

Key Academy Utah

Unlocking the Potential of Students with Dyslexia

Required Information

Charter School Information

- 1. Name of Proposed Charter School:** Key Academy Utah
- 2. Name of Applicant:** Key Academy Utah
- 3. Authorized Agent:** James Green
- 4. Mailing Address:** 2250 South 3300 West, Heber, UT, 84032
- 5. Phone Number:** 801-636-9903
- 6. Email Address:** CaptainJimGreen@gmail.com
- 7. New School Location and Location's School District(s):** We are currently in discussions regarding the leasing of the building now occupied by Beehive Academy located at 834 E. 9400 South in Sandy as our primary preference. We are also having Situs Retail group explore and locate suitable alternatives in Riverton and West Jordan. This is inclusive of Canyons and Jordan School Districts.

Governance Structure

Name	Position	Area of Expertise	Any Charter Affiliations
James Green	President	M.A. Educational Leadership Development and Policy	No
Layne Hilton	Vice President	LMHC M.Ed. Assessment and Support Conflict and Resolution Certification	No
Shellie Burrow	Secretary	M.Ed., SpEd, Certified Academic Language Therapist, Qualified Instructor, Certified Dyslexia Therapist, Has children with disabilities	Yes - Shellie participated in a two-year practicum as a Qualified Instructor, assisting in CALT training for teachers, Speech Pathologists, and the SpEd department at Louisiana Key Academy
Ryan Marchant	Financial Coordinator	B.A., CFO for RSLA, EEHS, and FFCH.	Yes - Ryan is currently the business manager at three Utah charter schools
Michael Schwab	Governance Chair	B.A., M.A., J.D.	No

Enrollment

8. Year School will start: KAU plans to begin Academic Language Practitioner and Therapist training for teachers in July of 2023 and open doors in the 2023-24 school year.

9. Grades Served: K-8

Does the proposed grade configuration match the resident district grade configuration?

☐ Yes

X No: *KAU will be different than the Jordan School District and Canyons School District as it will include grades K-8, inclusive of both the elementary and middle school grade divisions.*

10.	10. Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	24	54	54	54	54	54	54							348
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	36	66	66	66	66	66	66	66						498
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	36	72	72	72	72	72	72	72	72					612

Waivers

11. Is this proposal seeking special treatment under UCA §53G-5-301?

X Yes: *Provide a justification*

KAU is seeking a waiver to provide instruction for students with dyslexia who are at risk for academic failure. One in five students or 20% of the population are dyslexic. The Code currently reads “that eligibility for enrollment for students with disabilities may be slightly weighted in the lottery.”

Key Academy Utah, replicating Louisiana Key Academy (LAKey) requests that an admissions screener, parent interview, and family language survey, all previously developed with the support of Drs. Sally and Bennett Shaywitz of the Yale Dyslexia and Creativity Center, be used to screen potential students upon application, and the school enrollment of KAU be exclusive to educationally disadvantaged students who are identified as dyslexic based on the admissions data and information provided by parents/guardians. KAU recognizes that 20% of the population is dyslexic and believes every seat in the school should be reserved for a student who is dyslexic and at risk for academic failure. Exclusivity for educationally disadvantaged students in Utah is not new. Currently, the Utah Schools for the Deaf and the Blind, while a state agency,

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is a school that accepts only students who are deaf/hard-of-hearing or visually impaired. This model allows teachers credentialed in the delivery of instruction for the educationally disadvantaged student to provide targeted, explicit, evidence-based instruction with adequate time and appropriate class size for students who qualify for services based on their disability. A similar model, Louisiana Key Academy, for a charter school serving dyslexic students who are educationally disadvantaged is a powerful and effective model supporting the strengths and needs of dyslexic students.

12. Is this proposal seeking priority consideration under UCA §53G-5-504?

☐ Yes: *Provide a justification.*

☒ No

13. List any waiver requests here (i.e., Rule numbers and titles).

Rule Number: U.C.A. 1953 § 53G-6-502

Title: Eligible Students

A charter school may weight its lottery to give a slightly better chance of admission to educationally disadvantaged students, including:

- **Students with disabilities.**
- Low-income students.
- English language learners.
- Migrant students.
- Neglected or delinquent students.
- Homeless students.

KAU is requesting a waiver for U.C.A. 1953 § 53G-6-502, Eligible Students. The Code currently reads, "eligibility for enrollment for students with disabilities may be slightly weighted in the lottery." KAU requests a waiver for the lottery and seeks exclusivity in admissions for educationally disadvantaged students who are at risk for failure and who have been identified as dyslexic.

Signatures

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 governing body of the proposed charter school.

Name of Authorized Agent: James Green

Signature of Authorized Agent:

1. Key Elements

1a. State the proposed school's mission.

The mission of KAU is to serve the community at large, to educate and remediate children with dyslexia in an evidence-based curriculum, and to stand as an excellent model for other schools in our community.

1b. State the legislative purpose(s) outlined in UCA 53G-5-104 which this school specifically satisfies.

