



ELEVATED
CHARTER SCHOOL

Proposal submitted July 1, 2022

Information Sheet

Charter School Information

1. Name of Proposed Charter School: Elevated Charter School
2. Name of Applicant: Elevated Charter School
3. Authorized Agent: Amy Edwards
4. Mailing Address: 1740 N 440 E, Provo, UT 84604
5. Phone Number: 385-447-3223
6. Email Address: mz.amylou@gmail.com
7. New School Location and Location's School District(s): Elevated Charter School will be a state-wide, online charter school, with an administrative office in Springville, UT.

Governance Structure			
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Name	Position	Areas of Expertise	Charter School Affiliations
Amy Edwards	Chair	School Administration; K-12 Instruction; Teacher hiring & training; Curriculum development & assessment; Implementation of state testing; Special Populations (SPED, EL, homeless, low-income, foster)	Pacific Coast Academy (CA)
Tyler Nelson	Vice Chair	Small business owner; Governing roles in non-profits; Youth leadership	None
Jessica Ellis	Secretary	Non-profit educational organizations; Business; Technology Education; Digital literacy	None
Robert Marx	Treasurer	Finance; Business Operations; Regulatory Compliance	None
Mary Kavanaugh	Member at Large	Instruction; Curriculum; Core Standards; Teacher training & personnel management; Program Regional Director	None

Enrollment

8. Year School will start: 2024-2025
9. Grades Served: K-12, progressively over first 3 operational years. Proposed grade configuration does match the state of Utah grade configuration, as this is a state-wide online school.

10.	Grades and Estimated Number of Students Served by Grade													Max
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY 24-25	50	50	50	40	40	40	30	0	0	0	0	0	0	300
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 25-26	50	75	75	75	60	60	60	50	45	0	0	0	0	550
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26-27	75	75	100	100	100	75	75	75	75	65	65	40	30	950

Elevated Charter School will open 300 spots in year 1 (24-25) in grades K-6, increasing to 550 spots in year 2 (25-26) in grades K-8, and increasing to a maximum of 950 spots in year 3 (26-27) in grades K-12. The chart above reflects a projected breakout. While Elevated Charter School will adhere to the total enrollment maximums, actual numbers in each grade level may vary.

Waivers

11-13. Elevated Charter School is not seeking any waivers.

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: Amy Edwards, Board Chair

Signature of Authorized Agent: *Amy Edwards*

From Quest Prep Academy to Elevated Charter School

Our board completed the application process in 2021-22, as Quest Prep Academy. We are back with a new elevated school name: Elevated Charter School. We stand by our original model, and our Elevated proposal will describe in more detail the principles of our model and connect how each of those principles will be implemented through instruction, curriculum, and day-to-day activities. Our principles and model are backed by long-term and peer-reviewed research of the best general practices in K-12 education and most effective online instruction. Our full application will address all questions posed to us at the January 2022 SCSB board meeting, and we look forward to meeting with you in January 2023.

Our new school name reflects how our model is designed expressly for the students of Utah. As Utah's motto is *Life Elevated*, our school's motto is *Learning Elevated*. As we prepare students to move onto college, career, and citizenship wherever life takes them, we meet them here in Utah, addressing the learning needs of families throughout the state.

Thank you for your feedback throughout this process and for welcoming us back.

Section 1: Key Elements

1a. **Mission:** Elevated Charter School develops students' initiative, creativity, collaboration, and critical thinking to create lifelong learners who are empowered for Life Elevated as they move onto college, career, and citizenship.

Vision: Elevated students have access to quality, rigorous education, as they collaborate with teachers to plan and achieve learning goals. Students are empowered to move on to higher education, fulfilling careers, and productive citizenship. Elevated families extend learning beyond school walls, into homes and out to communities.

Motto: Learning Elevated

1b. **Elevated Charter School will specifically meet legislative purposes outlined in UCA-53G-5-104 through:**

- (1) Continually improving student learning by utilizing Education Coordinators, licensed teachers who serve as liaisons between students, parents, and class teachers, building long-term relationships of trust with families, and guiding students throughout their individual learning paths. Education Coordinators professionally collaborate with class teachers and other staff, such as SPED teachers to ensure the academic needs and goals of each student are met. The role of ECs is described further in Section 2: Program of Instruction.
- (4) Increasing choice of learning opportunities for students throughout Utah, by connecting learners throughout the state with each other and with top teachers from throughout the state, through live online classes and secure digital collaboration tools. Elevated Charter School provides equitable access with school-issued laptops, wifi hotspots, and/or portable satellite routers as needed, so that the same high quality education and digital learning are available to all students regardless of economic status or location within Utah.

In addition to the specific legislative purposes described above, Elevated Charter School's model will meet all 7 legislative purposes, and details on how each are met will be addressed in our full application.

1c. **Elevated Charter School will promote the State Charter School Board's mission and vision.**

Elevated Charter School will provide an innovative choice in education that is currently unavailable as one, cohesive program. This includes live online classes that blend highly collaborative and hands-on learning activities, peer collaborative projects, and asynchronous homework assignments that are monitored at least weekly. Students will learn from teachers who are specifically trained in creating highly interactive online learning experiences, and in creating personalized projects that connect core learning objectives to personal, real-life applications. Elevated Charter School will provide flexibility and choice in courses, allowing students to explore personal areas of interest and engage in personalized projects, while mastering core standard skills & knowledge, including college & career readiness.

1d. Elevated Charter School's Key Elements

- Collaborative online learning, in which peers and teachers partner to achieve shared learning objectives.
- Rigorous and digital learning that is accessible to all students, regardless of location, economic means, and/or special needs.
- Teachers who are specifically trained in implementing highly interactive online learning and effectively monitoring progress and mastery to ensure fidelity to learning objectives.
- Teachers who focus on 1-2 subject areas to provide in depth learning, personalized and differentiated assignments, and the highly engaging learning activities.
- Classes available for grade level blocks to facilitate peer collaboration and differentiated learning. Details of implementation are included below in the Program of Instruction.
- Testing as a learning environment. Assessment is approached as a collaborative and metacognitive process that partners teachers and students in evaluating learning and planning to fill learning gaps with future learning.

1e. Academic Goals

- Students will demonstrate standards-mastery at each grade level in all core areas as outlined by the Utah State Board of Education, including students' ability to apply cross-cutting skills and content knowledge across multiple and integrated subject areas. Standards mastery will be determined using formative, summative, and standardized assessments. Students identified as below grade level will receive academic intervention and progress will be monitored using school-wide assessments taken three (3) times during the school year, with the goal of grade level mastery within two (2) years.
- Students will be able to appropriately respond to and use academic language in core subject areas, which they will demonstrate on formative and standardized tests, as well as while working with rubric-based self and peer evaluations.
- Students will demonstrate 21st-Century digital literacy, including skills in keyboarding, researching and evaluating information from digital sources, digital presentations that include visual media, and the ability to complete computer-based assessments.

