

# **American Principles Academy**

## **New Charter School Application**

**Prepared by:**  
**Cedar Charter Holders**  
A Utah Non-Profit

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### Charter School Information

1. Name of Proposed Charter School: **American Principles Academy**
2. Name of Applicant: **Cedar Charter Holders**
3. Authorized Agent: **Karen Thelin**
4. Mailing Address: **4355 Sagebrush Dr., Enoch, UT 84721**
5. Phone Number: **801-494-7446**
6. Email Address: [karenthelin@gmail.com](mailto:karenthelin@gmail.com)
7. New School Location and Location's School District(s): **Cedar City, Iron County School District**
8. Date & To Whom Submitted at the District Office: November 2nd, 2022 to Superintendent Lance Hatch (ICSD)

### Governance Structure

Name	Position	Area of Expertise	Any and All Charter Affiliations
Karen Thelin	Chair	Nursing	American Prep Academy
Signature:			
Scott Herrick	Vice Chair	Educator	Liberty Academy/ American Prep Academy
Signature:			
Matt Howard	Treasurer	Finance	None
Signature:			
Kami Merrill	Secretary	Parent	None
Signature:			
Kelly Hofeling	Parent Advocate	Homeschool educator	None
Signature:			
Casey Anderson	Community Outreach	Counselor	None
Signature:			

### Enrollment

9. Year school will start: **2024**
10. Grades served: **K-8**
11. Does the proposed grade configuration match the resident district grade configuration?  
**Yes, (K-8), with 6th grade being part of Elementary**

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 25	90	96	96	96	96	96	96	96	96	0	0	0	0	858*
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26	90	96	96	96	96	96	96	96	96	0	0	0	0	858*
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 27	90	96	96	96	96	96	96	96	96	0	0	0	0	858*

\*Subject to space availability in leased facility

### Waivers

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

**No**


13. Is this proposal seeking priority consideration under §53G-6-504?

**No**

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

**None**

### Signatures

Signatures
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and believe, the data in this proposal are true and correct. Therefore, this application 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: <b>Karen Thelin</b>
Signature of Authorized Agent: 

## 1. EXECUTIVE SUMMARY

The mission of American Principles Academy is to provide a classical education ensuring that every student achieves academic success and develops good character based on concrete measurements.

In 2019, a concerned parent moved to Cedar City from Salt Lake County. He very quickly recognized that there are extremely limited educational options for his children in Cedar City. As a former teacher at Excelsior Academy charter school, he knew that he wanted a classical education<sup>1</sup> option for his children. So he started to reach out to classical school providers throughout the State. From this effort, town meetings were organized and many parents began to express their interest in acquiring an alternative option in Cedar City. A group of these dedicated parents decided to form a governing board and apply for a charter school.

The American Principles Academy will be filled with enthusiastic, effective teachers and students engaged in teaching and learning in an organized, nurturing school environment. Hallmarks of the school will be high student engagement with quality teaching and curriculum, and resulting proficiency in reading and math, with cursive writing from kindergarten, and a focus on literary analysis and writing across disciplines as reflective of a classical education. Student character development will be visible as students interact with one another with positivity and respect and develop confidence in comportment in all social and civic settings through experiential learning events. School uniforms provide equity and confidence for all. Junior High students will study Latin, and as they leave American Principles Academy, many will be academically prepared for high school honors and AP courses.

The board chose to apply for a classical school for two main reasons. First, some of the parents on the board have had the opportunity to have their children participate in a classical school before. They found that the classical education approach met their child's academic needs the best. Second, the philosophy of classical education, including the mission to pursue truth, goodness, and beauty, provided their student with a noticeable love of learning and charitable attitude toward their classmates. This environment provided these families with academic education and character development that brought them satisfaction and they desire to replicate their experience in a new school for their children and other children in the community.

Thus, American Principles Academy will be a classical-liberal arts school with an aim to educate both the minds and hearts of our students. Human flourishing is the goal of a classical education. We will engage in the pursuit of truth, beauty, and goodness alongside our students. We will focus our efforts in the domains of the liberal arts, including mathematics, social, and physical sciences with an emphasis on ethics, morality, the ability to solve complex problems and a desire to continue to learn. We will employ the disciplines of humility and diligence to our scholarly efforts. Our students will flourish as they become academically proficient, develop strong moral character, and develop a desire to impact their community in positive ways. At

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<sup>1</sup> <https://welltrainedmind.com/a/classical-education/>

school, on a daily basis, we will enthusiastically engage in the learning and practice of the skills required to accomplish these ends.

The Character Development program will be ingrained within the daily structure and will include Civic Education.

Some of the school's key elements will be:

- Classical focus - applying the appropriate pedagogy to the phases of learning outlined in the trivium, with the aim of seeking truth, goodness and beauty through learning.
- Leveled learning<sup>2</sup> - in addition to grade level core instruction in their homeroom, elementary students experience skills training with peers at their precise level for subjects of Reading, Math, and Spelling
- Small group sizes available for Reading, Math, and Spelling as appropriate - group sizes ranging from 3 to 25 students, depending on student proficiency levels and needs
- Core Knowledge Sequence
- Daily homework opportunities
- Uniforms<sup>3</sup>
- A comprehensive Character Development Program providing instruction in effective social skills, etiquette, positive behavior, and responsible civic engagement
- A teacher and paraprofessional in every elementary general ed classroom, as budget allows
- Classical literature instruction through Core Knowledge Sequence
- Patriotic and civic education
- Cursive writing beginning in Kindergarten<sup>4</sup>
- Latin courses for all 7th and 8th graders

These elements of classical curriculum and aligned pedagogy will provide a compelling option to Cedar City residents, perhaps especially among those whose students are not currently enrolled in public schools. There are currently no open seats at the only existing elementary charter school in Cedar City, and therefore no current choices for parents. This new school will promote the SCSB's mission by providing school choice options for parents which now do not exist. Our application specifically provides a school model with leveled learning, uniforms, patriotic and civic education, direct instruction and a classical approach that does not exist in Iron County School District. By authorizing this school, the SCSB will provide a distinctive educational model to more fully accommodate the unique learning needs of students in this community.

We would like to note at the beginning of this application that our board members consulted significantly with classical education providers throughout the State while writing

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<sup>2</sup> <https://www.excelsior-academy.org/leveled-learning>

<sup>3</sup> <https://www.americanprep.org/wp-content/uploads/2021/07/Uniform-Guide-Final-Email-Version-K-6-1.pdf>

<sup>4</sup> <https://swrtraining.com/cursive-first/rationales/>

this application. All of the information contained herein that was obtained by any other party was gathered from sources that are within the public domain or given to us for purposes of this application with their specific permission. We intend for our school to be original and unique, but we also wish to replicate what we consider to be successful models of public education, hence the usage of language and materials from other entities throughout the application.

## **2. CHARTER AGREEMENT: EXHIBIT A**

American Principles Academy will be an asset to the State of Utah by advancing educational excellence as stated in our Mission. American Principles Academy will fulfill the purpose of Utah's charter schools in the following ways:

### **1. Continue to improve student learning.**

We will track individual student achievement using embedded assessments, longitudinal standardized assessment tables, weekly subject mastery instructor reports and PLCs, daily participation trackers, and other tools that will allow us to be responsive to individual student learning needs. We will hold an annual teacher conference to review student progress and make changes to curriculum and instruction as needed. Through these robust data collections, evaluations and analysis we will continuously improve student learning.

### **2. Increase choice of learning opportunities for students.**

Currently there is only one K-8 charter school in Cedar City. It emphasizes a "self-directed" method of teaching and has no available seats for parents seeking school choice. American Principles Academy would provide parents the choice of a classical model that is not currently available in Iron County School District.

### **3. Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools.**

We will find, create and use the most effective data collection systems available and combine them in unique ways, including monthly PLCs where student data is compared with accountability elements, and an annual teacher conference, added to our teacher contracts and held at each year's end for 3-4 days where teachers will deeply evaluate student progress and use this information to inform their instruction in the upcoming year. Many data tools are available in the public domain. Some examples of data trackers that we will use can be found [here](#).

### **4. Provide opportunities for greater parental involvement in management decisions at the school level.**

100% of our current board members intend to enroll children at the school, providing significant parental input at the governance level. We plan to involve parents on school committees that will support and provide input to management. And, as required by state regulations, parents will comprise the Parent Advisory Council, acting as stakeholders in the review of Comprehensive Needs Assessment data, School Improvement Planning

meetings, School Community Council activities, Teacher and Student Success Act Plans, and other activities related to the direction of American Principles Academy.

5. **Expand public school choice.**

As mentioned, there is only one charter option in Cedar City for our elementary-aged students. The existing school is a Montessori school which is very different from our proposed classical-education model.

**Key Elements**

- Classical Education - Students and staff seek truth, beauty, goodness through teaching and learning that reflects the Trivium, with the aim of student flourishing and in the context of public education and meeting state instructional standards. (Fulfills purposes 2 & 3 above)
- Leveled learning<sup>5</sup> - in addition to grade level core instruction in their homeroom, elementary students experience skills training with peers at their precise level for subjects of Reading, Math, and Spelling (unique to Iron County, (Fulfills purposes 2 & 3 above)
- Small group sizes available for Reading, Math, and Spelling as appropriate - group sizes ranging from 3 to 25 students, depending on student proficiency levels and needs (Fulfills purpose 3)
- Core Knowledge Sequence (Core Knowledge Language Arts is used in some schools in ICSD, however our school will provide all subject areas of the Sequence, Fulfills purpose 3)
- Daily homework opportunities- many traditional public schools have gone to “no homework” practices. By contrast, our school utilizes daily homework assignments as part of our rigorous curriculum and a way to involve parents in their childrens’ education. (Fulfills purpose 1)
- Uniforms - uniforms provide equity and are not implemented at other ICSD schools (Fulfills purpose 3)
- A comprehensive Character Development Program providing instruction in effective social skills, etiquette, positive behavior, and responsible civic engagement (Fulfills purpose 3)
- A teacher and paraprofessional in every elementary general ed classroom as budgets allow (Fulfills purpose 1 & 3)
- Patriotic and civic education (Fulfills purpose 1)
- Cursive writing beginning in Kindergarten (Fulfills purpose 3)
- Latin courses for all 7th and 8th graders (Fulfills purpose 3)

**Enrollment Preferences**

We intend to offer the following enrollment preferences, as permitted by 53G-6-502, in the order listed:

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<sup>5</sup> <https://www.excelsior-academy.org/leveled-learning>



1. Currently enrolled students (after Year 1)
2. Children of staff members
3. A child or grandchild of “Founding Family” members, which are individuals that have actively participated in the development of American Principles Academy
4. A child or grandchild of governing board members
5. Siblings of current students or alumni
6. Students that reside within a two-mile radius of the charter school and whose school of residence is at capacity
7. A child of a military service member

**Charter Goals:**

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific	Elementary students will participate in 30 hours of character-building lessons and activities, including hands-on events during the school year as measured by attendance at events, assemblies and classroom instruction.	>95%	≥90%	<90%	<85%
Mission Specific	An average of 90% of students will participate in experiential patriotic events held annually as measured by attendance at each event	>95%	≥90%	<90%	<85%
Relative Academic Performance	Elementary students will achieve an average reading proficiency equal to the state average each year as measured by EOY Acadience composite scores	>10%	≥0%	<0%	<-10%
Student Academic Gain	Elementary students who begin and end the year enrolled at the school will achieve a cohort average of the following grade points in Math.	>3.5	≥3.0	<3.0	<2.5

### 3. PROGRAM OF INSTRUCTION

Following is our plan for curriculum and instruction at our school. In order to contextualize the curriculum and instruction at our school, we will begin by outlining our philosophical approach to education.