In accordance with UCA Title 53G Chapter 5 Section 104, KAU's purpose is to:

1. Continue to improve student learning. The heart of KAU's mission is to educate and remediate children with dyslexia in an evidence-based curriculum based on the Science of Reading. Daily and weekly progress monitoring are the foundation of the therapeutic approach to instruction for Academic Language Therapists. Teachers provide student-driven, not program-driven, instruction for remediation-to-mastery of concepts that are introduced sequentially and cumulatively to promote individual achievement and collective success.
2. Encourage the use of different and innovative teaching methods. In addition to our training from, and replication of, LAKey, KAU staff will receive training from the High Tech High San Diego charter school staff. The High Tech High model is highly successful, with sixteen schools across four campuses. Training will emphasize the incorporation of technology, project-based learning, and collaborative learning.
3. Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school. KAU will provide an annual stipend for teachers to enroll in a professional training of their choice for maintenance of CEUs needed as educators and as CALTs or CALPs. In addition, Teaching Teams will design and implement individualized and class instruction driven by student data and student choice.
4. Increase the choice of learning opportunities for students. Students will have the opportunity during Think Tank each day to collaborate in planning individual or group projects. Based on the planning, students will participate in enrichment projects on Fridays. As dyslexic students typically excel in technical areas including engineering, architecture, arts, entrepreneurship, and technology, opportunities in these fields will be available and supported by teacher mentors to provide innovative experiences for student growth.
5. Establish new models of public schools and a new form of accountability for schools that emphasize the measurement of learning outcomes and the creation of innovative measurement tools. Part of the mission of KAU is to serve the community at large and to stand as a model for other schools. KAU will invite other schools to observe and meet with staff to discuss the KAU model of classroom and schoolwide implementation strategies based on the Science of Reading. Student ambassadors in the upper grades will learn to conduct tours and answer questions about KAU programs. Teachers in other schools in will be invited to participate in CALT and CALP training, both in person and remotely.
6. Provide opportunities for greater parent involvement in management decisions at the school level. KAU will host a monthly "Voices" meeting with the director to discuss success, calendar, and concerns. In addition, parent break-out groups will formulate possible solutions for school needs and improvement, student and/or parent support, and

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community awareness. KAU will also promote a Parent Teacher Organization which will recruit and coordinate volunteers, and community leaders to support parents, teachers, and the school programs.

7. Expand public school choice in areas where schools have been identified for school improvement, corrective action, or restructuring under the No Child Left Behind Act of 2001. Since 20% of the student population is dyslexic, it is not surprising that reading proficiency continues to be a deficiency in public schools that require corrective support or action. Utah is ranked slightly above the rest of the U.S. However, only 43% of Utah students are proficient in Language Arts. Utah has made great strides to implement the *Science of Reading* through LTRS training as we transition to stronger, evidence-based practices. Teachers understand and even embrace the concepts of the Science of Reading. However, large-scale implementation has been difficult. KAU will be a school choice, available immediately, for parents that provides targeted, and explicit support for dyslexic students at risk for failure. Our greatest strength will be the replication of LAKey, a highly successful existing charter school model. In LAKey's first year, 110 students were enrolled in grades 1-4 resulting in a revenue of \$1 million. By year three enrollment was 450 students commuting from ten parishes (counties). Now in its ninth year of operations, LAKey revenue is \$7 million. Two additional campuses will open in the 2022 and 2023 school years and plans to open a high school are being developed. Enrollment for each campus is projected at 475 students, with kindergarten added to all elementary campuses. Speaking with Brad Nelson of Spectrum Academy of Utah has also been very encouraging. Many of Spectrum's successes mirror those of LAKey. We are encouraged and confident in planning and creating a sustainable, replicable model for Utah.

1c. Explain how this school will promote the State Charter School Board's mission and vision.

The vision of the State Charter School Board, "Every student has access to an excellent education that meets their unique learning needs" is a perfect description of the KAU model as a replication of LAKey. Teachers who are highly trained in structured language therapy will ensure that students with dyslexia will receive the highest caliber of education based on evidence-based instructional practices to support dyslexia, dysgraphia, and dyscalculia. KAU will also promote the State Charter School mission of "advancing choice, innovation, and student success". KAU is a school for students with dyslexia. KAU trains teachers and provides immediate implementation based on the successful model of LAKey. The following comment from an LAKey parent encapsulates this model of success.

"I support the life changing education team, students and parents of Louisiana Key Academy. Their commitment to helping children learn to overcome Dyslexia is inspiring and it is working! Thank you to Dr. Laura Cassidy, Congressman Bill Cassidy, Suzette Petty and those who generously give their love, expertise, and financial support to make Louisiana Key Academy a reality for K-5 students in 6 parishes. We appreciate you for finding REAL solutions that work!" - Betsy Oken Barn

1d. List the school's key elements: The key elements of the Charter School, as set forth in the application, are programs and processes that are defining characteristics and make this school unique.

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The model for KAU is unique in Utah as a charter school for students with dyslexia. As such, the key elements are developed to ensure student growth mindset and academic success. KAU is guided by four connected design principles:

1. **Equity:** KAU is an equity project. Highly trained teachers work to address inequities and to help students reach their full potential. Teachers who have a deep knowledge of dyslexia work together to employ a variety of different approaches in a collaborative learning environment.
2. **Personalization:** Teachers practice a learner-centered, inclusive approach that supports and challenges each student. Each day begins with Mindfulness Matters and then Think Tank, as students prepare to learn and to engage in enrichment projects. At the end of each day, students engage in learning reflection. KAU recognizes that identity development and personal growth occur in the context of community. KAU will foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small classes, small group work, home visits, advisories, and student collaborative work.
3. **Integration:** Students at KAU will use technology to engage in literacy, written, historical, scientific, mathematical, and artistic pursuits. Both academic and technical strands will be clearly evident as KAU integrates both strands and links them in collaborative and project-based learning.
4. **Collaboration:** Teachers will work in cross-disciplinary “Teaching Teams” that will enhance integration and depth of subject matter which will increase learning through collaboration. Implementation will be achieved through teaching partners who share a common prep period, a common office, and adjoining classrooms that can become a common space where the partners can co-teach their shared group of students. Teaching Teams allow teachers to know all students well and support accountability in teaching and in learning.

1e. Describe the academic goals of this school.