Section 2: Program of Instruction

2a. Elevated Charter School will offer statewide online instruction, through live online classes, weekly monitored asynchronous assignments, secure digital discussion boards, and online intervention and SPED support.

2b. Elevated Charter School will provide live online classes that include collaborative and hands-on learning activities, and academic support to students throughout Utah, regardless of location or economic means, by providing (1) laptop computers and (2) internet access support, through wifi hotspots and/or portable satellite routers as needed. Live online classes will be taught by subject expert teachers. Materials needed for hands-on learning activities will be

shipped directly to students' homes. Elevated teachers will also implement highly engaging and closely monitored asynchronous assignments to provide practice & reinforcement of content and skills learned during class meetings.

2c. Elevated Charter School's overarching educational philosophy.

- **Elevated teachers always:**
 - foster lifelong learning
 - build learner confidence and growth mindset
 - build metacognitive skills that empower students to gradually take ownership of their education
 - promote positive relationships between teachers, students, parents, and peers.
- **Metacognitive Learning:** As demonstrated in multiple studies cited in John Hattie's *Visible Learning*TM, metacognitive learning has the highest retention of content and skills. This approach involves actively partnering teachers and students in the process of learning. Students are aware of learning goals from the beginning of each unit of study and assignment, and reflect with teachers on their own progress as measured through a variety of assessments. Teachers engage in close observation of individual student learning, review diverse assessments, and engage in early and deliberate intervention to ensure progression for each student. Teachers openly collaborate with students to personalize learning in order to fill any academic gaps and provide deeper and more challenging learning in areas of strength and interest. (Hattie 2008).
- **Collaborative Learning:** Elevated Charter School values teacher-led instruction, but also believes that learning has even greater impact when peers are able to teach each other and learn from each other. This also builds confidence in students, and fosters a growth mindset. Students will develop initiative and be encouraged to express their creativity as they collaborate in peer teaching, deliver and evaluate small group and individual presentations, and engage in peer-planned projects. Peer teaching & learning more closely mirrors real world experiences beyond the classroom, thus preparing students to move onto higher education, career, and citizenship. As the [National Association of Education](#) points out, "Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well."

Using our highly interactive online model, Elevated Charter School will facilitate true collaboration and build 21st-Century digital skills in using technology to collaborate. This also meets Utah Standards and objectives in Utah's Digital Teaching & Learning initiative. More about implementation is described below in section: Methods of Instruction, and will be further elaborated in our full application.

- **Teaching Students *How to think & learn*:** Throughout all classes, an overarching objective is to teach students *how to think* and *how to learn*. This elevates students beyond checking boxes and to empowerment for lifelong learning. Elevated Charter School will provide opportunities for students to apply skills across multiple subject areas, by offering some classes that integrate subject areas, such as Humanities and STEM, as well as integrating critical thinking and learning strategies into all core and elective courses. Research has shown positive outcomes including: ability to connect information from disparate contexts and perspectives, inclination to inquire and lifelong

learning, effective reasoning and problem solving, capacity to make and act on moral or ethical judgments, treating others with fairness and compassion, complex cognitive skills for decision making in intercultural contexts, social skills to function effectively in diverse groups, and personal attributes that include flexibility and openness to new ideas, psychological, social, & physical well-being.

(https://deepblue.lib.umich.edu/bitstream/handle/2027.42/57388/222_ft.pdf;sequence=1)

- **Assessments as a Learning Environment:** Elevated Charter School approaches all assessments and testing as a learning environment and will guide students through self-assessments regularly, with a growth mindset. Teachers will provide specific learning goals and rubrics at the introduction of learning activities, so that students have a clear vision of the expectations and measurements of successful learning. Students will review assessment results alongside a teacher in order to understand how to use assessments to plan future learning. Teachers will proactively teach test-taking strategies to build student test-taking confidence and strategies.

2d. Elevated Charter School's educational program, including methods of instruction, curriculum adoption & development criteria:

Methods of Instruction

- **Synchronous Online Classes:** As described above, in 2b & 2c, Elevated Charter School will provide live, online classes in core academic and elective subjects, on the Zoom platform. Elevated teachers will be specifically trained in best methods of online instruction, as well as in highly engaging learning activities for a virtual classroom. Live class time will be focused on collaborative learning activities and problem-solving with teachers & peers. Class activities include whole class and breakout room discussions, engaging students in live whole class direct instruction, peer collaborative editing of authentic pieces of student writing, skits, science experiments, guided note-taking, projects, and simulations. Elevated Charter School will ship all materials needed for class activities and homework assignments directly to student homes (or shipping addresses within Utah) so that all students have equitable access to materials and can participate alongside peers, guided by teachers, in real time.
- **Asynchronous Assignments (Homework):** When students are not attending live online classes, their school day will be filled with asynchronous assignments, which will be monitored daily and weekly based on the assignment. These homework assignments reinforce content and skills introduced in live online classes, and come with detailed instructions to guide students. Teachers will be available in daily office hours to respond to any questions regarding asynchronous assignments. Engaging and easily monitored asynchronous learning activities include: Blooket games, Kahoot!, secure digital discussion boards, FlipGrid videos, continuation of projects started during class, and daily and weekly skills practice assignments. Asynchronous assignments are closely monitored by class teachers and are due each Friday by 3:00pm.
- **Digital, 21st-Century Collaboration:** Elevated Charter School will take online learning to the next level by creating live online classes that facilitate collaboration among students and teachers. Students will engage together in hands-on activities, while participating in live online classes, and then follow up with collaborative projects and secure discussion boards outside of live class meetings. Teachers will guide and monitor students in using technology to collaborate and share learning.