#### Philosophical Approach

Our school will provide a classical education approach to teaching and learning. As classical education can have many interpretations, we will elucidate our paradigm of classical education - first the philosophy, then how it will be expressed at our school in our curriculum and instruction. Following are some of the principles of classical education, and the associated character education that we embrace. Some articulations are borrowed from other classical institutions as noted:

- “The world is ordered and knowable and the human intellect, while imperfect, can attain knowledge of reality through reason, hard work, and a coherent program of study<sup>6</sup>.”
- “Truth exists, and we must seek it relentlessly by disciplined study and good-willed conversation<sup>7</sup>.”
- We honor a long tradition of education that emphasizes the seeking of truth, goodness and beauty and the study of the liberal arts and the great books.
- The primary liberal arts are grammar, logic and rhetoric, or in other words the verbal arts of the trivium. At our school, these concepts refer to stages of learning which inform our pedagogy.
- Our approach includes the study of Latin - both language and history.
- “While aspects of our curriculum are subject to new developments in science, discoveries about our universe, and the unfolding of history, our emphasis is upon the enduring, the changeless, the permanent. We give particular emphasis to the literary and philosophical Classics of the West because of the way they speak about the universal human condition and the laws of nature<sup>8</sup>.”
- A classical “approach” to education teaches students how to learn and how to think. “We do not dispute the usefulness of a liberal arts education, and we gladly and ably prepare our students for college studies, but our main purpose is the formation of the soul, heart, and mind<sup>9</sup>.”
- Character education at our school is defined as outlined in Utah Code<sup>10</sup> which states: “Character education” means reaffirming values and qualities of character which promote an upright and desirable citizenry.” The Code further defines that “Values” means time-established principles or standards of worth”.
- Our school has identified the following character traits which fulfill the mandate set forth by Utah code, specifically; enthusiasm, honesty, gratitude, empathy, service, friendliness, perseverance, reliability, respect, kindness, courtesy, confidence, integrity,

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<sup>6</sup> <https://www.greatheartamerica.org/great-hearts-life/great-hearts-philosophy/>

<sup>7</sup> <https://www.greatheartamerica.org/great-hearts-life/great-hearts-philosophy/>

<sup>8</sup> <https://www.greatheartamerica.org/great-hearts-life/great-hearts-philosophy/>

<sup>9</sup> <https://www.greatheartamerica.org/great-hearts-life/great-hearts-philosophy/>

<sup>10</sup> [https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S204.html?v=C53G-10-S204\\_2022050420220504](https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S204.html?v=C53G-10-S204_2022050420220504)

encouragement of others, humility, diligence and determination. These traits comprise our definition of good or virtuous character.

- Civic and patriotic education at our school will have as its objective the fulfillment of the statutory requirements set forth in Utah code, specifically the “cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States.”<sup>11</sup> The code further states that “Civic and character education are fundamental elements of the public education system's core mission” and thus will be fundamental elements of our school’s focus.
- Patriotic education at our school will fulfill the Utah statutory mandate that public schools provide for “the cultivation of a continuing understanding and *appreciation* of a constitutional republic and principles of representative democracy”, and “public schools fulfill a vital purpose in the preparation of succeeding generations of informed and responsible citizens who are *deeply attached* to essential democratic values and institutions<sup>12</sup>. (Emphasis added);
- Patriotic education at our school will seek to cultivate in our students an appreciation for, and deep attachment to our democratic values and institutions.
- We define patriotism as “gratitude and respect” for people and institutions that provide for and advance democratic values and institutions. Engendering patriotism in our students will be accomplished through teaching and learning together about the founding of our nation, studying the historical and contemporary documents that provide our form of government, and engaging in related experiences in our communities. Some specific activities we will provide our students include honoring Constitution Day by reading the Constitution together with the broader community, honoring Veterans Day with community members who are veterans, honoring Memorial Day with Gold Star families, and visiting government offices and attending public meetings, thus teaching the importance of expressing gratitude and respect for veterans, public servants, and government officials.

## Evidenced-based Instruction

Our school model is influenced by two major educational research efforts. First is the Effective Schools research studies which began in the late 1970’s. Dr. Lawrence W. Lezotte wrote a compact yet thorough explanation of this body of research, wherein he states, “The educational researchers who conducted these studies developed a body of research that supported the premise that all children can learn and that the school controls the factors necessary to assure student mastery of the core curriculum.”<sup>13</sup>

Multiple studies have been conducted surrounding the premise of “effective schools,” and Ron Edmunds “first formally identified the Correlates of Effective Schools in the 1982 publication “Programs of School Improvement: An Overview.”<sup>14</sup> In this paper, Edmunds stated that all effective schools had the following five characteristics in common:

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<sup>11</sup> [https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S204.html?v=C53G-10-S204\\_2022050420220504](https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S204.html?v=C53G-10-S204_2022050420220504)

<sup>12</sup> [https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S204.html?v=C53G-10-S204\\_2022050420220504](https://le.utah.gov/xcode/Title53G/Chapter10/53G-10-S204.html?v=C53G-10-S204_2022050420220504)

<sup>13</sup> <http://www.effectiveschools.com/downloads/RevEv.pdf>

<sup>14</sup> <https://eric.ed.gov/?id=ED221536>

- the leadership of the principal notable for substantial attention to the quality of instruction;
- a pervasive and broadly understood instructional focus;
- an orderly, safe climate conducive to teaching and learning;
- teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery;
- the use of measures of pupil achievement as the basis for program evaluation.

Our school model aims to embody these and the other Effective Schools research conclusions.

The second body of impactful research on our school model is actually considered by some to be the “third generation” of Effective Schools research, and is that of John Hattie in his book Visible Learning, published first in 2009.<sup>15</sup> We have evaluated our curricular choices, PLC organization plan, and other school practices in light of the conclusions of the meta analyses and resulting effect size (ES) conclusions arising from this body of research.

For example, Hattie’s research indicates that distributed practice is more effective than massed practice. This is one important reason we chose Saxon Mathematics for our Elementary and Jr. High math programs. Another example of using research to inform our model is our view of the teacher role as an activator (as opposed to facilitator), utilizing principles of teacher clarity (ES .75) teacher feedback (ES .74), metacognitive strategies (ES .67), direct instruction (ES .57), mastery learning (ES .56), and providing worked examples (ES .57).

These impacts were considered as we chose curricular programs. For example, we chose direct instruction programs with track records of success and which facilitate teacher clarity and teacher feedback (Reading Mastery, LBDI - Literature Based Direct Instruction, Adventures in Language, Shurley English).

## **Utah Core Standards for Elementary and Jr. High**

All Utah Core Standards will be taught and assessed through our coordinated curriculum and assessment programs. Our coordinated curriculum outlining grade level teaching requirements will be housed in a shared database to facilitate and ensure teacher understanding of the teaching requirements as well as opportunities for effective collaboration by our professional learning communities (PLCs). Utah Core Standards will be assessed using formative and summative assessments developed by our teaching teams, in-program assessments from curricular programs we utilize, as well as via state mandated assessments.

## **Elementary Program**

Our Elementary School program will center on our school’s 2 pillars: Academic Achievement and Character Development. We believe children in grades K-6 need a balance of rigorous academics, creative and expressive learning, and positive character and social skill

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<sup>15</sup> <https://visible-learning.org/2009/02/visible-learning-meta-study/>

development – all in a motivating, cheerful environment that encourages enthusiasm for learning and love of school. Caring and nurturing relationships with teachers and friends is the foundation of all we will do.

### ***Elementary Academics - School Structure Overview***

**Staffing Pattern:** Our elementary students will attend a homeroom class that has a General Education Teacher and a Paraeducator (who we will call an “Instructor”) to the extent the budget will allow. This supplemental employee will make it possible for the General Education Teacher to teach the content scheduled for the day in the most effective way possible, with the Instructor providing support as needed to minimize instructional disruptions and support students in the learning process, thus expanding access to the general education classroom to as many students as possible, particularly disabled students, as a matter of strategic planning. The content taught in the homeroom will address each of Utah’s grade-level Core requirements.


**Leveled learning:** The Elementary school academic team will assess each incoming student and place them in an achievement-leveled group in the skills areas of Reading, Math and Spelling. This allows students to enroll in the correct grade according to their age and receive grade-level instruction in their homeroom, but *also* to receive instruction at their performance level in the skills acquisition areas. Elementary students will transition between homeroom classrooms and “break-out” rooms (small classrooms) for Reading and Math and in some cases, an additional Language course. Grade-level Science and History may also be leveled according to the student’s learning aptitude (the content will remain consistent by grade and will align with Utah Core standards).

Students will be assessed and groups will be formed that will allow all students to be taught at their precise instructional level, with peers within their age band (K-3 or 4-6), for that subject. These “fluid groups” will be composed of approximately 3-25 students, allowing for small classes as needed. We know that student learning is not entirely predictable, so students will be consistently assessed (weekly) and if a student “zooms” ahead, they will be able to move to a higher level. Likewise, if a student needs extra repetition of a concept, or experiences absences which put them behind, they will be able to join a different group and repeat the instruction that was missed or was challenging for them<sup>16</sup>.


The teachers and paraprofessionals in every group breakout class or regular classroom will use daily and/or weekly assessment tools to determine if students are struggling or over-achieving in order to make sure that they are continually placed in the correct group. The tools they will use include forms similar to the Daily Lesson Data Record forms<sup>17</sup> and Learning Progress Charts<sup>18</sup> (examples from other schools included with permission).