Academic Performance

KAU is committed to a strong evaluation program of student performance. We will conduct a yearly evaluation that will be submitted to the State Charter School Board.

Charter School Performance Standards:

Setting High Standards for Student Achievement: Key Academy Utah will set high standards for student achievement. Key Academy Utah’s goal by the fifth year is to be in the top 15% of Utah schools for language arts, math, and science (for applicable grades). Students will be expected to set individual mastery goals that exceed minimum competency requirements and will then track their individual progress. KAU students will be expected to achieve mastery before proceeding. Students will move at their individual pace as determined by mastery.

Progress Monitoring: To monitor growth in phonological awareness and discreet reading tasks, KAU will administer the CTOPP2 and TOWRE2 upon entrance, mid-year, and end of the year.

Formative Assessments: In addition to summative assessments mandated by the state of Utah, KAU will develop a formative assessment tool to provide valid and reliable data on student progress across various dimensions, including classroom participation, handwriting, writing fluency, communication skills, creative thinking/problem solving, collaboration, and academic skills mastery. The assessment tool will be directly connected to the standards for each grade. KAU teachers will systematically assess students, document progress, identify areas of need, and report accurately and consistently to faculty, parents, and the State on student progress. Data to

complete the formative assessment will be collected at scheduled times throughout the year. The sources for data will vary based on the item being assessed. The following subjects will be assessed and reported: Reading Accuracy, Reading Fluency, Reading Comprehension, Spelling, Written Expression, Handwriting, Math Fact Fluency, Math Applications, Science, Social Science, and PE. For each objective, students will be ranked as “Not Observed,” “Emerging,” “Proficient”, or “Exceeds Expectations.”

KAU’s goal is that by year three, 90% of students in grades K-4 and 80% of students in grades 5-8 will be measured as “Proficient” and meeting the benchmarks/objectives, including those in IEPs.

2. Program of Instruction

2a. Does the school intend to offer any of the following programs: No

- ☐ Career education is a focus of the charter school.
- ☐ Distance and/or online education will be offered.
- ☐ A partnership with a four-year college or university to offer early college options will formed.

2b. Briefly present the overall vision for how the school will operate.

Governing Board of KAU will include experts to support the mission and vision of KAU.

Administration will be knowledgeable and trained about dyslexia and will have experience recruiting and hiring excellent teachers to support the KAU mission.

Counselors will be knowledgeable and trained about dyslexia and SEL practices.

Special Education Director will oversee the management of all special education teachers, coordinators, and maintain compliance with Utah state and federal guidelines.*

Related Service Providers will provide contract IEP services i.e. speech language pathology, occupational therapy, etc. as listed on IEPs.

Academic Specialists will be highly trained as CALTs, in LETRS, in Multisensory Math, and in project-based learning so they can provide quality teacher and staff observations and support.

Highly trained teachers of core subjects will be CALTS or CALPS. Academic Specialists, who are CALTs, will provide push-in support as part of the Teaching Team for core subjects.

Support Staff: will provide services such as custodial, food services, etc.

Parents: will meet monthly in an open meeting with the director to learn of progress and have a platform to express thoughts.

Parent and Teacher Organization will support the school and families by coordinating school events, drives, parent volunteers, and assisting in fundraisers.

Students in upper grades will act as student ambassadors to individuals visiting the school.

*Note - KAU expects that up to 90% of the students attending, based on data from Louisiana school models, may have an IEP. KAU will manage this task with a special education director, at least one coordinator to manage files, and up to four special education teachers. Those SpEd teachers may dually act as Academic Specialists.

2c. Describe the school’s overarching educational philosophy.

Education is a driver of change, advancement, and equity in society. Our educational philosophy is founded on highly trained teachers who are diagnostic in teaching practices and teach to the individual student. The role of the teacher in the classroom is to be an agent of change as he or she provides structured multisensory language instruction and enrichment opportunities to help students grow and capitalize on their individual strengths.

2d. Provide a description of the intended educational program that includes methods of instruction and either sample curriculum choices or a description of how curriculum will be selected/developed.

Methods of instruction for Utah Key Academy will be based on the evidence-based practices for dyslexic students that include systematic, cumulative, and sequential practices that are multisensory in delivery and in practice. Curriculum choices for Key Academy Utah include Louisiana Key Academy curricula supplemented by Neuhaus consumables to support literacy, handwriting, spelling, and written expression. McGraw-Hill Number Worlds for grades K-8. Curricula for SEEd and for social sciences will be reviewed and selected by the board based on the alignment with Utah Core and the compatibility of multisensory language education.

2e. Provide a description of how the Utah Core Standards will be taught and assessed in the school.

Utilizing the selected curricula, each Teacher Team will develop a grade level scope and sequence based upon the Utah Core Standards. Teaching to mastery will be part of the scope and sequence. Teams will administer end-of-level formative assessments that measure for skill mastery. Teams may use the published assessments.

2f. Explain how the school will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, and the like.

KAU will seek to attract dyslexic children whose parents feel that they would function better in a student-centric, learning environment that specializes in the implementation of evidence-based instruction for dyslexic students. In addition, KAU will seek to attract parents who wish to see technology utilized more effectively to enhance learning for dyslexic students.