- **Mixed Grade Classes:** Combining students in mixed grade level classes facilitates collaborative learning, which increases engagement and retention. Mixed grade classes have been shown to have more productive time by individual students and higher engagement by all students. (Slavin & Hurley 2003). Mixed grade classes are different from multi level classes. In multi level classes, a single teacher attempts to teach different levels and sometimes different subjects to the same group of students. This has been shown to be ineffective for students and stressful for teachers. In mixed grade classes, the teacher delivers the same direct instruction to all students, while homework assignments are adapted to align with current academic level, providing scaffolding for students who are working below their grade level or additional challenges for students ready to work above grade level or at a faster pace. Mixed grade classes allow students to progress more fluidly through academic levels. Mixed grade classes facilitate students within the same household learning similar topics, fostering at-home discussions around learning. Mixed grade classes are still taught within grade level blocks: K-2, 3-5, 6-8, 9-12. Students may take some subjects, such as Social Studies out of traditional order, but within each block, students will complete all grade level content.
- Education Coordinators will guide parents and students in selecting appropriate classes. Students who may transition into their district school will be advised to choose topics that align with their current grade level. Although classes will be mixed grade, each student will be individually graded and assessed based on his/her grade level standards, with progress monitored by class teachers, Education Coordinators, and SPED teachers as appropriate, through a secure online system.
- **Subject Expert Teachers:** All Elevated teachers will focus on teaching 1-2 subject areas, which will be applied at all grade levels. This allows teachers to focus planning and instruction on 1 subject area and thus plan richer and more engaging learning activities. Students can dive deeper and ask investigative questions and teachers will have the time and ability to respond to those questions. Teachers are not required to be licensed in a specific subject area for grades K-6, but allowing them to focus their energy into a subject area in which they have expertise from their own education or personal interest creates a more interesting working environment. Teachers in grades 7-12, and for math and science in grade 6, will need to hold a current license to teach that subject for the upper grades.
- **Elevated Learning Journals:** Students will record their learning in Elevated Learning Journals, which can be notebooks, binders, or sketchbooks in which they create and capture learning through: notes, illustrations, timelines, graphs, learning reflections, teacher-provided planning tools, learning objectives, rubrics, templates, graphic organizers, and assessments. Students can use their own creativity to personalize learning in the way that resonates for them and increases retention. Class teachers will review journals weekly to verify academic progress. At the end of each school year, these journals become not only a reference for later learning, but a treasured keepsake.
- **Education Coordinators:** In addition to class teachers, each family has an *Education Coordinator*, a licensed teacher who meets with students & parents at least once a month, to review academic progress, provide resources for academic support, create early intervention plans when needed, and provide enrichment resources for advanced students. The same Education Coordinator is assigned to all students within the same household and follows students from grade to grade, to build a bond of trust and connection with the students and family. Class teachers communicate weekly with Education Coordinators, reporting current

progress in each class. Education Coordinators complete onboarding for each family, explaining school policies & procedures, collecting signed agreements and enrollment paperwork. ECs also facilitate standardized school and state testing, so that time is not taken away from class meetings.

Ashleigh is a 3rd grader who loves stories and art. She loves reading and reads above grade level. She is taking a Literature-based ELA 3-5 class, which allows her to work above grade level. Her confidence in math is low and she struggles to complete math assignments, so she attends optional math support sessions. She is taking Integrated (Int) Science, which blends content from grades 3-5 SEEd Standards. She also takes Art, PE and Dance.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Morning Meeting with EC				
9:00 - 10:15	Math 3 <i>Live online class</i>	Math 3 <i>Optional help session</i>	Math 3 <i>Live online class</i>	Math 3 <i>Optional help session</i>	Asynchronous Assignments Park Day Field Trip <i>in person / virtual</i> Teachers available for office hours help. EC Conferences
10:15	Break				
10:30-11:45	ELA 3-5 <i>Live online class</i>	Int Science <i>Live online class</i>	ELA 3-5 <i>Live online class</i>	Int Science <i>Live online class</i>	
12:00	Lunch Break Work on asynchronous assignments				
1:00	Social Studies 3 <i>Live online class</i>	Art 3-6 <i>Live online class</i>	Social Studies 3 <i>Live online class</i>	<i>Asynchronous assignments</i>	
2:00	Virtual PE	<i>Asynchronous assignments</i>	Virtual PE	<i>Asynchronous assignments</i>	
3:00		Dance class <i>In person with ESP</i>		Dance class <i>In person with ESP</i>	

Trevan is a 6th grader who loves Science, Math, and Computers. He is on track for grade 6 reading standards, but is a reluctant reader and resists writing, so he attends an ELA help session with his teacher in addition to regular class meetings. He takes ELA 6-8 to work with peers who model and peer-teach at a strong middle school level. He takes Integrated Science, which blends content from grades 6-8, and reinforces all cross-cutting skills. He also completes 1 asynchronous course in Computer Game Design, which meets in a live online lab twice each month.

	Monday	Tuesday	Wednesday	Thursday	
8:30	Morning Meeting with EC				
9:00 - 10:30	Int Science <i>Live online class</i>	Social Studies <i>Live online class</i>	Int Science <i>Live online class</i>	Social Studies <i>Live online class</i>	Asynchronous Assignments
10:30	Break				Park Day

11:00 - 12:30	Math 6 <i>Live online class</i>	Math 6 <i>Optional help session</i>	Math 6 <i>Live online class</i>	Math 6 <i>Optional help session</i>	Field Trip <i>in person / virtual</i> Teachers available for office hours help. EC Conferences
12:30	Lunch Break				
1:00	Asynchronous Assignments in Computer Game Design Complete asynchronous assignments in other courses as needed Teachers available in office hours				
2:00 - 3:30	ELA 6-8 <i>Live online class</i>	Game Design Lab <i>Live online 2x/month</i>	ELA 6-8 <i>Live online class</i>	ELA 6-8 <i>Optional help session</i>	

Curriculum

- **Standardized Texts:** For the first operational year, Elevated Charter School will use McGraw-Hill texts, aligned to Utah Core Standards, as a primary resource, alongside teacher-created learning activities, projects, lessons, and various assessments based on the learning needs of students. McGraw-Hill curriculum includes a variety of assessments, including Standardized Test Practice, open-ended questions, and multi-step real-world problems to build critical thinking in students. McGraw-Hill's chapters each include a project-based assignment, which aligns with our model. Elevated teachers can use McGraw-Hill's projects and/or substitute one of their own that meets the same learning objectives.
- **Elevated Curriculum:** In January of the first operational year, teachers and administrators will meet to evaluate current curriculum and plan for future school years. Elevated teachers will work together to develop Elevated curriculum that integrates core academic skills & content with relevant, real-life applications. The goal is to develop an Elevated curriculum for all core subjects and grade levels, at a pace that ensures quality and smooth transition from outside curriculum.
- **Curriculum Adoption & Development:** Adoption of curriculum and/or curriculum developed by Elevated staff must meet the following criteria:
 - Aligns to Utah Core Standards
 - At least 70% of learning is project-based, with options for peer collaboration, oral presentations, and simulations.
 - Includes student-friendly rubrics with clear expectations described for all key assignments and end unit learning objectives
 - Enables students to use creativity & initiative through choice in learning activities and/or final project, through a good variety of assignment options.
 - Enables critical thinking through inquiry-based assignments
 - Includes a balance of standardized, inquiry-based, and project-based assessments. Includes both formative and summative assessments.

2e. Utah Core Standards will be taught and assessed in the school

Utah Core Standards will be integrated into all subject areas, at each grade level, through the use of standards-aligned curriculum and teacher created curriculum that aligns to Utah Core Standards and meets the criteria detailed above.

Elevated students will participate in a variety of assessments, including formative and summative assessments, localized school-based testing, and State Standardized tests. Curriculum and instruction will be driven by data collected through all forms of assessment, ensuring each student masters the skills and content of the Utah Core Standards to transition smoothly into the next level of learning.

2f. Elevated Charter School will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, and the like.