Achievement grouping supports student positive mental development and protects students from anxiety and depression by avoiding placing students with students performing far above them in these skills subjects. Advanced students for their age are likewise placed in

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<sup>16</sup>  Group Placement Form (from Excelsior Academy)

<sup>17</sup>  RM 3-5 DLDR (from Excelsior Academy)

<sup>18</sup>  LPC Master (from Excelsior Academy)

groups that provide appropriate challenges so boredom or engagement challenges can be avoided. Because all students will go to their skills groups at the same time in the school day, and the groups will not be not labeled in any way (no numbers, colors, or letters), our students will not typically be conscious of the “position” of their group (higher, lower) in relation to other groups. Avoiding stigma is one of the goals of our achievement groups. It is our belief that these achievement groups are the most efficient way to allow students to gain skills in the fastest, most emotionally-positive environment possible.

We anticipate a significant percentage of our population to come from the homeschool community. There is a strong hesitancy for some families in Cedar City to participate in traditional public school. Many homeschool families indicate they would participate in public education in a school that aligned with their philosophy and values. Yet a challenge for entry is that many homeschooled students progress in their education at rates more variant than public school students, which creates a challenge for those families when enrolling their children in public schools as they find their children don’t “fit” neatly into a particular grade level. Our model will allow us to consult with homeschool families to identify the precise academic needs of their students and facilitate a smooth transition to school. The achievement level grouping potentially makes this transition much smoother.

We intend to primarily use curriculum that has already been developed yet teachers will be relied upon to develop some areas of instruction as noted in the course schedules below.

### ***Elementary Courses and Curriculum by Grade***

The following tables outline the courses we plan to teach in each grade level, along with the minute allocation for each course and identified curriculum for the course. Any “school designed” curriculum will follow the Utah Core Standards.

#### ***Kindergarten***

Following is a template for a full-day kindergarten course. Asterisks represent the subjects taught in a half-day course, however the time allotments might be altered.

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Total Minutes</b>	<b>Curriculum</b>
Reading Skill Group*	60	5	300	Reading Mastery/Heggerty
Math Skill Group*	60	5	300	Connecting Math Concepts
LA - Double Dose	30	3	90	Various
Core LA - Writing*	25	5	125	Cursive Writing, Core Knowledge Writing
Core LA- Lit/Poetry/Grammar*	25	5	125	Core Knowledge, Shurley English

Core LA-Phonics, Vocabulary *	30	5	150	Language For Learning/Hegerty
Science*	35	2	70	Core Knowledge Science
History*	35	2	70	Core Knowledge History
Geography*	40	1	40	Core Knowledge Geography
Core Math*	30	2	60	School created
Rest/Activity Time	20	5	100	School created
PE*	25	1	25	School created
Music*	25	2	50	Core Knowledge
Art*	30	1	30	Core Knowledge, Monart Drawing

***First Grade***

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Minutes per wk</b>	<b>Curriculum</b>
Weekly Assembly	15	1	15	
Opening	15	4	60	
Reading Skill Group	60	5	300	Reading Mastery/Heggerty
Math Skill Group	60	5	300	Connecting Math Concepts
LA Skill Group	30	3	90	Spalding
Core LA- Grammar	20	3	60	Shurley English
Core LA - Handwriting	15	4	60	Cursive Writing
Core LA - Vocab/Logic/Writing	30	4	120	Adventures in Language
Core LA - Literature	10	5	50	Core Knowledge
Core LA - Vocabulary	10	1	10	Language for Thinking
Core LA - Phonics	10	2	20	Heggerty
Science / History	25	8	200	Core Knowledge
Geography	15	4	60	Core Knowledge
Core Math	30	2	60	School created
Core Math - Facts	10	5	50	Rocket Math
PE	25	2	50	School created
Music	25	2	50	Core Knowledge
Art	45	1	45	Core Knowledge/Monart

***Second Grade***

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Minutes per wk</b>	<b>Curriculum</b>
Reading Skill Group	60	5	300	Reading Mastery/LBDI/Heggerty
Math Skill Group	60	5	300	Connecting Math Concepts
LA Skill Group	40	3	120	Spalding
Science	25	2	50	Core Knowledge
History	25	4	100	Core Knowledge
Core LA - Grammar			80	Shurley English
Core LA - Writing	15	3	45	Cursive Writing
Core LA - Lit./poetry/vocab	15	3	45	Core Knowledge
Core LA - Vocab/Logic/Writing	30	5	150	Adventures in Language
Core LA - Creative Writing	25	2	50	School created - paragraphs/journals
Core LA - Lit./Book Reports	20	2	40	Core Knowledge/School created
Core LA - Comprehension	20	3	60	Comprehension A
Core LA - Phonics			20	Heggerty
Core Math	30	3	90	School created
Core Math - Facts	10	5	50	Rocket Math
Music	25	2	50	Core Knowledge
Art	20	2	40	Core Knowledge/Monart
PE	25	2	50	School created

***Third Grade***

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Minutes per week</b>	<b>Curriculum</b>
Reading Skills Group	60	5	300	Reading Mastery/LBDI/Heggerty
Math Skills Group	60	5	300	Connecting Math Concepts/Saxon Math
LA Skills Group	30	3	90	Spalding
History	30	3	90	Core Knowledge
Science	30	3	90	Core Knowledge
Core LA	30	4	120	Adventures in Language



-Vocab/Logic/Writing				
Core LA-Lit/Poetry	25	3	75	Core Knowledge
Core LA-Grammar	25	4	100	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	20	3	60	School created
Computers/Keyboarding	40	2	80	Keyboarding Online
Critical Thinking	25	2	50	Comprehension B
Music	25	2	50	Core Knowledge
P.E.	25	2	50	School Created
Art	40	1	40	Core Knowledge/Monart

***Fourth Grade***

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Minutes per week</b>	<b>Curriculum</b>
Reading Skills Group	60	5	300	Reading Mastery/LBDI
Math Skills Group	60	5	300	Saxon Math/Corrective Mathematics
LA Skills Group	30	3	90	Spalding
History/Geography	30	4	120	Core Knowledge
Science	30	4	120	Core Knowledge
Core LA -Writing	30	4	120	School created
Core LA-Lit/Poetry	30	2	60	Core Knowledge
Core LA-Grammar	20	4	80	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	25-30	4	110	School created
Computers/Keyboarding	30	1	30	Keyboarding Online
Critical Thinking/Economics	25	2	50	Building Thinking Skills/Tuttle Twins
Music	25	2	50	Core Knowledge
P.E.	25	2	50	School Created
Art	45	1	45	Core Knowledge/Monart

***Fifth Grade***

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Minutes per week</b>	<b>Curriculum</b>
Reading Skills Group	60	5	300	Reading Mastery/LBDI
Math Skills Group	60	5	300	Saxon Math/Corrective Mathematics
LA Skills Group	30	3	90	Spalding
History/Geography	30	4	120	Core Knowledge
Science	30	4	120	Core Knowledge
Core LA -Writing	30	4	120	School created
Core LA-Poetry/Lit	20	5	100	Core Knowledge
Core LA-Vocabulary	35	2	70	Voracious Vocabulary
Core LA-Grammar	20	4	80	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	25	4	100	School created
Computers/Keyboarding	20	1	20	Keyboarding Online
Critical Thinking/Economics	25	2	50	Building Thinking Skills/Tuttle Twins
Choir	40	3	120	Core Knowledge
P.E.	25	2	50	School Created
Art	45	1	45	Core Knowledge/Monart

**6th Grade**

<b>Activity</b>	<b>Minutes</b>	<b>Days</b>	<b>Minutes per week</b>	<b>Curriculum</b>
Reading Skills Group	60	5	300	Reading Mastery/LBDI
Math Skills Group	60	5	300	Saxon Math/Corrective Mathematics
LA Skills Group	30	3	90	Spalding/Latin Roots
History/Geography	30	4	120	Core Knowledge
Science	30	4	120	Core Knowledge
Core LA -Writing/Keyboarding	20	5	100	School created
Core LA-Poetry/Lit	20	5	100	Core Knowledge

Core LA-Vocabulary	35	2	70	Voracious Vocabulary
Core LA-Grammar	20	4	80	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	20	4	80	School created
Logic/Economics	25	2	50	Building Thinking Skills/Tuttle Twins
Band/Orchestra	40	4	160	Core Knowledge
P.E.	30	2	60	School Created
Art	40	1	40	Core Knowledge/Monart

### ***Elementary Teaching Methodology (Pedagogy)***

As a classical school that adheres to the concept of the trivium, we will align our pedagogy (instructional methods) with the phases of learning - grammar, logic and rhetoric. Broadly, we will implement grammar aligned pedagogy when instructing students in the grammar phase of learning, logic-aligned pedagogy when instructing students in the logic phase, and rhetoric-aligned pedagogy when instructing students in the rhetoric phase. Examples of teaching methods and pedagogical themes aligned with the phases are as follows:

#### **Grammar Phase:**

Objective: Factual information, taught to mastery.

Methods: Clear and Constrained Learning Objectives, Direct Instruction, Choral Responses, Repetition to mastery, Teacher Clarity, Concise Language, Compact Definitions

#### **Logic Phase:**

Objective: Critical thinking: If/Then Statements by teacher evolving to If/Then Queries of students (generalizing knowledge, making inferences), Identifying Cause and Effect using evidence, Why questions, Evidence requests, Identifying patterns and exceptions, Connecting evidence-based knowledge, Connecting domains of knowledge

#### **Rhetoric Phase:**

Objective: Defend knowledge and conclusion using logic and persuasion: Socratic Questioning, Debate, Persuasive Writing and Speaking

Elementary-aged students will spend a significant portion of their time in the Grammar and Logic phases of learning, which is reflected by the teaching methods and curriculum choices for the elementary levels.

### ***Character Education***

Our mission statement outlines our commitment to two pillars: academic excellence and strong character development. As a student progresses through elementary and secondary education, the character development programs will teach the elements of good character, social

and communication proficiencies, and provide experiential learning opportunities related to community service, civic engagement, patriotism, leadership, and professionalism to assist students in becoming positive and contributing citizens in their communities. In order to establish an excellent institution and a loving, positive atmosphere, we believe we must build a foundation of virtuous character traits in our students and ourselves. We will firmly plant these ideals into our institution through school-wide character, civic and patriotic education programs. All staff, parents and students will work together to build our school on the principles of Expectations, Effort, Enthusiasm, Encouragement and Excellence. The CHAMPS program (Safe & Effective Schools by Randy Sprick) will also be implemented to support student self-management and positive school culture development.

The uniform (dress) code will be reflective of the dignity and importance of school, and will provide equality in the school hallways and a sense of the importance of school which will help students focus on their responsibilities to become excellent students and virtuous individuals.

Civic and Patriotic education is a highly important aspect of our program. Students will engage in lessons and activities including Constitution Day, Veterans Day, Memorial Day, and curriculum will focus on the American Ideals of Liberty, Equality, Democracy, Respect for the Rule of Law, and Patriotism.