Special Education: Dyslexia is defined as “an unexpected difficulty in reading for an individual who has the intelligence to become a much better reader most commonly due to a difficulty in phonological processing which affects the ability of an individual to speak, read, and spell. Phonological processing means the appreciation of individual sounds in spoken and written language.” (LA Act 206). While many students who apply to KAU may have previously qualified for services under the Individuals with Disabilities in Education Act (IDEA), others may later meet the criteria under IDEA for eligibility. The primary method of identifying students that may be eligible for special education services is through the admissions and registration process, including the Parent Interview, the Family Language Survey, and the admissions screening battery, although special education status has no impact on admission to KAU. Students are also eligible for special education identification and eligibility determination through a “child find” process as defined by IDEA. Instructional staff will be trained in and knowledgeable of referral procedures to identify, respond, and meet the needs of students with disabilities. The Schoolwide Services Committee of KAU, including an administrator/LEA, special educator, classroom teacher, and any relevant service providers, will oversee the referral process for any students. KAU will provide additional psycho-educational diagnostic services to assess students referred, for each of the disabling conditions as defined by state and federal law. For students with services defined in an IEP, KAU will provide specially designed instruction, including specified modifications and accommodations in the Least Restrictive Environment (LRE) as defined by IDEA. Schoolwide accommodations that provide daily support for students include small class size, small group work, project-based learning, differentiated instruction, and instructional practices that are sequential, cumulative, and explicit in nature. Highly trained teachers and specialists are key.

Gifted and Talented: Many students with dyslexia are “twice exceptional” (2e) and qualify for gifted and talented programs. Estimates range from 2-5%. KAU will strive to treat every student as gifted, and to provide a “dually differentiated program”: one that nurtures gifts and talents while providing appropriate instruction, accommodations, and other services for reading and writing deficits. Additionally, instruction for 2e students should be designed to develop higher-level cognitive functioning, or for their challenges to develop basic skills (e.g. handwriting, reading, spelling, written expression, math computation). One promising approach for 2e students is the multisensory, structured language approach used for the treatment of dyslexia. Like students with dyslexia, gifted students may benefit from instruction that includes a variety of stimuli, technology, and multiple sensory modes.

Multilingual Learners: As with all students at KAU, students who are Multilingual Learners (MLL) will receive appropriate interventions including, but not limited to: small group instruction, and individual tutoring as needed in a language-rich classroom environment. In addition, the implementation of World Class Instructional Design and Assessment (WIDA) strategies delivered by highly trained teachers with ELL endorsements will be standard at KAU. Professional Development for teachers of MLL students will be available annually for all KAU staff.

3. Market Analysis

3a. State the school’s intended location. Be as specific as possible. If the exact location is unknown, describe the characteristics of the areas the school will be seeking and how the governing board will find and acquire the location.

KAU intends to locate in the southeast Salt Lake Valley. Currently, the KAU governing board is in an ongoing conversation with the leasing agent of the site Beehive Academy occupies in Sandy. This site will be the correct size for a K-8 roll-out and is already built-out as a charter school. The parking and pick-up areas are adequate. With the assistance of Situs Leasing and Brad Nelson of Spectrum Academy as a consultant, we are also exploring real estate in Riverton and West Jordan.

3b. Justify why this school’s educational program is needed in the selected location.

With approximately 20% of the population identifying as dyslexic, KAU governing board recognizes that in any given county/school district there is a need for a charter school for students with dyslexia. Consider that in a K-6 public school with a student enrollment of 750 students, 150 students could be dyslexic. In a school district such as the Jordan School District which has 54 elementary and middle schools and a student enrollment for K-8 of 43,000 students, 8,600 students could be dyslexic. These numbers are staggering but are likely similar for any given location. These projections clearly emphasize the need for a charter school for students with dyslexia. Utah has recently mandated LTRS training, (an Orton-Gillingham based program developed for dyslexic readers) for public school teachers in grades K-3. However, KAU will employ teachers with CALT and CALP training in addition to LTRS training to provide evidence-based instruction for students with dyslexia in grades K-8.

3c. Provide the demographic information for the selected location.

KAU will be located in southeastern Salt Lake County. For the purposes of this market analysis, we are using Sandy, near 700 East and 9400 South. This area is close to the freeway and provides easy access to students who will be commuting to Sandy. The target area is located within the Canyons School District boundaries; however, we are open to all suitable locations in southeastern Salt Lake County.

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Canyons School District demographics: 57 schools serving 34,383 students in grades preK-12. Minority enrollment is 27.6% of the student body (majority Hispanic), which is slightly higher than the Utah public school average of 27% (majority Hispanic) and 10.5% are MLL. Students on Free or Reduced Lunch are 20.6%. Canyons School District student enrollment has remained steady over the last four years, with consideration of the impact of COVID.

Jordan School District demographics: 75 schools serving 57,267 students in grades preK-12. Minority enrollment is 26% of the student body (majority Hispanic), which is slightly less than the Utah public school average of 27% (majority Hispanic). Jordan School District is one of the fastest growing school districts in the state, with projections showing an increase of 3,621 students in the next seven years.

Sandy: the population demographics are 87.6% white and 12.4% minority with a projection of the population at 95,000, slightly down from the previous year.

Riverton: the population demographics are 91.8% white and 8.2% minority. Riverton population is projected to drop slightly.

West Jordan: the population demographics are 78.6.0% white and 21.4% minority. West Jordan population is projected to drop slightly.

3d. Explain in detail how the proposed mission, vision, and program of instruction align with the educational needs of the population described in 3c.

The mission of Key Academy Utah is to serve the community at large, to educate and remediate children with dyslexia in an evidence-based curriculum, and to stand as an excellent model for other schools in our community.

With the estimated number of dyslexics at 1 in 5, the primary objective of KAU is to provide an excellent education for the remediation of students with dyslexia, but also to educate the population at large about dyslexia to assist all stakeholders in making informed decisions for dyslexic students.

The vision of Key Academy Utah is to unlock the potential of children with dyslexia.

Our vision requires foundational excellence through highly trained teachers and the implementation of instructional and innovative practices that support bright, dyslexic students.

3e. Provide the characteristics of the proposed charter school that sets it apart from other schools in target location.