This model is especially suited to meet the individual needs of each student, with flexibility in class choice and scheduling, and the ability to individualize assignments, working in collaboration with students & parents.

When needed, SPED teachers and other professionals will be engaged to provide support for students' specific needs. SPED teachers will collaborate with class teachers and Education Coordinators to provide a cohesive learning experience for each student. Students with an IEP or 504 designation will be given modified or adapted assignments, based on their IEP or 504. Students who qualify for additional services, such as speech or occupational therapy, will receive services either virtually or in person from SPED providers.

Teachers have the flexibility to individualize assignments for advanced students, providing in-depth and integrated assignments to keep them challenged and engaged. Students of all academic levels will benefit from the collaborative and flexible nature of this model.

2g. Grades 9-12 graduation requirements.

Elevated Charter School's high school graduation requirements align with [Utah's State Board of Education graduation requirements](#). Students planning to attend a university directly from high school will be advised to complete additional courses, which will be planned out closely with an Education Coordinator and Guidance Counselor. Each student will have an Individual Graduation Plan, beginning either (1) when a student takes his/her first high school level course, such as Algebra 1 in grade 8, (2) as preparation for entering grade 9, or (3) upon enrollment if after grade 9. Graduation plans will be reviewed at the beginning and end of each school year to ensure alignment with graduation requirements and post high school goals.

2h. Distance and/or online education will be offered.

As described above, Elevated Charter School will offer highly interactive live online classes, taught by licensed teachers, who are specifically trained in online teaching, engaging students in a virtual learning environment, and using the most recent tools in education technology. Elevated teachers will also utilize asynchronous online tools to maintain student engagement outside of live class meetings.

Section 3: Market Analysis

3a. Elevated Charter School location(s)

Elevated Charter School will be available to students throughout the state of Utah, accessible to all socio-economic levels and students in all regions of Utah, using a virtual platform to deliver live, online classes, taught by licensed teachers.

Elevated Charter School will have an administrative office in Springville, where school supplies and equipment, as well as student records can be securely stored. Additional administrative offices may be added in other regions of Utah based on geographic concentration of enrollment. These offices will not be used for student meetings or instruction, and so are exempt from e-occupancy requirements.

Elevated Charter School will rent facilities, as needed, for State Standardized testing. Location of testing sites will be based on enrollment population. Students in remote areas will be proctored in State Standardized tests by their Education Coordinator, who will secure a space for that purpose. One-on-one testing can be conducted using library rooms, recreation facilities, local schools, or commercial spaces available for day rental.

3b. Elevated Charter School’s educational program is needed for K-12 students throughout the state of Utah.

“The number of Utah students who transferred to homeschool more than tripled at the beginning of [the 19-20] school year compared with the previous year, especially among elementary and middle school grades. ... According to an analysis by the Utah State Board of Education, this data equates to a single-year increase of 80% in online and virtual school enrollment from last year to this year.” ([KSLTV, November 2020](#)) In response to this increase new programs emerged, but many of these lacked educators who were specifically trained in online teaching. Some schools lacked the tools or infrastructure to adequately monitor the daily, weekly, and long-term progress of students toward mastery of learning objectives.

Even as local schools reopened, Utah continued to experience an increase in families who wanted home-based education for their K-12 students. Reasons include health concerns, objections to school policies on campus, concern about school safety, and simply wanting to continue what was working well for their students and family as a whole. As we at Elevated Charter School interviewed many parents of K-12 students, we heard first-hand from parents who expressed their desire to keep their children in a home-learning environment, while still being supported by licensed teachers.

Elevated Charter School will provide a quality and long-term school option to meet these growing demands, allowing families flexibility, while having the full support of credentialed teachers, coordinators, and directors who have developed skills in this unique learning platform. Designed from the start for online learning, every aspect of Elevated Charter School has been created to optimize the learning experience at home.

3c. Demographic information:

Elevated Charter School will be available to all students in the state of Utah from Kindergarten through high school. This option works well for all socio-economic levels, and for students throughout the state of Utah, whether in large cities or remote regions. Target students include: (1) students currently homeschooled but desire the support of a licensed teacher and accredited courses, (2) students who are currently participating in asynchronous

video-based online learning, who desire high levels of direct, live teacher interaction, (3) students currently enrolled with local site-based public schools who would be better served in a hybrid program with flexible scheduling and academic options partnered with the support of professional educators.

3d. Elevated Charter School’s mission, vision, and program of instruction align with the educational needs of our demographic.

Elevated teachers and Education Coordinators will closely partner with students and parents in meeting standardized learning objectives. Assignments can be personalized and adapted to learning needs and interests while maintaining collaborative learning. Working with the same families for multiple years enables Education Coordinators to build relationships of trust and to piece together all the resources each student needs to succeed academically and move forward into college and career.

Students who are currently homeschooled without the support of a licensed teacher will benefit from Elevated teachers and Education Coordinators who ensure each student masters the skills and content standards at each grade level, and completes accredited high school courses to meet college & career readiness.

Elevated Charter School will meet the unique needs of students in specialized programs such as performing arts and high-level athletic training, with one cohesive program to meet high academic goals and prepare for higher education, career, and citizenship. Education Coordinators, alongside class teachers and guidance counselors will provide cohesive resources and guidance that many of these parents are currently struggling to piece together on their own.

Students who are currently participating in video-based online learning will be more engaged in a program that still provides the flexibility of virtual learning, while engaging students in personal interaction with live teachers and peers. In addition to class meeting times, Elevated students can meet virtually 1-on-1 with class teachers and Education Coordinators for academic support.

Students, currently enrolled in site-based, 5-day/week school programs, or attempting to complete independent study or distance programs implemented through district schools, will benefit from a more flexible learning schedule and greater personalization of learning, in a program implemented by teachers and staff who are specifically trained in the best practices of highly interactive online learning. Students who will especially benefit include those with physical or mental health challenges that impede learning and cause chronic absenteeism.

3e. Elevated Charter School is a unique option.

As described above, Elevated Charter School differs from current options in several ways. Our full application will provide detailed and direct comparisons to current schools offering similar elements of the Elevated model. Currently there is no school offering the combination of elements that make up the Elevated model: (1) highly interactive live online classes, (2) class teachers who are specifically trained and certified in online instruction and using the most current technology tools, (3) collaborative learning activities within a virtual platform, (4) Education Coordinators who guide families from onboarding and throughout enrollment, liaisons between parents & students and class teachers, SPED teachers, and ESPs.