### **Junior High Program**

In Junior High we add the following to our School-wide mission statement in order to provide an emphasis on student autonomy and the importance of preparing for their impending high school career. Mission Statement: *Assist students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level and beyond.*

Utilizing a program rooted in classical education principles, students will be exposed to a language-rich curriculum built for a maturing mind. Our academic program will emphasize learning through language (writing, speaking, and reading) rather than pictures, videos or television.

All Utah Core Standards will be taught and assessed through our coordinated curriculum and assessment programs. Our coordinated curriculum outlining grade level teaching requirements will be housed in a shared database to facilitate and ensure teacher understanding of the teaching requirements of the Utah Core Standards as well as opportunities for effective collaboration by our professional learning communities (PLCs). Utah Core Standards will be assessed using formative and summative assessments developed by our teaching teams, in-program assessments from programs we utilize, as well as state mandated assessments.

### ***Jr. High Courses and Curriculum***

#### ***Math***

We will utilize the Saxon math sequence<sup>19,20</sup> which emphasizes incremental skill development using a spiraling practice model to ensure that students master the material and retain it over long periods of time. New material is introduced and students are given an opportunity to practice the new content as well as review previous content in each lesson. The curriculum alignment to the Utah Core Standards demonstrates that lessons will need to be added to the curriculum map (180-day plan) to ensure Utah Core Standards are met.

### ***ELA***

We will follow the English curriculum outlined in the Core Knowledge Scope and Sequence, which includes literature, expository writing, grammar, vocabulary, and spelling and aligns to Utah Core Standards. Our English classes will utilize the Wordly Wise Vocabulary program, Digging Into Diagramming program, and various Core Knowledge literary selections. Formal logic instruction will be provided in our English classes. Students will take one English course in 7<sup>th</sup> grade and 1.5 English courses in 8<sup>th</sup> grade. The curriculum alignment will ensure Utah Core Standards are met using these programs.

### ***Science***

The 7<sup>th</sup> and 8<sup>th</sup> grade science curriculum is designed to meet the SeeD standards. Junior High Science courses will contain strong logic and rhetoric components including an emphasis on questioning and critical thinking. Students will often be asked to not only provide an answer, but also to demonstrate understanding of the question, supporting their conclusions with the knowledge they've gained in previous stages of learning. Writing is a critical part of this stage of learning and all of our Junior High courses will have strong writing components including Science.

### ***History***

History coursework in 7<sup>th</sup> and 8<sup>th</sup> grade will be a combined course of Utah Studies and U.S. History. All Utah Core Standards for both U.S. History I and Utah Studies will be met in the curriculum. Students will view historical events through a lens of a problem/solution/effect paradigm, and will utilize primary sources to aid them in their interpretation and explanation of those historical events. This course will have an emphasis on reading, effective writing, and analytical skills.

### ***Latin***

All Jr. High students will study Latin<sup>21</sup> for the full year in both grades. Latin instruction will focus on the foundations of the Latin language as well as Roman history, culture, and mythology. The class will provide an understanding of Latin's structure and basic components, strengthening students' comprehension of the English language. The textbook for this course will be Jenney's Latin. Students learn about Rome's founding, societal practices, and its cultural

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<sup>19</sup> [Bolser & Gilman: Saxon Math, Southeast Fountain Elementary School: Effective or Ineffective?](#)

<sup>20</sup> [Edvantia: Saxon Elementary Math Program Effectiveness Study](#)

<sup>21</sup> [Bracke Bradshaw: The impact of learning Latin on school pupils: a review of existing data](#)

impact on modern society.

### ***Character Education***

We are committed to helping students become exceptional citizens as well as great scholars. Thus, every student at American Principles Academy will be a participant in the Character Development Program. Leadership and character development is the second pillar of our education program. This program will be an integral part of the daily curriculum and supports our two-fold mission, which is to champion rigorous academic achievement and strong character development. A designated period will be a Leadership class for all Jr. High students where the character development/civic education/patriotic education curriculum is presented.

The character development curriculum will be built upon seven areas of focus: social graces, professional behavior, self-management skills, peer leadership experience, community service, civic awareness, and arts/cultural appreciation. These seven focuses will be presented and reinforced through a combination of hands-on, high-energy workshops, service projects, leadership experiences, field trips, and culminating activities. Students and staff will be trained to exemplify the skills taught in each area of focus in their daily interactions and to recognize that the application of those skills leads to both interpersonal and academic success.

### ***Jr. High Teaching Methodology (Pedagogy)***

The trivium model of learning will be a key part of our pedagogical approach, with a focus on continual engagement in the learning process through 3 phases: supplying the mind with facts (grammar), providing logical tools to organize facts (logic), and equipping students to express conclusions based on application of the logic (rhetoric).

The types of teaching instruction for each phase apply in Jr. High as well:

Grammar Phase: Clear and Constrained Learning Objectives, Direct Instruction, Choral Responses, Repetition to mastery, Teacher Clarity, Concise Language, Compact Definitions

Logic Phase: If/Then Statements by teacher evolving to If/Then Queries of students (generalizing knowledge, making inferences), Identifying Cause and Effect using evidence, Why questions, Evidence requests, Identifying patterns and exceptions, Connecting evidence-based knowledge, Connecting domains of knowledge

Rhetoric Phase:

Objective: Defend knowledge and conclusion using logic and persuasion:  
Socratic Questioning, Debate, Persuasive Writing and Speaking

Junior High students spend more time in the logic phase than elementary students, and the grammar phase pedagogy in Jr. High will utilize direct instruction with a focus on student participation and 100% engagement. Logic phase pedagogy will be the primary instructional methods for Jr. High, with Socratic methods applied in the Logic and Rhetoric phases as appropriate.

Our systematic approach to coursework will result in a sequence that ensures students are accessing the necessary curriculum as well as mastering it before moving on in their studies. The curriculum for each class will be organized by a “180-day plan<sup>22</sup>” similar to the one referenced here, and each course will have established learning objectives and “accountability elements.”

Tests and quizzes will be standardized and student achievement scores will be analyzed in monthly PLCs where the faculty will discuss demonstrated best practices, and mentor one another.

#### 4. MARKET ANALYSIS

It is very apparent to us that there is a great need for educational alternatives in Cedar City, where we plan to establish American Principles Academy. Currently there are no charter schools in all of Iron County with available seats, and there are no classical education charter schools in existence within Iron County. Some of our board members and founding families have recently moved to Cedar City and struggled with the lack of school choice. We believe that it is this lack of choice in the county that has led to possibly the largest homeschool community in Utah according to our research of homeschool groups on Facebook.

Iron County School District attempted to pass a bond in 2018 to raise \$92,000,000 to, in part, build an additional Elementary School. The bond failed and the County has been left with a significant challenge with regard to overcrowded school facilities. From 2006 to 2018 (a 12 year span), when the bond was proposed, Iron County had seen a 1,000 student increase in student population<sup>23</sup>. From 2016 – 2019 (a 3 year span), Iron County School District saw a growth of 522 students<sup>24</sup>. In 2021, Iron County School District passed a \$69.5 Million bond, but allocated \$0 to additional elementary classrooms<sup>25</sup>.

The Iron County general population growth rate has been at 4% for the past 4 years<sup>26</sup>, 24% between 2010 and 2020<sup>27</sup>, and the U.S. Census Bureau ranks Cedar City as the 4<sup>th</sup> in the country’s micropolitan category in population growth<sup>28</sup>.

American Principles Academy will meet the needs for elementary classroom space in the community by providing a K-8 charter school in Cedar City. As previously mentioned, the only other elementary charter school has been at full capacity for the past few years and a classical school model such as American Principles Academy does not exist in the County. We are confident that our charter school will be well received by the residents and the school district and will fill an important, and urgent, need for additional elementary classroom space and education options in Cedar City.

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<sup>22</sup> [X 4th Grade 180 Day Plan \(2021-2022\).xlsx](#)

<sup>23</sup> [Iron County SD 2018 Bond](#)

<sup>24</sup> [USBE Reports](#)

<sup>25</sup> [ICSD 2021 Bond Argument](#)

<sup>26</sup> [Iron County Population 2021](#)

<sup>27</sup> [ICSD School Improvement Bond Argument](#)

<sup>28</sup> [Cedar City Growth Article](#)

American Principles Academy will serve all students whose parents apply and who are then enrolled based upon the applications. We anticipate that many of the parents who apply will be seeking a classical education or leveled learning format for their child that includes a strong character and civic education component, and we will provide such a school. Parents will seek our school over another school who are looking for an education option that aligns with our school mission and vision.

Our enrollment projections are realistic as evidenced by the urgent need for additional elementary school classrooms in Iron County, as well as by attendance at community information meetings and the pre-enrollment survey which indicated that 57 families were committed to enrollment representing 130 students. The survey was not an “interest” survey, but a commitment survey primarily accessed through word-of-mouth. The survey was completed in April 2022 and more families have indicated support since that time.

### **Community Support**

A letter from [Iron County School District](#) states, “We seek to provide options for students and families. We have worked hard to provide multiple education options within our organization. However, in spite of our efforts, we still find that even more options are needed and appreciated.” A former member of Iron County School District Board stated that their current enrollment is “in flux now with COVID and people moving to our area to get away from Las Vegas and California”. The same representative wrote “my understanding is that you are a school based on true American values and I would welcome such a school in Iron County.” As mentioned above, a letter of support from the Iron County School District welcoming more models to come to their district can be found [here](#) and from the Cedar City Mayor can be found [here](#), along with many letters of support from Cedar City families found [here](#). Even though some of these letters of support were written for the American PREPARATORY satellite school, they speak more widely to the desire of Cedar residents to have a classical charter school option in their community.

As an interesting note, part of Iron County School District’s strategic plan includes having “creation/collaboration spaces available at all schools”.<sup>29</sup> This has been difficult with the school crowding. By freeing up space at district schools with the creation of our charter, it is possible we could help them achieve their goal by lowering the strain on their district schools’ capacity which would provide a benefit to the community.

### **Marketing**

If this application is approved, American Principles Academy will publicize and market to a broad cross-section of families and prospective students through the following channels:

- Word of mouth
- Facebook and Google advertisements
- Flyers at Cedar City stores and government buildings, including library
- Neighborhood meetings

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<sup>29</sup> [Iron County SD Strategic Plan](#), p. 11



- 2-3 billboards in Cedar City (if needed)
- Community meetings with support organizations

We will market to diverse populations by meeting with and informing community support organizations of opportunities to enroll in our school. Support organizations include public entities such as the public library and public health department. Private non-profit organizations also will be contacted such as the Iron County Care and Share food bank and Cedar City Housing Authority.