KAU seeks to be the first charter school in Utah for students with dyslexia and related disabilities. We are confident that we can offer a premier program in Utah to provide an excellent education for students with dyslexia that allows them to capitalize on strengths and overcome dyslexia.

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Appendix A: Background Information Sheet

Attached.

Background Information Sheet

Name: James Carlyle Green

Role: Key Academy Utah Board President

Statement of Intent-

I have had significant leadership opportunities throughout my life, culminating with eleven years at Utah Valley University as the Chairman of the Aviation Science Department. I intend to utilize strong organizational and leadership skills to support and grow the governing board for Key Academy Utah.

I was Assistant to the President on the mission I served for The Church of Jesus Christ of Latter-day Saints in Germany. I graduated number one in my Naval Aviation Officer Candidate School class and was Regimental Commander. I then served as a Naval Officer and Aviator (Fighter/Attack Pilot) for seven years, managing departments and flying off Aircraft Carriers.

I was a Bishop in the Church for fourteen years (three different occasions). I served on six High Councils of the Church. I also served in both a District and Stake Presidency.

After I retired from the airline, I taught at Utah Valley University for eleven years, became a tenured Associate Professor and Chair.

I am excited to be able to contribute to the formation of a charter school for dyslexic children.

Not-for-Profit History-

My wife created a non-profit foundation in New York, which I supported both personally and financially. I also served as a lobbyist member of another non-profit organization, Worldwide Organization for Women. And I attended meetings for these organizations in several countries and at the United Nations in both New York, New York and Geneva, Switzerland.

Employment History-

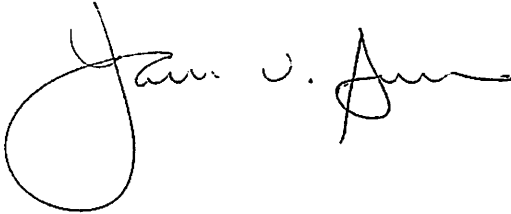
I served as a naval officer for seven years. I flew as a pilot for United Airlines for twenty-six years. I was a professor at Jiao Tong University in Shanghai, China, for a year. And I was a professor at Utah Valley University for eleven years. Following that, I worked as an aviation consultant for Ming Tao Corporation, which is headquartered in Hangzhou, China, for five years.

Education History-

I earned a B.S. from Brigham Young University in Pre-Veterinary Medicine (Animal Science). And I earned a MA in Business Administration and Management from Webster University. I also certified as an Airline Transport Pilot (ATP) by the Federal Aviation Administration.

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.

A handwritten signature in black ink, appearing to read "James Carlyle Green". The signature is written in a cursive style with a large initial "J" and a long horizontal flourish at the end.

James Carlyle Green

Background Information Sheet

Name: Layne Hilton

Role: Key Academy Utah Board Vice-President

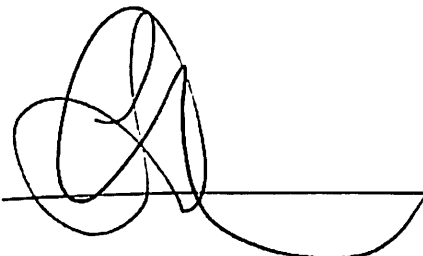
Statement of Intent: I have an extensive background in both teaching and assessing individuals with learning disabilities and providing treatment for individuals related to anxiety and trauma. As a Licensed Clinical Mental Health counselor, I intend to support and recommend structures and practices for assessment and admissions procedures for Key Academy Utah. I also plan to help develop structured programs for Social and Emotional Learning for students who struggle with anxiety and depression.

Not-for-Profit History: I founded a non-profit organization, the Utah Fire Fighters Emerald Society, an association for bagpipe players, originating with the Unified Fire Authority. This organization is a traditional bagpipe organization for firefighters which honors the heritage and lives of firefighters, police, military, and EMS personnel who have dedicated or given their lives in the protection of others.

Employment History: I am a Captain with the Unified Fire Authority, where I began in 1995. I also act as the department Behavioral Health Specialist. In this role I specialize in the identification and treatment of PTSD for First Responders. As such, I provide training for UFA and for departments across the country. I also work with Blomquist Hale where I work with trauma, ACT, CPT EMDR, CBT, Autism Spectrum Disorder and learning issues. I counsel, coach and mentor clients through the obstacles that come with trauma exposure. In addition, I currently have a private practice in Salt Lake.

Education History: I completed a bachelor's degree from Weber State University in psychology in 2016 and completed an M.Ed. with an emphasis in Educational Psychology at the University of Utah in 2018. In addition, I have a graduate certificate in Conflict Resolution from the University of Utah. I have also completed years of ongoing firefighter training and coursework while employed with UFA.

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A handwritten signature in black ink, appearing to be 'Layne Hilton', written over a horizontal line.

Signature

Name: Shellie Burrow
Role: Secretary

Statement of Intent: I am a Certified Teacher in Utah with 21 years of teaching experience. With an undergraduate degree in Linguistics and a Minor in Audiology/Speech/Language Pathology and TESOL, followed by a Special Education licensure from Brigham Young University. I completed an M.Ed. in reading at Southern Utah University, and finally a certification as a CALT at Southern Methodist University/Plano and most recently, I became a Qualified Instructor through the Dyslexia Resource Center, Baton Rouge. As the first QI in Utah, I am now able to train others to become CALTs and CALPs. With a strong background in language-based learning disabilities and with four years of post-graduate work, my intent is to act as the dyslexia specialist for the Key Academy of Utah governing board.

Not-for-Profit History: As a parent of three children who are deaf/hh, I have founded two advocacy boards, both state and national for families with deaf children who use Cued Language. I have also been the head of the national testing organization, the TECUnit, for Cued Language Translitterators and served in that position for nineteen years.