Appendix A: Background Information Sheets

Name: Amy Edwards, MAED

Role: Board Chair

Expertise: School administration, instruction, curriculum development, assessment, SPED, Special Programs/Populations, Teacher Training, Commercial Business/CFO

Statement of Intent

I am passionate about education, but especially about choices in education and more specifically about harmoniously blending education and family life to create a home culture of lifelong learning. Elevated Charter School was initially born out of the best practices that I have observed and implemented for over 30 years as a teacher, administrator, and parent. In addition to providing an excellent and personalized education to students, I am excited to create meaningful opportunities for teachers to impact the lives of students for a lifetime. As a teacher myself, and having worked with and trained many teachers, I understand the desire of these professionals to engage in meaningful academic practices and make a true impact in the lives of their students. It is my intention to transition from Board Chair to Director of Elevated Charter School. Our board supports this transition, and we have a smooth change of leadership roles already planned to ensure that our school continues to move forward.

Not-for-Profit & Volunteer History

- ❖ LOLIPOP Learning, a free online resource for education & parenting. Founder and primary content generator. <https://www.lolipoplearning.com>.
- ❖ YMCA, a non-profit 501c. Childcare Resource Specialist. Provided referrals for licensed childcare and preschool facilities, financial assistance referrals for low-income families, and respite care referrals for parents of children with special needs.
- ❖ Millennial Scholar Academy, a not-for-profit homeschool group. Board Chair, Board Parent Representative, teacher, curriculum writer, parent training.
- ❖ Girl Scout leader
- ❖ Cub Scouts & Boy Scouts volunteer
- ❖ Seminary Teacher (early-morning volunteer position)

Employment History

❖ Pacific Coast Academy

California public charter school, supporting at-home education for students in grades K-12. Fully accredited for all grades. Enrollment in 2021 was 3,900, and it has steadily increased for the 22-23 school year. Website: <https://pacificcoastacademy.org/>
Information can be verified on California Department of Education Public School Directory at <https://www.cde.ca.gov/schooldirectory/details?cdscode=37680490136416>

I have worked for Pacific Coast Academy (previously Inspire Charter School) since 2016, when the charter school first opened in San Diego County. The school currently enrolls

students in Imperial/San Diego County, Orange County, and Riverside County, covering all areas of California south of Los Angeles county line. I have been with this school from its beginnings, helped develop its various programs, and filled various roles as needed to meet the needs of the growing school.

In person teacher: Although this is a primarily online school, supporting families who are using an at-home model, the school had in-person classes once a week for the first 2 years. I taught middle and high school classes in History and Writing both years.

Online teacher: I have taught live online classes for the past 2 years, including: High School Leadership Elective (a-g/college prep approved), grade 6 Social Studies, Writing for grades 5-7, Math for grades 2-3, and Language Arts for grades 4-5. I created all the lessons and curriculum for these classes, incorporating slides, videos, hands-on activities, and games to engage students.

Supervising Teacher: PCA assigns Supervising Teachers a roster of 28-40 students, in grades K-12. As a Supervising Teacher, I conducted all onboarding of families on my roster and answered any questions that arose throughout the school year. I collected all required forms, facilitated school-wide and State testing to my roster students, collected and reviewed work samples in all subject areas, created report cards, and facilitated intervention and SPED accommodations as needed. I created individual graduation plans for high school students and monitored progress toward graduation.

High School Success Coordinator: I was asked, by the CEO in 2016, to step into the role of “High School Success Coordinator”, because the new school was struggling to implement an effective high school program. I accepted and helped organize the now thriving high school program at Pacific Coast Academy. At the time, the school was state-wide, and so my duties included traveling throughout the state of California to conduct in-person teacher training for groups of 50-200 teachers in each region, planning and conducting live online teacher training and creating video content accessible to teachers throughout the school year, creating Individual Graduation Plan forms so teachers, counselors, and high school admin could closely monitor student success and provide support early as needed, and answer parent, student, and teacher questions regarding high school. In 2019, the school was divided into regional schools, and I guided Pacific Coast Academy, covering Southern California, in implementing the high school policies and procedures I had helped create.

Testing Coordinator: I secured a facility and supervised the implementation of State Standardized tests, including supervision of 12 teacher-proctors, and 200 students. Since PCA does not have a school building, testing needed to be done in temporary rental facilities. I ensured that facilities met the state’s requirements, adequate internet including hot spots was available so that 200 students could access the state tests online with no interruption, and supervised the proctoring of all tests.

Special Populations Lead: I worked as a team lead for Special Populations, including homeless and foster students, economically challenged students, and English Language

Learners. I conducted ELL testing for placement and advancement in classes and curriculum. I trained teachers in supporting these special populations. I contacted parents to ensure they were aware of the support available to them through the school.

❖ **San Diego Liberal Arts Academy**

SDLAA is an Education Service Provider, contracted with multiple public charter schools throughout Southern California, since 2010. SDLAA provides in-person and online classes, in both core academic and elective courses, for grades 3-12. Students enrolled in charter and private schools, as well as privately homeschooled, attend SDLAA classes. Information is available on website at: <https://www.sdlaa.com>

Founder, Director, Principal Teacher: I founded SDLAA in 2010 and served as the Director and Principal Teacher. In 2016, I accepted a full-time position with Inspire/Pacific Coast Academy, and so my husband took over the operation of SDLAA. I continued to help (and still do) by creating curriculum for classes in Language Arts, Humanities, Writing, History, and STEM, for grades 3-12. I also continue to hire the teachers for middle school and high school ELA & Humanities classes and the teachers for grades 3-5 classes.

❖ **Mira Mesa High School**

I worked as a Teaching Assistant at Mira Mesa High School and supported students and teachers by: creating curriculum and teaching a class for AVID students in preparation for the SAT, as well as one-on-one and small group English & History tutoring for students, grades 9-12.

Professional Credentials

- Multiple-subject, K-8 credential (clear and valid through 2025)
- Secondary Credential in English Language Arts (clear and valid through 2025)

Education History

University of Phoenix

Master of Arts, Education (focus on curriculum design and instruction)

Renewed K-8 Multiple-Subject & Secondary English Credential

George Wythe University

Master of Arts, Education (focus on history & philosophy of education)

Graduated Magna Cum Laude

University of California, San Diego

Bachelor of Arts, English and American Literature

Minors in French Literature and Sociology of Education

Graduate work: Teacher Education Program, K-8

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and

State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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Applicant's Authorized eSignature

Amy Edwards

Name: Tyler Nelson, MD

Role: Vice Chair

Expertise: Small business owner, governing roles in non-profits, youth leadership

Statement of Intent:

Education is the key to unlocking the future. My own education has provided me numerous opportunities and I'm witnessing the same thing occur in the lives of my five children. Through youth sports, scouting, and church service, I've been actively coaching and mentoring youth for most of my adult life. Children come with a variety of learning styles and they deserve the ability to tailor their education to best meet their own needs. Elevated Charter School is well-structured to provide that flexibility.

