement and report to the Board on all operations of the school. This executive shall be evaluated annually during

the last quarter of the fiscal year.

3. Quorum: A majority of the members of the seated Board who are present at a meeting shall constitute a quorum for the transaction of business. Virtual participation is allowed, though physical attendance is strongly encouraged. Relevant state law will be complied with relative to virtual participation.
4. Action by the Board. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board except where otherwise specifically provided by statutes or by these Bylaws. A board member may abstain from voting on a particular matter if required by the Conflicts of Interest policy and may abstain from voting on a particular matter for personal reasons which the director believes makes him/her unable to vote in the best interests of the School. A director who abstains from a vote shall not be counted for purposes of determining the satisfaction of any voting or consent requirement for action by the Board and shall be excluded from the denominator for purposes of determining the satisfaction of any required voting percentage.
5. Conduct of Meetings: All meetings of the Board and any committees of the Board shall be conducted according to the most current edition of Robert's Rules of Order, to the extent consistent with the Articles of Incorporation and the Bylaws. Provided, however, that the failure to strictly follow the procedures set forth in Roberts' Rules of Order shall not, standing alone, form a basis to challenge or invalidate any otherwise proper action taken by the Board.
6. Reimbursement for Expenses: Directors shall be entitled to reimbursement for out-of-pocket expenses incurred on behalf of the School provided that such reimbursement has been approved by the Board.
7. Committees: Committees are formed by a majority vote of the board of directors. Once a committee has been formed, the Chairman will appoint committee members and designate the chair of the committee. The role and duties of each committee shall be determined by the Board from time to time. Committee members, other than the chairperson of such committee, are not required to be directors. Reasonable notice of time, purpose and location of any committee meeting shall be given to all members of the committee. The minutes of all committee meetings shall be kept and made available to the full board of directors within seven (7) days of the committee meeting.

SECTION IV OFFICERS

1. Selection: The officers described in this section shall be elected by the Board. All officers must be members of the Board. A director may serve as more than one (1) officer provided that the secretary and the Chairman shall not be the same person.
2. Composition: The officers of the School shall be elected from and by the Board upon completion of term of the officer, and shall include the following positions at a minimum: Chairman of the Board, Vice Chairman, Secretary and Treasurer. The terms of office of these officer positions shall be for two (2) years. At the conclusion of the two years, the same board members may be selected again, as determined by the board of directors. The officers shall have those duties as determined by the Board. Officers may be re-elected to the same

position previously held.

3. Chairman: The Chairman of the Board shall preside over the meetings of the Board. He/she shall have call board meetings, conduct board meetings, and represent to the public positions formally taken by the board of directors. The Chairman shall ensure that regular financials are provided to the board of directors, in compliance with GAAP and GASB. Committees shall be formed by a majority vote of the board of directors, upon which the Chairman will appoint members to such committee created. The Chairman may, at any time in the interest of the School, call a special board of directors meeting. The Chairman is to ensure that all internal and external audits are presented and approved by the board of directors.
4. Vice Chairman: Shall fulfill the responsibilities of the Chairman, if the chairman is not able to conduct a board meeting. And, if the Chairman resigns or is unable to fulfill the responsibilities for any reason, the Vice Chairman will conduct the responsibilities of the Chairman until the Board meets in a legal called meeting, and with a quorum elects a new Chairman.
5. Other Officers: The other officers shall have such duties and powers which customarily pertain to such office or which are otherwise delegated to such officers by the Board.
6. Resignation: An officer may resign at any time by submitting a written resignation to the Chairman. Such resignation is effective when received, unless a later date is set forth in the written notice of resignation, not to exceed ninety (90) days after the date of such notice. No acceptance of the resignation by the Board is necessary.
7. Removal: An officer may be removed at any time with or without cause by the vote of the Board.
8. Vacancy: Any vacancy occurring in the required officer positions shall be filled for the unexpired portion of the term by a director elected by the Board to such position.

SECTIONV INDEMNIFICATION

1. Generally: The School shall indemnify any officer, director or committee member of the School who was or is a party or is threatened to be made a party to any threatened, pending or contemplated action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he/she is or was a director, officer or committee member of the School, against all expenses (including attorneys' fees and appellate attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit or proceeding, unless (a) it is determined by a court of competent jurisdiction, after all available appeals have been exhausted or not pursued by the proposed indemnity, that he/she did not act in good faith or that he/she acted in a manner he/she believed to be not in or opposed to the best interest of the School, and, with respect to any criminal action or proceeding, that he/she had reasonable cause to believe his/her conduct was unlawful, and (b) such court further determines specifically that indemnification should be denied. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith or did act in a manner which he/she believed to be not in or opposed to the best interest of the School, and with respect to any criminal action or proceeding, that he/she had

reasonable cause to believe that his/her conduct was unlawful.