Employment History: During the time my children were growing up, I founded a national camp for families of children who are deaf and who use Cued Language for communication. As the director of those camps, we provided service and instruction for children and adults for seven years in a week-long family camp. During that time, I also developed curricula for adults and also for children to learn Cued Speech. The curricula are still being used today. As I took over the TECUNIT in 2002, I also developed a performance assessment for individuals who cue - "The Cued American English Competency Screening" which is still in use today as a prerequisite to sit for the National Certification Examination.

In 2002, after graduating from BYU, I began teaching Special Education, Mild/Moderate in Wasatch County School District.

Later, in 2014, after becoming a CALT, and working with individuals with dyslexia, I founded a private school, SAIL Academy, for students with dyslexia in Park City, Utah. After four years, I closed the school to pursue an application for a charter school. I have continued to work providing private therapy for students with dyslexia during that time in Park City, where I have a private office. I have also worked as a SpEd Teacher at Meadowlark Elementary in the Salt Lake City School District since 2018-19.

In 2021, I completed a two-year practicum in Baton Rouge at Louisiana Key Academy to become a Qualified Instructor for Academic Language Therapists. At that time, Louisiana Key Academy was just completing its first reauthorization as a charter school for students with dyslexia. I had the opportunity to see the roll-out of their program, and to train teachers in their school as CALTS. I have continued that association with Louisiana Key Academy, until this time. We are the first school outside of Louisiana to have been invited to replicate LKA.

Education History:

Qualified Instructor Practicum, Dyslexia Resource Center of Baton Rouge, 2019-2021

Academic Language Therapist, Southern Methodist University 2010-2012

Master of Education/Reading, Southern Utah University, 2007-2009

Bachelor of Arts, Linguistics, Brigham Young University, 1998-2001


Minor, Audiology, Speech/Language Pathology, Brigham Young, 1998-2001

Minor, Teaching English to Students of Other Languages, 1998-2001

Special Education Licensure, Brigham Young, University, 2000-2001

Associate of Arts, General Studies, Salt Lake Community College, 1997-1998

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.

A handwritten signature in black ink, appearing to read "Shelli Brown", is written over a horizontal line.

Applicant's Signature

Background Information Sheet

Name: Ryan Marchant

Role: Key Academy Utah Board Member

Statement of Intent-

I have had significant opportunities to serve as a business manager for several charter schools for the last twenty years. With that experience I have gained valuable knowledge and a skill set that would be beneficial in helping Key Academy achieve both academic and financial success. As a father of two children with dyslexia I am excited to help start a charter school that will provide much need help to children who struggle with this disability.

Not-for-Profit History-

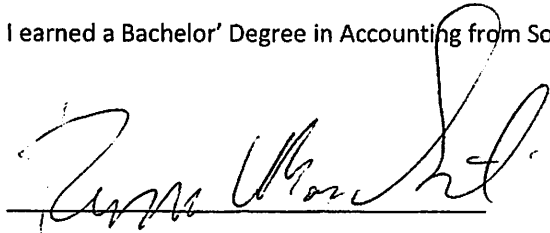
I have volunteered many hours setting up several charter schools. I am currently employed by East Hollywood High School, Fast Forward Charter High School and RSL Academy High School.

Employment History-

I have spent the last twenty years working as the business manager for East Hollywood and Fast Forward High Schools. Prior to that I spent five years as an accountant for a major real estate development company (Wasatch Group)

Education History-

I earned a Bachelor' Degree in Accounting from Southern Utah University

A handwritten signature in black ink, appearing to read 'Ryan Marchant', is written over a horizontal line.

Ryan Marchant

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.

Appendix A: Background Information Sheet

Name: MICHAEL L. SCHWAB

Role: Board Member

Statement of Intent: I have been an attorney for almost 37 years and am currently the senior partner in the law firm of Schwab & Hardcastle, LLC. I desire to apply my experience as a Board Member to assist Key Academy Utah in achieving its mission of educating and remediating children with dyslexia. I am very impressed with the commitment and qualifications of the other Board Members, and look forward to working with them to accomplish Key Academy's mission and goals.

Not-for-Profit History: I have served on the Board of Directors of a non-profit financial institution (Horizon Federal Credit Union) for more than 23 years, much of that time as Board Chairman. Horizon has always been heavily affiliated with the educational community, having originally been founded in 1956 as the Davis School District Employees Credit Union. My own family has also been deeply involved in education, with my wife, both parents and three siblings having been teachers. I have also served in many other non-profit civic and church capacities.

Employment History: As indicated above, I have practiced law for more than three decades. During that time, I have represented major corporations (such as Dow Corning and the Sheraton Corporation), governmental entities (including many Utah counties and cities), and numerous individuals. Much of my work has been in litigation, which gives me unique insight on how to *avoid* problems which lead to litigation. I believe that experience will be valuable in not only setting up a charter school, but properly operating it. I have also successfully managed my own business since 1994. Finally, my involvement on the Board of Directors of the Horizon Federal Credit Union for many years will provide valuable background and experience as financial considerations, governmental regulation and oversight, and other related issues arise.

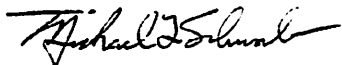
Education History:

Associate Degree (Pre-law), Ricks College (1976-1977; 1979-1980).

Bachelor's Degree (Political Science), BYU (1980-1982).

Juris Doctorate Degree (Law), BYU (1982-1985).

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

Key Academy Utah

Appendix B: Articles of Incorporation

Attached.