Not-for-Profit History:

I served on the 2020 Dixie Regional Medical Center Board of Trustees, which is a 284 bed not-for-profit level II trauma center. Over the past few years, I've worked collaboratively with other board members to make a variety of difficult decisions including navigating the recent pandemic. Additionally I am the President of our Villa Bonita Estates HOA board, which is also not-for-profit. When I took over the position, the HOA had recently suffered from years of mismanagement leaving the HOA unincorporated, uninsured, and out of money. I was able to correct the deficiencies in a timely manner and put the HOA back on solid footing. HOA verification available at: <https://secure.utah.gov/hoa/index.html>. I am also actively involved in my church. I have served in multiple capacities there which have given me opportunities to teach, train, formulate budgets, and to motivate unpaid volunteers.

Employment History:

As a partner of a large anesthesia practice, I've been in a position to develop quality improvement programs and to consider strategies to secure our group's financial well-being. As owner of my own personal professional corporation as well, I've become comfortable managing budgets, maintaining credentials, and developing interpersonal relationships. I also run a mobile DJ business with my children. That business has provided us experiences with marketing, advertising, and networking.

Education History:

Brigham Young University - Bachelor of Arts in Spanish (1991-92 & 1994-97)
University of Southern California - Doctor of Medicine (1997-2001)
University of California, San Diego - Anesthesiology Residency (2001-05)

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Applicant's Authorized eSignature

Tyler Nelson

Name: Jessica Ellis

Role: Secretary

Expertise: Non-profit educational organizations, business, technology/digital literacy

Statement of Intent: I love living in Provo, Utah and across the street from BYU. I have one son who recently graduated, another currently working on his bachelor's degree, and a dozen honorary "nieces" and "nephews" at various points in their college careers. They regularly speak of their love for the mountains, the local restaurants they have discovered, and the job and housing opportunities that exist here. Several have expressed interest in staying in Utah, but they are concerned with raising kids here "because of the schools". We have a whole community of educated college grads demanding a place of inspiration for their children. There is an educational option missing in Utah that is causing these young families to look elsewhere. I believe that Elevated Charter School will fill that gap.

Although I am not a traditional educator, for the last decade, all of my professional work has been in creating training and curriculum to inspire both children and adults to learn or to teach something new. I am excited to bring that experience to a school in Utah devoted to developing a love of learning in each student by exposing them to the power of being a lifelong learner, a critical thinker, a methodical skill builder, and to using these talents to serve their community.

Not-for-Profit History:

Boys and Girls Clubs of San Dieguito, Director

I was hired to project manage the creation of a teaching kitchen and half-acre organic urban farm from a swampy lot in Encinitas, CA. This particular club was the second home to several hundred economically disadvantaged youth who had little opportunity to grow and prepare their own food. When developing the garden curriculum, we addressed that most of these children lived in housing without land, in conjunction with the gardening they did at the club, we taught them "fence gardening", requiring no land. We used the kitchen to not only teach cooking, but the math and science of preparing food. Seeing the opportunity, I fundraised, converted a room next to the new kitchen into a tech room, and began classes and camps. One camp combined Java computer programming and cooking Greek cuisine, another introduced Data Science with a workshop called "Data Unplugged" and we taught the kids to install IoT devices in the farm that made a twenty-three-foot-tall windmill "tweet". Example of a STEM event: [Raspberry Pi Day](#)

Supocho, Tech School in Malawi

The AIDS crisis in Malawi has left a far too large orphaned population of young children. Supocho aims to offer a free technical education to these boys and girls. Since 2014, a small group of us have worked to keep this school and its opportunities available to these students. This has included several trips to Malawi to bring laptops, equipment and volunteer teachers and money raised so that they could purchase their own land. In a village where an orphaned girl would normally be married by thirteen, many of the Supocho girls are self-supporting or in college. All are financially supporting younger siblings as they too get their education. And if anyone is in need of a person experienced with talking a Malawian chief into allowing equipment into the village, I have a perfect record.

Teaching Kids Programming, Executive Director

I led a small team in the development of training materials to teach computer programmers and teachers to teach computational thinking and computer programming to middle school aged students. We have now trained teachers in six continents. This work has led to very unique collaborations. After insisting that fifty percent of the teachers be women, we were hired by the Educational Minister of Palestine to provide a three week training for twenty-four teachers in the West Bank, this has resulted in thousands of Palestinian children receiving a full year of computer programming education. We have trained teachers in private schools in the UK, teachers in all girls schools in Jordan, teachers in Australia, Hawaii, Riverside, CA, Lithuania (in Russia) and many places in between. I have been hired by corporations to train engineers to use compelling and inspiring teaching techniques in their volunteer efforts in their communities.

Employment History: For the last decade I have consulted as a project manager and content creator for many clients in the tech industry. My job is often to help stabilize a team that is not working well together by creating processes and introducing effective communication strategies, as well as bringing organization to an existing project or program.

Most recently I have been working with a company that produces health education content, I specialize in oncology. I interview both medical experts and patients and create programs to bring clarity to the very confusing and quickly changing world of cancer treatment. It is very difficult for a patient to digest any information after hearing the word “cancer” and it is an honor to accept the challenge of educating a patient and a family that is understandably stressed and anxious.

Education History:

San Diego State University, History Major/Statistic Minor
Yavapai College, Paralegal Certificate, ABA

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Applicant’s Authorized eSignature

Jessica Ellis

Name: Robert Marx, MBA

Role: Treasurer

Expertise: Finance, Business Operations, Regulatory Compliance

Statement of Intent: I grew up in a US military family and experienced living in a variety of states, countries and cultures. I also experienced a wide variety of education systems from homeschooling with neighbors, to public schooling with and without public prayer, to national industry associations. The variety of education channels and experiences have contributed to my appreciation for variety and specialty, with a focus on positive results and a successful outcome. My career has been primarily in the private sector, but expanded about 12 years ago when I was given the opportunity to join the advisory board of a national banking compliance association that helps train new and experienced bank compliance professionals. I took that opportunity with the intent of giving back to others in my profession and industry. I consider being a member of the board of directors for Elevated Charter School as a further opportunity to give back, but instead to the private sector, to the rising generation of young students.

Not-for-Profit History: I have worked with several not-for-profit entities. I was a member of the Loan Committee of the Utah Microenterprise Loan Fund (UMLF). The UMLF is considered a “lender of last resort,” meaning they try to help business owners who are not able to receive bank financing because of poor credit, insufficient business history, insufficient collateral, etc. I am a regular volunteer at the Spencer F. Eccles Junior Achievement City (JA City) sponsored by Junior Achievement of Utah. JA City. JA City was built for students to learn by experience and discovery. Students learn concepts like responsibility, money management, professionalism, teamwork and real-world economics. I was a member of several Toastmasters clubs and served in leadership positions (VP of Education, VP of Public Relations, Treasurer, Club President, and Area Director) with the various clubs and districts. Responsibilities included building and maintaining membership, training, managing budgets, hosting meetings and events, and supporting club members. I have also served in various positions in my church from teaching to handling finances to recordkeeping and reporting.