## 5. GOVERNANCE

The entity that will hold the charter and be responsible during the development of the school is named Cedar Charter Holders. It is a Utah non-profit entity that will establish non-profit status with the IRS after receipt of its charter. The entity is made up of a governing board of six individuals, listed in the [Charter School Information](#) section of the application. Within 30 days of authorization, each board member has committed to complete a background check, as required by 53G-5-302. The same six individuals intend to govern the school throughout the startup phase and through its first initial few years of operation, to ensure that the vision of this application is executed with fidelity. However, after charter authorization, the board intends to add a member experienced with real estate development to aid them in the facilities development of the school. After entering into a charter agreement, the charter school will be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act.

Current board members, their current employment, and relevant experience or qualifications for serving on the board are listed in the table below.

Name	Current Employment	Relevant Experience or Qualifications
Karen Thelin	American Preparatory Academy- District School Nurse	Nurse since 2008. Employed with American Preparatory Academy for 8 years working with students, training staff, and compliance
Scott Herrick	Religious Educator, Church of Jesus Christ of Latter-Day Saints	Public school Educator 7 years 1 year as Religious Educator. (5 years as Elementary Education, 2 years as high school English teacher)
Matt Howard	Construction Monitor	Operations and business manager for mid-sized software company. Liason coordinating charter school services with adolescent residential treatment centers.
Kami Merrill	Staheli West	Physical education teacher 3.5 years. Serves on the board of a local citizens committee and co-founded Iron County Moms and Daughters for America. Mother of 5

		children.
Casey Anderson	State of Utah	Vocational Rehabilitation Counselor
Kelly Hofeling	None	Elementary Education degree, served on a non profit board for 6 years in various positions, current homeschool educator

The number of board members required per our approved Bylaws is 3-7. We intend to always have at least 5, but in the case we have less than 5 we did not want to be out of compliance with our Bylaws which is why we put the range of 3-7. The Bylaws were written to comply with the IRS recommendation and Utah Code that non-profit boards have at least 3 members<sup>30</sup>. Board members will be appointed by majority vote of the board. Applications for board vacancies will be solicited from the parents of students at the school and influential individuals in the community. As allowed in Utah Code, there will be no term limits for board positions<sup>31</sup>. Although the board realizes that diligent oversight will require monthly meetings, our Bylaws require meetings at least quarterly. We believe that monthly meetings will be necessary but always want to be in compliance with our Bylaws, which is why we have made the requirement to meet quarterly. After receiving a charter, Cedar Charter Holders will abide by Utah's Open & Public Meetings Act.

The governing board intends to issue a Request for Proposal for management of the charter school. Although the governing board has solicited assistance from several individuals and groups in designing the program outlined in this application, the board has spent no funds and entered into no contracts for the services that have been performed. The assistance that we have solicited thus far has been purely voluntary. The board recognizes that there is concern that American Principles Academy has preemptively selected American Preparatory Schools as a management company for American Principles Academy. The board would like to state that it unequivocally has no preference for any particular management company. We have sought and received assistance from many classical schools, whose materials and statements are referenced throughout this application. Our board is committed to the model of a classical school, but we are not committed to a particular management company. We will follow the procurement laws and rules regarding selection of a management company and commit to absolute independence when evaluating the responses of the RFP.

There has also been a concern voiced by the State Charter School Board members that this application may actually be a way to subvert the decision made by the State Charter School Board last year to deny American Preparatory Academy's application for a satellite school in Cedar City. Again, we absolutely deny this.

The fact is that this application was independently pursued by a group of parents in Cedar City that are desperate for a classical school option for our students. To the extent that we have collaborated with American Preparatory Schools (the Educational Management Company), or

<sup>30</sup> [https://le.utah.gov/xcode/Title16/Chapter6A/C16-6a-P8\\_1800010118000101.pdf](https://le.utah.gov/xcode/Title16/Chapter6A/C16-6a-P8_1800010118000101.pdf)

<sup>31</sup> [https://le.utah.gov/xcode/Title16/Chapter6A/C16-6a-P8\\_1800010118000101.pdf](https://le.utah.gov/xcode/Title16/Chapter6A/C16-6a-P8_1800010118000101.pdf)

American Preparatory Academy, or Excelsior Academy, or Great Hearts, or Freedom Prep Academy, or George Washington Academy, it was to accomplish our goal of providing a classical school option for our students and our community. We declare that this application is genuinely submitted by us, as parents and concerned citizens, and not with any undue influence or commitments to any other groups.

## **6. STAFFING**

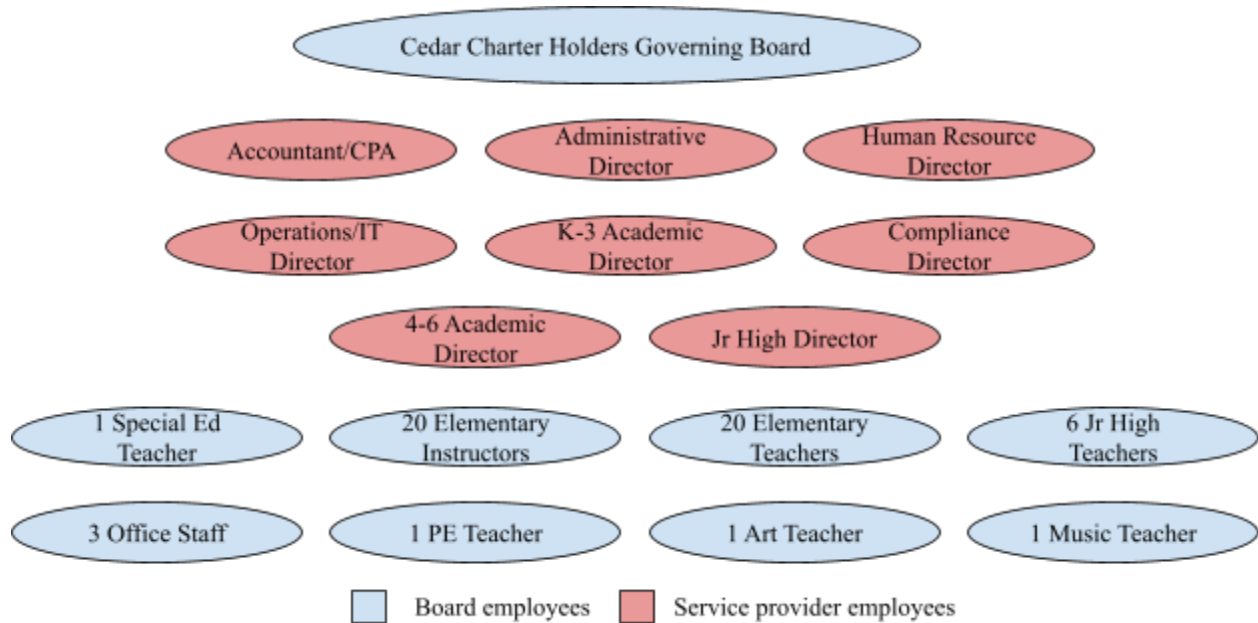
As stated previously, we intend to issue a Request for Proposal for the day-to-day management of American Principles Academy. The request will be for professional service providers with experience in charter schools for the day-to-day management of the following functions of the school:

- Human Resources
- Accounting
- Compliance
- Academic Administration
- Operations/IT

It's possible that multiple service providers will be chosen for these functions, and it's also possible that some of these functions end up being direct hires of the board instead of through a service provider. One such example of this might be if we find service providers for all of these functions but we are not satisfied or are unable to find a service provider for Operations/IT related services, then this position may be filled through a direct hire with the governing board.

Although we understand that there are nuances in charter school management that are best understood and navigated by service providers that already exist in the space, we also understand that delegation of the day-to-day management of these functions, or any function, is a subset of our governance responsibility. Our board is committed to complete fidelity to our charter, mission, and vision and compliance with all relevant laws and rules that apply to our school, and we understand it is our duty as a board to oversee the services at the school, whether delivered by direct hires or service providers. It will be vital that our employees and service providers align with our mission and vision, so this characteristic will be key when hiring leaders and entering into a management contract.

The following is our vision for staffing at the school, demonstrated by an organization chart. These positions may change based upon actual enrollments.



This plan for organization of our employees follows similar models at other classical schools. The benefit to having multiple services provided under a single management company is the single point of accountability of the management. In other words, instead of Cedar Charter Holders managing five top-line managers (Accounting, Compliance, Operations, HR, and Academic), if a management company is selected Cedar Charter Holders will be able to focus on overseeing these responsibilities through a single point of contact at the management company. Our board will expect to see monthly reports from each of these areas and will establish criteria for monthly reporting on key elements to know that our charter, mission, and vision is being implemented with fidelity and within the laws and rules of the State of Utah.

The main responsibilities of the key administrators will be as follows:

#### Administrative Director

- Oversee school/family relations
- Ensure positive employee interaction and smooth daily operation of school functions
- Oversee student and employee discipline

#### Elementary and Jr High Directors

- Hire and mentor teachers
- Manage and control curriculum and the alignment of state standards to instruction
- Ensure the academic success of every student

#### Accountant/CPA

- Establish and implement fiscal policies and procedures
- Maintain current financial records
- Prepare monthly board financial reports
- Manage the selection and completion of annual independent audit

- Ensure compliance with laws and rules governing public accounting

#### Operations/IT

- Ensure smooth daily operation of school functions
- Manage any transportation vehicles and staff (if needed)
- Manage construction and maintenance projects
- Oversee procurement, maintenance and inventory of technology assets

#### Human Resource

- Hiring and firing of employees
- Payroll and benefits management
- Employee safety
- Teacher licensure management

#### Compliance

- Establish school policies and procedures
- Ensure compliance with State and Federal laws and rules
- Assist Accountant/CPA with fiscal compliance and reporting

One advantage that we will have when hiring teachers is the fact that Southern Utah University is in Cedar City. Graduates from this University that wish to stay in Cedar City have very limited options for entry into a career within their field. Southern Utah University's Teaching degree won 4th place for the "Most Affordable Teaching Degree"<sup>32</sup>. We will be able to recruit many quality teachers from their program.

Our plan for paraprofessionals revolves around the fact that a portion of our target market will be homeschool families. We anticipate that at least 10% of our enrollment will come from current homeschool families (as evidenced by participation in our pre-enrollment survey). We hope that these wonderful parents that have many years experience of teaching their children at home will want to join our staff as paraprofessionals.

The Academic Administrator positions for Elementary and Jr High will be the employees that we will scrutinize the most. To fulfill our mission statement, our students must be academically successful. The job of our Academic Administrators will be to ensure the academic success of our students. This must be done by closely monitoring our teaching staff and implementing our academic program. Our leveled learning model will require very close monitoring of student progress as well. As our students progress at different rates, they will need to be constantly assessed to be placed in the right groups. We will require monthly reports from our academic administrators that prove that our students are academically successful. This position will require a love for observing teachers and students, data entry to track student progress, and an attention to detail to closely monitor student progress.