**ARTICLES OF INCORPORATION
OF
KEY ACADEMY UTAH**

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for the said corporation:

**ARTICLE I
NAME**

The name of this nonprofit corporation shall be Key Academy Utah.

**ARTICLE II
DURATION**

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

**ARTICLE III
PURPOSES**

(1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah.

(2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

(3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.

(4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

(5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

**ARTICLE IV
VOTING MEMBERS**

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

ARTICLE V POWERS

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

(1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers and purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. The corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

ARTICLE VI REGISTERED OFFICE AND AGENT

The street address of the corporation's initial registered office is 1850 Edwards Lane; Heber City, UT 84032. The name of the corporation's initial registered agent at said initial registered office is James Green.

ARTICLE VII INCORPORATORS

The names of the incorporators are James Green, Shellie Burrow, Michael Schwab, Ryan Marchant and Layne Hilton. The address for incorporators is 1850 Edwards Lane; Heber City, UT 84032.

ARTICLE VIII DIRECTORS

The number of directors of the corporation shall be no less than five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the Persons who are to serve as directors until their successors are selected and qualified are: James Green, Shellie Burrow, Michael Schwab, Ryan Marchant and Layne Hilton.

**ARTICLE IX
LIMITATIONS ON LIABILITY**

The directors, officers, incorporators and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

**ARTICLE X
BYLAWS**

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

**ARTICLE XI
AMENDMENT OF ARTICLES OF INCORPORATION**

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

**ARTICLE XII
DISSOLUTION**

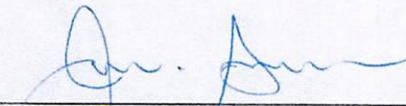
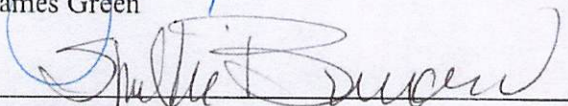
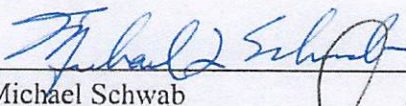
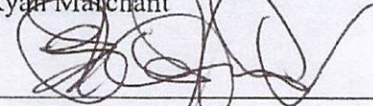
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall distribute the assets to the federal government, or to state or local government for a public purpose.

**ARTICLE XIII
DEBTS AND OBLIGATIONS**

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts of financial obligations of the corporation or officers or agents of the corporation.

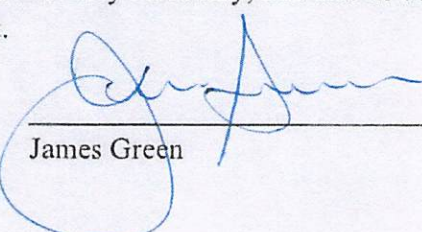
In Witness Whereof, the undersigned have executed these Articles of Incorporation this 25TH day of June, 2022, and say: That they are all incorporators herein; that they have read the above and foregoing Amended and Restated Articles of Incorporation; that they all agree to be incorporators and directors; that they know the contents thereof and that the same is true to the

the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


James Green
Shellie Burrow
Michael Schwab
Ryan Marchant
Layne Hilton

ACKNOWLEDGEMENT BY REGISTERED AGENT

The undersigned, James Green, being first duly sworn on oath deposes and says that he is the person appointed as the Registered Agent of Key Academy, and that he does hereby acknowledge and accept such appointment.


James Green

Key Academy Utah

Appendix C: Governing Board Bylaws
Attached.

**BYLAWS
OF
KEY ACADEMY UTAH**

**ARTICLE I
NAME, PURPOSE**

1. The name of the organization is **Key Academy Utah** (the “corporation”).
2. The corporation was formed to manage, operate, guide, direct and promote the corporation, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

**ARTICLE II
MEMBERS**

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the Board.

**ARTICLE III
MEETINGS OF DIRECTORS**

1. **Annual Meetings.** The board of directors of the corporation (the “Board”) shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business.
2. **Regular Meetings.** Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice.
3. **Special Meetings.** Special meetings of the Board for any purpose(s) may be called at any time by the President, or one-third (1/3) of the members of the Board.
4. **Notice.** Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a documentable form of communication.

**ARTICLE IV
BOARD OF DIRECTORS, OFFICERS**

1. **Board Role, Size, Composition.** The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Director/Principal and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (7) directors. Members of the Board shall receive no compensation other than reasonable expenses.

2. **Meetings.** The Board shall meet at an agreed upon time and place.

3. **Terms.** Board members shall serve three (3) year terms. However, in order to ensure the terms of the Board members are staggered to provided continuity in the Board, the terms of the initial Board of Directors shall be as follows: the Board member initially elected to serve as the Board President shall serve a five (5) year term; the Board member initially elected to serve as Board Vice President shall serve a four (4) year term; the Board members initially elected to serve as Secretary and Financial Coordinator shall serve three (3) year terms; and Board members not initially elected to Board officer positions shall serve two (2) year terms. Board members are eligible for re-election and may serve up to four (4) consecutive terms. [No Board member may serve more than four (4) consecutive terms.]

4. **Quorum.** A quorum consists of a majority of the current Board members. A quorum of Board members must be present at any meeting of the Board before business can be transacted or motions made or passed. Board members may be present in any manner allowed by law, including in person, virtually or by telephone.

5. **Officers and Duties.** There shall be four (4) officers of the Board consisting of a President, a Vice-President, a Secretary, and a Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individual elected to these offices shall hold their respective offices until their resignation, removal or other disqualification from service, or until the expiration of their office's term. No Board member may hold more than one office at any given time. Officers' duties are as follows:

(a) The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members to preside at each meeting in the following order: Vice-President, Secretary and Financial Coordinator.