Employment History: I have almost 30 years of experience in financial services from operations to audit and regulatory compliance. For over 14 years I have been a member of the Compliance Committee for the Utah Bankers Association, and for the last 12 years I have been an advisory board member and faculty member of the American Bankers Association compliance schools.

WebBank - VP of Compliance, Treating Customers Fairly Officer - 2015 – Present

UBS Bank USA - Director – Compliance Officer, BSA/AML Officer - 2010 – 2015

American Express - Compliance Director, Director - Audit Team Leader - 2004 –2008

Authorize.Net - Risk Manager, Audit and Compliance Manager - 2002 – 2004

Wright Express Financial Services - Chief Compliance Officer -2001 – 2002

Wells Fargo Bank - Senior Auditor - 1998 – 2001

Premier Mortgage - Mortgage Loan Officer - 1997 – 1998

Pacific Rim Financial Group - Quality Control Manager - 1996 – 1997

CrossLand Mortgage Corp. - Senior Staff Auditor, Applications Analyst - 1992 – 1996

Education History:

MBA, University of Phoenix

B.A. Finance, University of Utah

Institute of Internal Auditors – Certified Internal Auditor (CIA)

Institute of Certified Bankers – Certified Regulatory Compliance Manager (CRCM)

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Applicant's Authorized eSignature

Robert Marx

Name: Mary Kavanaugh

Role: Board Member at Large

Expertise: Instruction, curriculum, core standards, teacher training, & regional program director

Statement of Intent:

As a general board member for Elevated Charter School I will do my best to have open conversations about how best to support our teachers and students. I intend to be closely involved with parents and be able to listen to their concerns and bring those to the board. As a parent of children in the K-12 system I am able to see what they are doing and what is happening. I am also able to use that to see what is and isn't working in that system and bring that back to the board. As a Regional Director of 3 child care centers, I am experienced in communicating with parents and teachers, and solving problems in a calm manner with multiple individuals, holding varied points of view.

Not-for-Profit History: I have volunteered for numerous non-profit organizations, primarily those my own children have participated in. I enjoy donating my time and abilities to support not-for-profit organizations, especially those with an educational emphasis.

Employment History:

2016-Present: Regional Director: Play2Learn Academies in: Layton, Bountiful, & Clearfield, Utah

2007-2009: St. Joseph's Catholic School, Tucson, Az (4th Grade Teacher)

2006-2007: Anza Trail Elementary School, Sahuarita, Az (5th Grade Teacher)

2005-2006: Desert Springs Academy Charter School, Tucson, Az (3rd Grade Teacher)

Education History:

2003-2005: University of Arizona: Bachelor of Arts in Education- Elementary Education, Tucson, Az

2000-2003: Pima Community College: Associate of Arts- Liberal Arts, Tucson, Az

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Applicant's Authorized eSignature

Mary Kavanaugh

Appendix B: Articles of Incorporation

Articles of Incorporation

Elevated Charter School
A Utah Non-Profit Corporation

The undersigned, acting under the Utah Revised Nonprofit Corporation Act, Utah Code Ann. 16-6a-1001 et seq. (the “Act”), adopts the following Articles of Incorporation (the “Articles”) and does hereby certify:

ARTICLE I

Name

The name of the Corporation shall be Elevated Charter School, a Utah nonprofit corporation (the “Corporation”).

ARTICLE II

Principle Office/Place of Business

The principal place of business in Utah and the mailing address of the Corporation shall be 1740 N 440 E, Provo, UT 84604. The business of the Corporation may be conducted in all states of the United States, and in all territories thereof, and in such other locations around the world as the Board of Directors shall determine.

ARTICLE III

Purpose

The purposes for which the Corporation is formed are exclusively for charitable, benevolent and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States internal revenue law) (the "Code"). In furtherance of these purposes, the Corporation may engage in all lawful activities and pursuits consistent with the powers described in the Utah Revised Nonprofit Corporation Act and authorized by Code Section 501(c)(3), including, but not limited to, operating a Utah Charter School and all activities related thereto.

Furthermore, the Corporation is formed exclusively for purposes for which a corporation may be formed under the Utah Revised Nonprofit Corporation Act, and not for pecuniary profit or financial gain. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons or organizations, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

The Corporation shall have the power to borrow money and to do any and all lawful acts to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further, accomplish, foster or attain any such purposes.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent provided in Code Section 501(h)), and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on: (a) by a corporation exempt from federal income tax as an organization described in Code Section 501(c)(3); or (b) by a corporation, contributions to which are deductible under Code Sections 170(c), 2055(a) and 2522(a).

ARTICLE IV

Members/Stock

The Corporation shall not have any class of members or stock.

ARTICLE V

Board of Directors

The property, business and affairs of the Corporation shall be managed by a Board of Directors. The number of Directors shall be no less than three (3), and no more than seven (7), as fixed from time to time by the Bylaws of the Corporation. Should the number of Directors become less than three (3), the remaining Directors shall appoint a replacement by majority vote.

The Directors shall be elected in the manner set forth in the Bylaws of the Corporation.

The Directors shall manage the business of the Corporation. Each Director shall hold office as described in the Bylaws of the Corporation. Vacancies on the Board shall be filled by a vote of the majority of the remaining Directors.

The names and addresses of the current Directors of the Corporation are as follows: (1) Amy Edwards, 285 Meadow Dr, Springville, UT 84663; (2) Tyler Nelson, 470 Country Lane #5, Santa Clara, UT 84765; (3) Jessica Ellis, 1740 N 440 E, Provo, UT 84604; (4) Robert Marx, 11522 S Skyward Rd., South Jordan, UT 84009; (5) Mary Kavanaugh, 1743 S 3720 W, Syracuse, UT 84075

ARTICLE VI

Officers

The Officers of the Corporation, as set forth in the Bylaws, shall include: (1) Chair, (2) Secretary, (3) Treasurer, and any other officers as agreed upon by the majority of the Board.

ARTICLE VII

Distribution on Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education.

ARTICLE VIII

Amendment

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the whole number of Directors. Any such amendments shall be consistent with the Corporation's status as a tax exempt organization under Code Section 501(c)(3).

ARTICLE IX

Bylaws

The Board may adopt bylaws that are not inconsistent with law or these Articles for the regulation and management of the affairs of the Corporation.

ARTICLE X

Indemnification

To the extent permitted or required by any applicable law, if any Director or officer of the Corporation is made a party to or is involved in any proceeding because such person is or was a Director or officer of the Corporation, the Corporation (i) shall indemnify such person from and against any judgments, penalties, fines, amounts paid in settlement and reasonable expenses incurred by such person in such proceeding and (ii) shall advance to such person expenses incurred in such proceeding.