All employees at our school will undergo a criminal background check to comply with 53G-5-408. Any employment of relatives will follow 53G-5-409.

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<sup>32</sup> <https://www.bestvalueschools.org/cheapest-teaching-degree/>

## 7. BUSINESS & OPERATIONS PLAN

### A. Budget

Our budget for the first three years of operation can be found at this link: [American Principles Academy 3-year budget](#). A struggle for new schools is initial capital for building renovations, textbooks, teaching supplies, technology supplies, other curriculum, and printing and binding costs, all which must be purchased well before the start of the first fiscal year. Some of these costs are mitigated by the Charter School Startup and Implementation Grant, and some can be mitigated by loans (either through the Charter School Revolving Loan account, or through private loans). As presented in our budget, these loans could be paid off by the end of our first operational year. Our budget shows net incomes of over \$800,000 for our first year of operation, \$1,500,000 for our second year of operation, and \$1,622,000 for our third year of operation. This represents a surplus of 10% of total revenues the first year, and 20% the second year and third year. This surplus will be distributed to our cash reserves to build up a days cash on hand of 90 days (our target), which will fund our closure plan in the event of a school closure.

Key financial assumptions in our budget include a teacher and paraprofessional in every classroom, as described in our model. Included is 7 Jr. High teachers and 30 elementary teachers. We also have a budget for substitute teachers, a school nurse, 2 secretaries, an operations employee, and 2 food services employees. Their salary estimates were informed by other classical charter school budgets and historical data. The assumptions made on expenses were also informed by other classical charter school budgets. The inflation in both revenues and expenses were informed by historical data on State revenue increases and historical inflation rates with regard to salaries, benefits, and expenses. Of course, no one knows what inflation will exist in 2-3 years but we have done our best to conservatively estimate. Other key financial assumptions are with regard to our facilities. We anticipate paying about \$23/sqft/year on a lease. This is a very conservative estimate based on current lease rates (for example, the Vivint call center that we have looked at is leasing at approximately \$15/sqft/year). The renovations budget we believe is also sufficient of \$300,000 to retrofit a lease facility to accommodate our program. We would hope to negotiate a significant portion of renovations into the lease agreement so that we can minimize the upfront cost of such renovations.

In the event the school experiences cash flow challenges, a budget shortfall, lower than expected student enrollment, or other financial challenges in the early years of operation, there are a few contingencies that we can enact. First, a more significant cost of our program entails having paraprofessionals in every classroom. In the event we have to cut back on expenses, we will be able to eliminate paraprofessional positions. In the event that we have an enrollment shortfall, we may be able to eliminate entire classes, including teachers and paraprofessionals that were hired for those classrooms. Another significant cost in our budget is administrative costs. We anticipate that these will mostly be paid to an Educational Management Company. As part of the RFP process while procuring a management company, we will explore the idea of having the management company reduce their fees in proportion to a budget shortfall. This could represent significant savings in the event of such a shortfall.

The school's breakeven enrollment count is detailed on the budget spreadsheet and is 587 students. We made this representation by showing a reduction in 30 kindergarten students, 192 elementary students, and 49 Jr. High students. With a reduction in enrollment and therefore revenues, our budget details the strategy to overcome such a shortfall, including a reduction in personnel and related costs of benefits, a reduction in supplies needed for fewer students and classrooms, and a reduction in a management fee. We make the assumption that the management company will charge a per-student fee. Thus a reduction in enrollment will lead to a proportional reduction in fees.

## **B. Finances**

The school's finances will be managed by the Educational Management Company. The Educational Management Company will be responsible for developing or providing financial policies and procedures for the financial operations of the school. The Educational Management Company will provide the business management services, including the assignment of a Business Manager to oversee the finances of the school. This business manager will be required to report monthly to the Governing Board on the financial status of the school, including the regular reports required by Utah law and rule. These reports would at least include annual budgets, monthly budget to actual reports, as well as year-over-year comparisons and balance sheets. The Educational Management Company will also be required to provide information for the independent third-party annual audit that will be conducted each year.

Insurance will be procured at a level satisfactory to the governing board and that aligns with insurance held by other charter schools. Such insurance will indemnify the school, its board, staff and teachers against tort claims. It is in our own best interest to ensure that our insurance policies reduce as much risk to our organization as possible so we will seek guidance on this from our Educational Management Company as well as other charter schools and insurance professionals.

## **C. Facilities**

We believe that the most responsible plan for our school facility is a 2-step approach:

- Step 1: Begin operating in a leased facility.
- Step 2: Begin construction after Year 1 of operations, if the school is fully enrolled with a substantial waitlist.

Although we are confident that we can fill a school with 858 students, we have discussed whether it may be more prudent to lease a school that can accommodate fewer students and first testing a pilot school in a smaller facility. To this end, we have been searching Cedar City for years now for a facility that could be retrofitted as a school for Years 1-3 (Year 1 for proof of concept, Years 2 and 3 for planning and construction). In a rural area such as Iron County, these types of facilities are few and far between. A great option became available this past summer and we have been in discussions with the landlord. Whether this facility will still be available in 2024 is a serious question. Here is a link to the property listing:  
<https://linxcre.com/properties/?propertyId=1044534-sale>.

This facility is 19,000 square feet and could be remodeled to accommodate 1 class per grade in K-8, plus small breakout rooms, and offices for administration<sup>33</sup>. The bathroom and parking needs are already sufficient to operate a school of this size<sup>34</sup>. To remodel and furnish this facility, we would want a minimum of 6 months of time before school starts. Our best estimates to remodel this type of facility to a point that would be operational for a school is \$150,000. A proportional amount for remodel of a larger facility is reflected in our budget for Year 1, along with a very conservative estimate of anticipated lease rates.

#### **D. Pre-Opening Plan**

The key tasks to be completed between approval of the application and the opening of the school include tasks in the following areas:

1. Apply for 501(c)3 status with the IRS
2. Open a bank account
3. Facilities
  - a. Procure an adequate facility to lease for at least years 1-3.
  - b. Develop plans for tenant improvements
  - c. Publish a Request for Proposal for the construction of such improvements
4. Educational Management
  - a. Publish a Request for Proposal for the management of the school as outlined in the application
5. Recruitment
  - a. Advertise for enrollment and enroll new students
6. Staffing
  - a. Recruit teachers, paraprofessionals, and all other staff. Job postings, hiring fairs (attend SUU hiring fair), recruit from parent population
7. Governance
  - a. Hold monthly meetings to review school-opening progress
  - b. Select contractor and Educational Management Organization from RFP
  - c. Work with EMO on selecting administrators

#### **E. Closure Plan**


The following represents our closing plan.

##### 1. IDENTIFICATION OF MISSED TARGETS

Each year American Principles Academy will set annual targets for enrollment and student achievement. These targets will be reviewed with the Board to ensure that American Principles Academy is on target with enrollment goals. Annual academic targets will be reviewed annually. In addition, the Board will review the schools' financial targets during their regular meetings to ensure the school is fiscally fit and properly managed.

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<sup>33</sup>  Vivint Floorplan.pdf

<sup>34</sup>  Vivint site map.pdf



In the unlikely event that it becomes necessary for American Principles Academy to close, whether self-directed or at the request of the Utah State Board of Education, the school will ensure that students, families and Utah State assets are protected throughout the closure process. The dissolution of a charter school in Utah is regulated and defined by 1) the school's Articles of Incorporation, 2) Utah Statute governing Charter School Closures 53A-1a-510.5 and 53A-1a-517, 3) Utah Statute governing non-profit corporations 16-6a-1402 through 16-6a-1405, 4) IRS Regulation 1.501(c)(3)-1(b)(4), and 5) the Charter School Agreement between American Principles Academy and the Utah State Board of Education. The plan below describes the chronological steps to school closure that will ensure the protection of state assets. Specific descriptions of the Use of Experts and of Student and Family Transitions are covered in the paragraphs that follow.

a. Decision to Close

The resolution by the American Principles Academy Governing Board to close shall be done in an open public meeting, which has been properly noticed in accordance with Utah Open Meetings laws. The resolution will include the basis for closure and a summary description of a closure plan. Every voting member must be entitled to vote on the proposal to close and will have his or her respective comments included in the minutes of the meeting.

b. Assignment of Trustee

The American Principles Academy School Board shall assign a Trustee who will ensure all applicable laws are followed during the closing process. The Trustee may be an individual or an organization. The Trustee will engage the services of Experts and Professionals to assist in the school closure that shall include at a minimum legal, financial and educational counsel. Specific jobs of Professionals are outlined in the Use of Experts in item D. Depending upon the financial state of the school at closing, it is anticipated that the School Board will allocate at least \$25,000 from school reserves to cover the costs of the professional services of the Trustee and contracted Experts.

c. Closure Plan to Chartering Entity

A Detailed Closure plan shall be delivered to the Utah State Charter School Board as soon as practicable, but no more than 30 days from the public meeting at which the closure was approved by the American Principles Academy School Board. The plan shall include at a minimum (a) a custodian for the protection of student files and school business records, (b) a base office to be used during the closing, (c) the office address,

contact information and hours of operation, (d) insurance that covers the school through the closing process, (e) plans for a complete financial audit, (f) an inventory of all assets of the charter school, including buildings, (g) a list of all creditors of the school and specifically identify secured creditors and assets that are security interests, and (h) specific plans to protect all school assets against theft, misappropriation, and deterioration.

d. Notice of Decision

As soon as practicable after the decision is made to close, notification of the decision, in writing, shall be provided by the school to the Utah State Charter School Board, Utah State Board of Education, parents of students, creditors and the Iron County School District. The notice will include the proposed date of closure, the school's plans to help students identify and transition into a new school, and contact information for the school during the transition.

e. Articles of Dissolution

As required for a non-profit corporation in Utah, upon the decision to close the American Principles Academy, the Board will prepare and file with the State of Utah Articles of Dissolution. In addition to other state requirements, the Articles will include the specific number of votes cast for the proposal to dissolve and the name of each member who voted. Such Articles shall be filed no more than 30 days from the date of the open meeting where the closure vote was taken.

f. Disposition of Assets

Under the Direction of the American Principles Academy School Board, the assigned Trustee shall ensure all assets of the school are disposed of in accordance with Utah Non-profit law, Charter School law, the Charter School Contract and any IRS code regulating the disposition of Assets related to a 501(c) (3) organization. Disposition of Assets are to be done in the following order:

- (i) Cash and other Liquid Assets shall be used to satisfy school liabilities.
- (ii) Other Assets which have been pledged to guarantee a liability shall be transferred to the control of the lien holder.
- (iii) Remaining assets, if any, after the satisfaction of all school liabilities shall be distributed in accordance with UCA 53A-1a-517 and number 7 below.