(b) The Vice-President will chair committees on special subjects as designated by the Board.

(c) The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements,

distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

(d) The Financial Coordinator shall ensure members of the Board receive financial reports each month or as otherwise required by applicable laws, rules or regulations. The Financial Coordinator shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

6. **Vacancies.** Vacancies of the Board will exist: (1) on the death, resignation, or dismissal of any member; or (2) when the term of a current Board member has expired. In order to fill such a vacancy, the Board will solicit applications from the school community or members of the community at large. The Board may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.

7. **Resignation, Termination and Absences.** Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Board member may be removed with or without cause by a vote of two-thirds (2/3) of the remaining directors.

ARTICLE V COMMITTEES

The Board may create committees as needed to fulfill its responsibilities.

ARTICLE VI DIRECTOR AND STAFF

Director/Principal. The Director/Principal is hired by the Board. The Director/Principal has the day-to-day responsibility of managing the school, including carrying out the school's goals and Board policy. The Director/Principal will attend all Board meetings, report on the progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

ARTICLE VII INDEMNIFICATION

1. **Indemnification of Directors and Corporation Agents.** The corporation hereby declares that any person who serves at its request as Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the

corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest for the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VII, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon plea of nolo contendere of its equivalent, shall not itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to presumption that such person had reasonable cause to believe that his conduct was unlawful.

2. Indemnification Against Liability to the Corporation. No indemnification shall be made in respect to any claim, issues, or matter as to which a person covered by Article VII, Section 1 shall have been adjudged to be liable for misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

3. Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in article VII, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

4. Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Director, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

undertaking by or on behalf of the person that he or she shall repay in the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

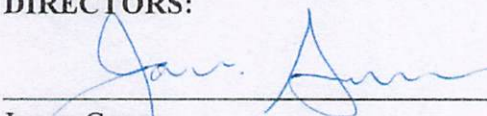
6. **Personal Liabilities of Directors and Officers.** No director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

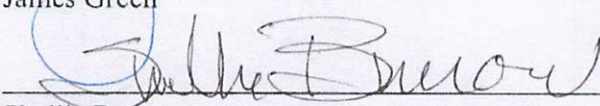
ARTICLE VIII AMENDMENTS

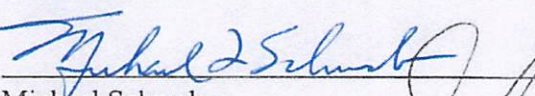
These Bylaws may be amended when necessary by the vote of a two-thirds (2/3) majority of the Board.

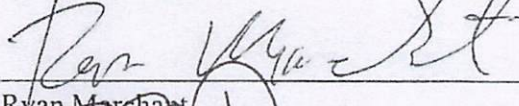
Dated: June 28, 2022


DIRECTORS:


James Green


Shellie Burrow


Michael Schwab


Ryan Marchant


Layne Hilton

Key Academy Utah

Appendix D: Minutes from Governing Board meetings
Attached.

Key Academy Utah

Board Meeting Agenda, 28 June 2022, 6PM

Salt Lake City Public Library Marmalade Branch 280 W 500 N SLC

I. Welcome

II. Approval of previous minutes - *Motion to Approve, Shellie, Second Jim, All in Favor.*

III. Reports from Board Members

- A. Michael Schwab- Will serve as Legal Board Member
- B. Layne Hilton- Will serve as Vice President of the Board
- C. Ryan Marchant- Will serve as Financial Coordinator
- D. Shellie Burrow- Will serve as Secretary
- E. Jim Green- Will serve as Chair as well as the Authorizing Agent

IV. Application Status

Application for Approval is Due at the Utah State Charter School Board by
1 July 2022

***That's THIS Friday! all board members will do a final review of the
proposal by Thursday, June 30, and submit recommended changes
to Shellie by Midnight.***

V. Application Discussion

- 1. Waivers - This needs some discussion
- 2. Key Elements - *complete/final edit*
- 3. Program of Instruction - *complete/final edit*
- 4. Market Analysis - This needs some discussion
- 5. Appendix A - Bios - *still need Ryan's*
- 6. Appendix B - Articles of Incorporation - *complete/final edit*
- 7. Appendix C - Governing Board ByLaws - *complete/final edit*
- 8. Appendix D - Minutes - *complete/final edit*

VI. Vote on Articles of Incorporation as Amended

Jim - motion

Shellie - Second

Unanimous: Mike, Jim, Shellie, Layne, Ryan (vote via email 6/27 and 6/28)

VII. Vote on Governing Board Bylaws as Amended

Jim - motion

Shellie - Second

Unanimous: Mike, Jim, Shellie, Layne, Ryan (vote via email 6/27 and 6/28)

VIII. Additional Task assignments:

***All board members, final review of Application by Thursday at
midnight***

Jim: get signed AoI and Bylaws to Joel

Jim: reach back out to Sean Reyes

Shellie: Email Peter Huntsman to discuss family member on board

Shellie; email Jennifer regarding final questions on the application

Shellie: Meet with Ryan to complete Funding proposal for Mitt Romney

IX. Location: Update on Beehive School location

28,000 SqFt possibly available (10,000 SqFt now being considered)

X. Brad Nelson a possible board member - *everyone agrees, Jim will talk to him after Brad has had a*

chance to review the proposal.

XI. Bio still needed for some of the Board.

A simple background sheet about you.

These need to be to Shellie ASAP, prior to the Proposal Submission Friday!

XII. Other items - *none*

XIII. Schedule for next board meetings:

Saturday, July 30, 10:30 AM

Saturday, August 6, 10:30 Am

THURSDAY, AUGUST 19 - POTENTIAL IN-PERSON INTERVIEW FOR ENTIRE BOARD