ARTICLE XI

Debts and Obligations

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

These Articles of Incorporation are hereby adopted, effective May 23, 2022:

Amy Edwards

Amy Edwards, Board Chair

Tyler Nelson

Tyler Nelson, Board Vice Chair

Jessica Ellis

Jessica Ellis, Board Secretary

Robert Marx

Robert Marx, Board Treasurer

Mary Kavanaugh

Mary Kavanaugh, Board Member at Large

Appendix C: Governing Board Bylaws

Elevated Charter School
Bylaws

ARTICLE I: NAME

1.01 NAME

The name of this corporation shall be Elevated Charter School. The business of the corporation may be conducted as Elevated Academy.

ARTICLE II: PURPOSES AND POWERS

2.01 PURPOSE

Elevated Charter School is a C-Corporation, also registered in the state of Utah as a non-profit entity. It will be converted to a nonprofit with the Internal Revenue Service upon charter approval. Elevated Charter School shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Elevated Charter School provides publicly-funded education for students from Kindergarten through completion of high school, using virtual instruction, by Utah-licensed teachers.

2.02 POWERS

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS

Elevated Charter School is registered as a Utah nonprofit corporation, and will be converted to a nonprofit with the Internal Revenue Service upon charter approval, and thus recognized as a tax exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

Notwithstanding any other provision of these Bylaws, no board member, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director, officers,

member, or other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

Distribution Upon Dissolution. Upon termination or dissolution of Elevated Charter School, any assets lawfully available for distribution shall be distributed to one or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code, which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to Elevated Charter School.

ARTICLE III: MEMBERSHIP

3.01 NO MEMBERS

The corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Except as otherwise provided herein, 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, and all which would otherwise by law vest in the members, shall vest in the Board.

3.02 AFFILIATES

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The Board, a designated committee of the Board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights, and are not officers of the corporation.

3.03 ASSOCIATES

Nothing in Article V shall be construed to limit the corporation's right to refer to persons associated with it as "members" eventhough such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Utah Nonprofit Corporation Law. Such individuals may originate and take part in the discussion on any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Utah Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Board Members or Officers of the

corporation, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a Board Member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups, as it deems appropriate to advise and support the corporation.

ARTICLE IV: MEETINGS OF MEMBERS

SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least once each 12 months, the Board meeting shall include: (1) review and/or election of Board Members and specific positions; (2) review and/or appointment of Officers of the corporation; (3) review and approval of annual budget.

SECTION 4.02 SPECIAL MEETINGS

The Chair or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chair of the Board has not been elected, then the President of the corporation is authorized to call a special meeting in place of the Board Chair.

ARTICLE V: BOARD OF DIRECTORS

5.01 GENERAL POWERS

Subject to limitations of the Utah Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS

The authorized number of Board Members shall be no fewer than three (3) and no more than seven (7), unless changed by amendment of these Bylaws. If a charter authorizer appoints a representative to serve on the Board of Directors, then the Board of Directors may appoint an additional Member to ensure an odd number of Board members.

The Members from the community at large are to be elected by the current Board of Directors and may be elected for up to three (3) four-year terms; provided that a Member who has served three (3) four-year terms may be elected to additional terms if the Board determines that such additional terms are essential to the continuity of Board management and affairs.

SECTION 5.03 FEES AND COMPENSATION

Board Members shall not receive any compensation for their services: however, the Board may approve the reimbursement of a Member's actual and necessary expenses incurred in the conduct of the corporation's business.

SECTION 5.04 RESTRICTION OF INTERESTED DIRECTORS

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part time employee, independent contractor or otherwise and (b) any immediate relative of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

SECTION 5.05 CHAIR

The Chair shall preside over the meetings of the Board. The Chair shall have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.06 SECRETARY

The Secretary shall keep or cause to be kept a record of minutes of all meetings, proceedings, and actions of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof, and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep, or cause to be kept the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody, shall see that all reports, statements and other

documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

SECTION 5.08 TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board Member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and of the financial condition of the corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be determined from time to time by the Board.

ARTICLE VI: OFFICERS

SECTION 6.01 OFFICERS

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the President of the corporation, with approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation, unless other individuals are appointed by the Board. The corporation may also have, at the discretion of the Board, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as deemed necessary by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the corporation or as the Chair of the Board.

SECTION 6.02 REMOVAL

At the request of a majority of Board Members, any Officer may be placed on probation pending a final vote to remove the Officer; the vote must occur within 60 days of notice of probation. Upon final removal, the Officer will relinquish any and all information pertaining to the corporation within 48 hours of removal.

SECTION 6.03 RESIGNATION

Any Officer may resign at any time by giving written notice to the Board. Such resignation may not prejudice any contract to which the Officer is a party. Any such resignation shall take

effect at the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall not be necessary to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 6.04 VACANCIES

A vacancy in any office shall be filled by appointment from the Board of Directors. Such vacancies shall be filled as they occur.

ARTICLE VII. COMMITTEES

SECTION 7.01 BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees of the Board, each consisting of at least one (1) member of the Board. Appointments to such Board committees shall be by majority vote of the Board Members then in office. Unless otherwise provided in these Bylaws or by the laws of the State of Utah, each Committee shall have all of the authority of the Board to the extent delegated by the Board.

ARTICLE VIII: AMENDMENTS AND CORPORATE CHANGES

SECTION 8.01 BYLAWS

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Members, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the corporation or make any provisions of these Bylaws inconsistent with the charter, the corporation's Articles of Incorporation, or any law.

SECTION 8.02 ARTICLES OF INCORPORATION

Amendments to the corporation's Articles of Incorporation shall require a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Secretary of Elevated Charter School; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on 5/23/2033; and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name on 5/23/2022, UTAH.

Jessica Ellis

Jessica Ellis, Board Secretary

Appendix D: Minutes from Government Board Meetings

Board Meeting Minutes

Date & Time: May 23, 2022. 7:00pm (MDT)

Location: Virtual, via Zoom

Attendance:

Call to order:

- Called to order by: Amy Edwards
- Time: 7:02pm

For Review, Discussion, & Voting

- Board members update: Cameron has resigned from the board
- Approval of name change to **Elevated Charter School**
- Approval of Logo
- Approval of Articles of Incorporation
- Approval of ByLaws
- Elevated Mission & Vision Statements - review & edit as needed
 - Mission: Elevated Academy develops initiative, creativity, collaboration, and critical thinking to create lifelong learners who are successful throughout college, career, and citizenship.
 - Vision: Elevated Academy students will have access to quality, rigorous education, as they collaborate with teachers to plan and achieve learning goals. Students are empowered to move on to higher education, fulfilling careers, and productive citizenship. Elevated Academy families will extend learning beyond school walls, into homes and out to communities.
 - Motto: Learning Elevated
- Review Proposal 2022
- Upcoming dates
 - June 24, 2022: Proposal Due
 - August 11, 2022: Presentation of proposal to SCSB
 - August 12, 2022: Application "Boot Camp"
 - Nov 4, 2022: Full application due (via email)
 - Jan 10-13, 2023: Presentation of application to SCSB

Meeting Adjourned

- Adjourned by: Amy Edwards
- Time: 7:56pm