All liabilities and obligations of American Principles Academy at closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent possible.

g. Distribution of Net Assets

Remaining assets, if any, shall be returned to the Utah State Charter School Board. With the authorization of the Utah State Charter School Board, the Trustee may liquidate assets at fair market value or assign the assets to another public school. Any such assets not so disposed of will be disposed of by the 5th District Court. (See UCA 53A-1a-517).

h. Winding Up and Budget

It is anticipated that an orderly school closure could take as long as one calendar year. Once all assets have been properly disposed of in accordance with state law, all records have been transferred or secured and all families have made an appropriate transition to another school, the Trustee will complete a final closure report. The report will be delivered both to the chair of American Principles Academy School Board and the Utah State Charter School Board. Upon delivery of the final report, the non-profit organization and Board shall be considered dissolved.

American Principles Academy will work to ensure it builds appropriate reserves and operates with at least a 3% safety margin. It is anticipated that in the unlikely event the school closes, it would have at least 90 days cash on hand plus the 3% of gross revenues operating margin to cover closure costs.

2. STUDENT AND FAMILY TRANSITION

Under the direction of the Trustee and Legal Support Team, the Education Support Team will oversee the smooth transition of students and families to new schools. The chronological list below describes the critical pieces of the Student and Family Transition plan:

a. Appropriate Notice -

Each family will be given notice of the school closure as soon as practicable after the closure decision has been made. Ideally, notice will be given by March 1<sup>st</sup> of the last year of operations to provide ample time for families to prepare for a transition between

schools. The notice will include instructions, contact information and a scheduled interview with a member from the Education Support Team.

b. Interviews -

The Education Support Team, which may be comprised of the School Director, counselor, and one teacher, will begin to conduct interviews with each family shortly after written notice has been given. This will be a time for fact-finding and private counseling to determine the needs of each family. Families that don't attend the interviews will receive personal phone calls, or visits as required.

c. Networking and Transition Plans -

The Education Support Team will begin working with local districts, charter schools and private schools to determine the best fit for families transferring out of American Principles Academy. Attention will be given to students with special needs. The support team will compile a list of options that fit best for each student and begin communicating them to families. With the help of counselors, the Educational Support Team will help families select the best option for their children.

d. Transferring Students and Records -

The Education Support Team will then begin the long process of ensuring the accuracy of each student's records and send them to the new school. Academic, personal, IEP and health records will receive special care. Along with student records, the new schools will receive suggestions on how they might help students transition from an Expeditionary Learning school style of learning to that of the new school. The team will ensure privacy, professionalism and accuracy as they handle the delicate task of placing students into new programs.

3. EMPLOYEE TRANSITION

In the event of the closure of the charter school, employees will be notified in a timely manner regarding the school closure and will receive assistance and support for finding alternate employment.

4. RECORDS

In the event of school closure, hard copies of students' attendance and academic records will be kept in secured filing cabinets in the administrative space operated by the

American Principles Academy. Financial records relating to the operation of the school as well as employment records and inventory of assets will also be archived. Electronic records will be maintained in a password protected electronic computer file. Access to and protection of archived records will be maintained by the School Director or administrative staff who is trained in federal and state guidelines for record storage and protection (following Utah Code 53A-1a-517).

## 5. REPORTS

In the event of school closure, the School Director will be responsible to ensure that all required reporting continues accurately and timely throughout the closing period. The School Director may engage the use of Experts in fulfilling this obligation.

Use of Experts. The school will contract at a minimum with the Experts and Professionals listed below to ensure a smooth, legal and timely school closure process. Expert roles and anticipated costs are also included.

### a. Trustee Budget \$10,000

The Trustee may be an individual or an organization. The Trustee will manage the entire closing process under the direction of the American Principles Academy School Board. The Trustee will be the point of contact for all school stakeholders. The Trustee will be responsible to hire all legal, financial and educational support necessary to ensure the safe keeping of state assets and the needed transition help for families. The Trustee will set the hours of operations for the base office, oversee the work of contracted experts and report to the American Principles Academy School Board Chair regularly throughout the closing process.

### b. Educational Support Budget \$7,000

The Educational Support Team will maintain an accurate record of student enrollment and ensure the safekeeping of student records. This team will be in charge of student transitions to a new school as described in the Student and Family Transition paragraph below. They will provide individual student/family counseling as needed, facilitation of records transfers and effective communication with local school districts. This Team will also support school staff in their transition to new employment.

### c. Financial Support Budget \$6,000

The Financial Team will keep an accurate account of the school's financial status during closing, oversee the final audit, ensure the appropriate disposition of assets, archive financial and employment records, satisfy the school's liabilities, close out grants/programs and provide general oversight on all financial matters. This Team will work closely with legal counsel.

d. Legal Support

Budget \$2,000

American Principles Academy will contract with a reputable attorney who will review all documents and provide legal opinions related the school's closure. Legal Counsel will be responsible to advise the Trustee and support teams on all obligations of the school closing as outlined in 1) the school's Articles of Incorporation, 2) Utah Statute governing Charter School Closures 53A-1a-510.5 and 53A-1a-517, 3) Utah Statute governing non-profit corporations 16-6a-1402 through 16-6a-1405, 4) IRS Regulation 1.501(c)(3)-1(b)(4), and 5) the Charter School Agreement between American Principles Academy and the Utah State Board of Education.

6. FINANCIAL RESERVES

A financial audit will be conducted within five business days of the decision to close. An inventory of all school assets will be made. Any assets with written conditions for appropriation will be dealt with according to the written agreements. All other assets will be returned to the chartering agency to be reallocated to other public education providers or to be liquidated at fair market value at the discretion of the chartering agency. Any contracts or service agreements not necessary for the transition to closure will be terminated. Following the transition period, a final financial audit will be conducted and all necessary records and documentation will be submitted to the state through American Principles Academy.

**8. CONTRACTS**

The Board has not entered into any contractual relationship for services at time of this application.

The Board intends to have a contractual relationship with an ESP (called EMO in parts of this application). The Board's decision to enter into a contractual relationship with an ESP stems from the Board's evaluation of other successful charter schools and the desire to benefit from the best practices learned by others. The Board also has determined there is a significant benefit from the services of an ESP with relation to business office activities, where the expertise of a seasoned organization which has successfully navigated public financial and compliance requirements can be applied at our school on day one.

The Board understands that it will remain the fiduciary for all public funds, and the responsible party for all compliance requirements related to public education regardless of entering into a Service Agreement with an ESP or not, and any relationship with an ESP does not reduce the Board's fiduciary or compliance responsibility in any way.

The Board, upon the granting of the charter, will issue a Request for Proposals (RFP) according to the Utah State Procurement requirements, and will solicit bids for business services (including HR and finance), academic services, operations services, and compliance support services, as described throughout the application. Depending upon the responses to the RFP, the Board will determine which services it will contract for. It is possible that the board may direct hire these positions as opposed to entering into a contract for services with an ESP.

If the Board decides to contract with an ESP, the Board relationship will be a contractual one, outlined in detail via the Service Agreement. A Service Agreement with an ESP would be entered into only if the Board determined that doing so would advance the school's mission and educational program.

In general, we would be interested in academic support services, business support services and compliance support services. More specifically, we would be interested in contracting with an ESP to provide the following administrative personnel, fulfilling the following responsibilities (as previously outlined in Section 6 of this application):

Administrative Director

- Oversee school/family relations
- Ensure positive employee interaction and smooth daily operation of school functions
- Oversee student and employee discipline

Elementary and Jr High Directors

- Hire and mentor teachers
- Manage and control curriculum and the alignment of state standards to instruction
- Ensure the academic success of every student

Accountant/CPA

- Establish and implement fiscal policies and procedures
- Maintain current financial records
- Prepare monthly board financial reports
- Manage the selection and completion of annual independent audit
- Ensure compliance with laws and rules governing public accounting

Operations/IT

- Ensure smooth daily operation of school functions

- Manage any transportation vehicles and staff (if needed)
- Manage construction and maintenance projects
- Oversee procurement, maintenance and inventory of technology assets

#### Human Resource

- Hiring and firing of employees
- Payroll and benefits management
- Employee safety
- Teacher licensure management

#### Compliance

- Establish school policies and procedures
- Ensure compliance with State and Federal laws and rules
- Assist Accountant/CPA with fiscal compliance and reporting

If the Board decides to enter into a Service Agreement with an ESP, the performance expectations will be outlined in the Service Agreement. Monitoring of academic, instructional or assessment duties will be accomplished through monthly data collections and reports to the Board. Monitoring of financial and business services will be accomplished through meetings of the Audit Committee of the Board and the Business Officer, reviewing monthly financial reports, large expenditures and conducting regular sampling for compliance to internal controls.



**APPENDIX A: BACKGROUND INFORMATION SHEETS**

On following pages

## Background Information Sheet

**Name:** Karen Thelin

**Role with application:** Chairperson. Researcher. Writer. Editor.

**Expertise:** Nursing

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

**Statement of Intent:** My role on the governing board as the chairperson is to bring the mission of a classical and liberal arts education of American Preparatory Academy to the families in Iron County. I want to help provide an effective and engaging educational experience to the students of the school by promoting excellent teaching and an interactive education. As a nurse with a bachelors degree and working as district school nurse for American Preparatory Academy for 5 years, I have the background of the basis of the school and want to continue this option for education to the students in Iron County. I understand the obligations and expectation of being a board member and having my nursing education as my background, hope to be able to consider the well-being of the students attending American Preparatory Academy in caring for those with medical related concerns and accommodating those concerns as best as possible. I am fully committed to the mission, values and education curriculum of this school as they have been written in this application.

**Not-for-Profit History:** As a nurse, I have spent many hours in my education to become a better nurse. I am currently in my masters program to become an educator because I believe in the importance of educating others. As a parent, which is considerably non-profit, I am dedicated to the quality of education that my children and other children have access to. I have been a parent volunteering my time for American Preparatory Academy school for 7 years, 5 of that as the district school nurse. I have experience working in an administrative position and attending school board meetings. I am a member of the Church of Jesus Christ of Latter day Saints and as a member, I have held many callings of leadership and teaching. I have had the opportunity to plan and operate organizations at the collegiate level in a volunteer position and mentored other

students. I have participated in the policy council of the Head Start program of Iron County which includes their board policy council meetings. I have held positions of treasurer and secretary in college programs, volunteering my time to participate in those positions. With this background, I feel that I have experience to start this charter school. I am willing to continue to learn and grow as necessary in this position of chairperson to make this school operate functionally.