2. Insurance: The School shall purchase and maintain a Director and Officer Liability Policy in amounts deemed appropriate by the Board insuring the School and its individual directors and officers against the defense costs or liabilities arising out of such individuals service as directors or officers of the School.
3. Non-exclusive: The rights of indemnification set forth in these Bylaws shall be in addition to, and not exclusive of, all other rights of indemnification to which he/she otherwise may be entitled, including any rights to indemnification under the terms of the Director and Officer Liability Policy.
4. Committee Members: To the extent that insurance is reasonably available, the School shall extend the same indemnification provided in this Section V to non-Director committee members.

SECTION VI GENERAL

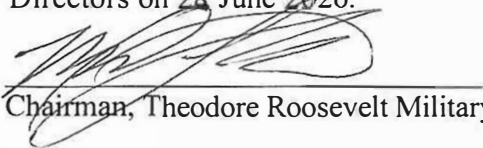
Amendment: These Bylaws and the Articles of Incorporation may be amended, altered or rescinded by a vote of two-thirds of the Directors present at a meeting at which a thirty (30) day written notice of the purpose has been given and a quorum is present.

These Bylaws recognize the 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.

These Bylaws recognize that all meetings of the Board will comply with Utah Statute §52-4-101 Open & Public Meetings Act.

An annual audit is required by Utah Statute §53G-5-404, which is to be handled by the full membership of the Board of Directors, not a committee.

The undersigned hereby certifies that these Bylaws were approved and adopted by the Board of Directors on 28 June 2026.



Chairman, Theodore Roosevelt Military Academy, Inc

Appendix D – Minutes

Theodore Roosevelt Military Academy Agenda

Date: June 28, 2026

Time: 7PM

Location: Virtual

Link:

Join Zoom Meeting

<https://us02web.zoom.us/j/84031985039>

Meeting ID: 840 3198 5039

One tap mobile

+12532158782,,84031985039#

Members: Matt Throckmorton, Jefferson Burton, Elaine Hansen

Call to order: by Matt Throckmorton at 7:08PM

1. Roll Call, welcome guests - Matt Throckmorton, Elaine Hansen, Jefferson Burton - No guests
2. Nomination and seating of Board Officers Elaine **moves** to seat Matt Throckmorton as Chairman, Jeff Burton as Vice Chair, Elaine Hansen as Secretary/Treasurer, Jeff seconds. Without objection, the motion passes unanimously.
3. Reading of Mission: Pending Matt notes that we will finalize a mission statement, which will include "The Strenuous Life" which is a famous speech given by President Roosevelt.
4. Consent Agenda
 - a. Approval of Minutes: LINK
Motion to approve by Elaine, Second by Jeff - Without objection approved unanimously.
5. Action Items
 - a. Review and approval of Bylaws: LINK Matt explains the process, and that once approved as a charter bylaw changes require approval by the Authorizer. **Motion** to approve with correcting edits by Jeff, seconded by Elaine. Without objection motions passes unanimously.
 - b. Review and approval of rough draft: Form LINK and Narrative LINK Matt explains the process by which the enrollment numbers are derived over five years, which includes standing up two detachments per year, over the first three years, and the anticipation that it will take a detachment three years to reach a capacity enrollment, thus overall enrollment will increase over five years. Elaine asked about where flight training will take place. Jeff explains it would primarily be West Jordan, though through the Civil Air Patrol Airport Number Two, the east side of the SLC Airport also has training. **Motion** to approve with pending edits by Jeff, seconded by Elaine. Without objection, approved unanimously.
 - c. Timeline of submission and presentation. Matt explains the timeline of submission, presentation, and actions by the SCSB and the State Board. In

addition, the timeline and possible funding amounts for the Revolving Loan Fund, as well two different start-up grants. These actions will take place between now and likely April of 2027, with an opening date of August 2028.

- d. Discussion of potential board members. Several names were discussed with a focus on educators, and accountants who live in Salt Lake County. We need to seat two more board members prior to the September 10 presentation. We want to get the right board members.
 - e. Training on Open & Public Meetings Act. Matt explains that by law all board members are required to have training on this law. It can be handled with training at a board meeting, or the State Auditor created a great training site with a quiz. Once a person completes the training and passes the quiz a certificate is granted proving the training has been completed. The challenge is to have this completed prior to the September 10 presentation.
 - f. Other items
6. Executive Session (If needed, closed to public): Matt explains some of the laws surrounding the process of an Executive Session. **No session was held.**
CLOSED/EXECUTIVE SESSION: The Board will consider a motion to close the meeting to hold a strategy session to discuss pending or reasonably imminent litigation, and/or to discuss the purchase, exchange, or lease of real property, and/or the character, professional competence, or physical or mental health of an individual in conformance with §524204 and §524205 et seq., Utah Code Ann.
7. Next Board Meeting: Pending Elaine is on the road a significant amount of time with her grandson. She speaks highly of a Bugle Drum Corp. Jeff notes the many great attributes taught by such activities. We will set the next board meeting, likely within two weeks.

Adjournment Jeff moves to adjourn, which is non debatable. Without objection, we adjourned at 7:50PM