**Employment History:** I have an employment background as a nurse for multiple faculties. My current position in administration as district school nurse for American Preparatory Academy has given me the most experience in the school nursing position. I have worked with COVID response. For 12 years, I have been employed for a family of a disabled child, taking care of her nursing medical care and needs.

**Education History:** I have a double associated registered nursing degree (earned in 2008 from Snow College and 2012 from Weber State University) with a bachelors in nursing (earned in 2017 from Brigham Young University- Idaho). I am currently working towards my masters in nursing education to graduate in April of 2023 from Western Governors University.

**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.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

**Applicant's signature**

A handwritten signature in black ink that reads "Karen Yulin". The signature is written in a cursive, flowing style.

## Background Information Sheet

**Name:** Scott Herrick

**Role with application:** Vice Chair. Researcher. Writer. Editor.

**Expertise:** Educator

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

**Statement of Intent:** Having been a Public Educator for seven years, I have seen programs and curriculum that work for students and I have seen the opposite. I intend to do all in my power to provide a successful classical and liberal arts education to as many children as I possibly can. I commit to this application as it has been written.

**Not-for-Profit History:** I have volunteered and had employment with many not-for-profit organizations, including Red cross, Salvation Army, First United Methodist Church Food Pantry, and The Church of Jesus Christ of Latter-Day Saints and the Boy Scouts Of America. I have had leadership positions in my Service with the LDS Church, including instruction of peers, and youth. My current employment is in the LDS Church's Education Department. I also worked in Camp Administration and Instructor for two years and Camp Oljato BSA Summer Camp.

**Employment History:** I am currently a Religious Educator for the Church of Jesus Christ of Latter-Day Saints, I am in the classroom every day during the school year and during the summers my responsibilities revolve around developing learning experiences and lesson plans that will best benefit the education of my students. Previous to this year, I have taught two years of High School English in the State of Texas, and five years as a 6th grade teacher in Texas and Utah. Having experience in Elementary and High School, in Utah and in Texas, gives me a broader perspective on how schools are run and the needs of different demographics. While attending University I worked full time, to avoid any student debt, as a Medical Supervisor and Lab Technician at a Plasma Collection Center.

**Education History:** Bachelor of Science, English Creative Writing from Utah Valley University— 2009-2013

**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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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

**Applicant's signature**

A handwritten signature in black ink, consisting of a large, stylized 'J' or 'S' shape followed by a horizontal line and a small loop at the end.

## Background Information Sheet

**Name:** Kami Merrill

**Role with application:** Secretary. Researcher. Writer. Editor.

**Expertise:** Community Organizer

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

**Statement of Intent:** I am a mother of five children ranging in age from 16 down to 5. Over the years my children have attended two different private schools, been homeschooled, and are now attending public school. We have seen which curriculums and programs inspire learning and growth, along with those that don't. There is no one size fits all in education. What works for one family/child, may not work for the next. My goal is to provide a highly successful classical education option to the families of Iron County. I commit to this application as it has been written.

**Not-for-Profit History:** I am on the board of the Iron Dixie Committee of Rights. I help organize many community events such as local election debates, educational meetings on local issues, meetings with elected officials, emergency preparedness seminars, as well as fun, unifying community events such as dances and potlucks. I am also involved in a local Moms For America chapter, which is a study group for mothers learning the constitution and principles of liberty. I assist in our local Liberty Camp for youth, and have partnered in running Liberty Club for Boys.

**Employment History:** I am currently employed at Staheli West as the Customer Success Manager as well as a Parts Specialist. We are an innovative agricultural company manufacturing an implement that simulates natural dew. I have experience working with customers all over the western United States, helping to ensure their success in their agricultural operations. I have previously been employed by Washington County School District teaching P.E. as well as substitute teaching.

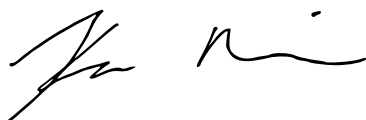
**Education History:** I attended Dixie College, but started my family before finishing my schooling there. I am however a dedicated life long self educator and enjoy studying many different topics.

**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.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

**Applicant's signature**

A handwritten signature in black ink, appearing to be 'J. Ni' or similar, written in a cursive style.

## Background Information Sheet

**Name:** Kelly Hofeling

**Role with application:** Parent Advocate. Researcher. Writer. Editor.

**Expertise:** Elementary education.

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

**Statement of Intent:** I am a mother to three children ages 7, 4, and 18 months. My children are homeschooled because of my lack of faith in the traditional public school setting. I am hoping to help bring an alternative place of education to Cedar City that can help children grow intellectually as well as emotionally in a safe environment. I commit to this application as it has been written.

**Not-for-Profit History:** I have been a member of a nonprofit organization in Cedar City that is aimed towards helping mothers and families in Iron County. I have served on the board for five of the seven years I have been associated with them. I have helped run fundraising events, social gatherings, and run the administration side of the group.

**Employment History:** I have successfully managed my home for the last seven years. I have also worked in our local schools as an aide in several grades.

**Education History:** Southern Utah University 2010-2014 Bachelors of Science Elementary Education; Specialization Early Childhood Education.

**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.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

**Applicant's signature**

A handwritten signature in black ink, appearing to read "Kelly H. H. H." with a stylized, cursive script.

## Background Information Sheet

**Name:** Matt Howard

**Role with application:** Treasurer. Researcher. Writer. Editor.

**Expertise:** Operations and Business Management. Budgets, Accounting, and Finance.

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

**Statement of Intent:** I intend to serve on the board as treasurer and commit to organizing and preparing the financial records to highest standards. I commit to this application as it has been written.

**Not-for-Profit History:** As the education specialist at The Anasazi Foundation I was responsible for the oversight of all education materials at the foundation and the liaison between the accredited charter school that awarded out students school credit for their work done in the program.

**Employment History:** While working as the Program Director at Arivaca Boys Ranch I oversaw the academic program and coordinated with the charter schools where our students were enrolled remotely. I've been an instructor for Utah State University Extension and currently serve as Operations Director for a mid-sized software company with a variety of responsibilities in finance, operations, and human resources.

**Education History:** Bachelor of Arts, Linguistics - Brigham Young University  
Master of Business Administration, University of Arizona

**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.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

**Applicant's signature**

A handwritten signature in black ink. The name "Matt" is written in a cursive style, followed by a large, stylized flourish that extends to the right.

## Background Information Sheet

**Name:** Casey Anderson

**Role with application:** Community Outreach. Researcher. Writer. Editor.

**Expertise:** Social work. Community development.

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school. Provide your role and the timeline for your transition from the governing board to this role.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

**Statement of Intent:** Having been a Vocational Rehabilitation Counselor for 9 years, I have worked directly with children who have disabilities and the local education agencies responsible for their education. I hope to bring this direct experience to this board of directors in order to best serve all of the children of the school to ensure that each child receives a quality education. I commit to this application as it has been written.

**Not-for-Profit History:** I am currently serving on a 501(c)3 organization that supports our local town, where we live. I have served on boards for the Iron County Frontier Homestead State Park and the Cedar City Chamber of Commerce. I have also served in elected capacities on the local level.

**Employment History:** I work as a Vocational Rehabilitation Counselor with the State of Utah. I have been in this position for 9 years. Previous to that I worked as a Social Service Worker for the Paiute Indian Tribe of Utah and Kolob Regional Care and Rehabilitation - a long term skilled nursing facility.

**Education History:** Bachelor of Psychology - SUU 2007; Masters of Science - SUU (2009); Masters of Rehabilitation Counseling - USU (2016)

**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.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

**Applicant's signature**

A handwritten signature in black ink that reads "Casey D. Anderson". The signature is written in a cursive style with a large, stylized 'C' at the beginning.

**APPENDIX B: ARTICLES OF INCORPORATION**

On following pages

## **Non-Profit Corporation Articles**

### **ARTICLES OF INCORPORATION OF**

#### **Cedar Charter Holders**

**We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for such Corporation:**

#### **Article I**

##### **Name**

**The name of the corporation is** Cedar Charter Holders

#### **Article II**

##### **Purpose**

To hold a charter contract with the state charter school board in order to build and operate a charter school in or around Cedar City.

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 and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

#### **Article III**

##### **Name and Address of Registered Agent**

**The address of the corporation's initial registered office shall be:**

4355 Sagebrush Drive Enoch, UT 84721

**The corporation's initial registered agent at such address shall be:**

Karen Thelin

File Number: 12872570

American Principles Academy

State of Utah

Department of Commerce

Division of Corporations & Commercial Code

This certifies that this registration has been filed and approved on 26, May 2022 in the office of the Division and hereby issues this Certification thereof.

Leigh Veillette Division Director

## **Article IV**

### **Names and Addresses of Incorporators**

**The name(s) and address(es) of the incorporators are:**

Incorporator #1

Karen Thelin

4355 Sagebrush Drive Enoch, UT 84721 Karen Thelin Signature

**In Witness Whereof I / We have executed these Articles of Incorporation on 26 May 2022 and say:**

**That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to 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.**

## **Article V Members**

**The nonprofit corporation will have voting members**

## **Article VI Shares**

**The nonprofit corporation will not issue shares evidencing membership or interests in water or other property rights.**

## **Article VII**

### **Directors/Trustees/Officers**



**The name(s), address(es) and signature(s) of the director(s)/trustee(s)/officer(s) are:**

Director #1

Karen Thelin

4355 Sagebrush Drive Enoch, UT 84721

Director #2

Scott Herrick

Director #3

Matt Howard

Director #4

Kami Merrill

2321 W Cove View Drive Cedar City, UT 84720 Signature

Director #5

Kelly Hofeling

Director #6

Casey Anderson

**Article VIII**

**The period of duration of this corporation is** Perpetual

**Article IX**

**Principal Place of Business** The street address of the principal place of the business is:

4355 Sagebrush Drive

Enoch, UT, 84721

**Article X (Amended - added June 22nd, 2022)**

Neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. The board intends to apply for 501(c)(3) status with the IRS and take on debt on behalf of the corporation.

Under GRAMA {63-2-201}, all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.

These Articles of Incorporation were revised by the original board of directors on this 22nd day of June, 2022.

Matthew Howard - Treasurer

Name/Title

  
\_\_\_\_\_

Signature

Karen Thelin - Chair

Name/Title

  
\_\_\_\_\_

Signature

Kelly Hofeling - Parent Advocate

Name/Title

  
\_\_\_\_\_

Signature

Kami Merrill - Secretary

Name/Title

  
\_\_\_\_\_

Signature

Scott Herrick - Vice Chair

Name/Title

  
\_\_\_\_\_

Signature

Casey Anderson - Member

Name/Title

  
\_\_\_\_\_

Signature

**APPENDIX C: GOVERNING BOARD BYLAWS**

On following pages

**Bylaws**

**Of**

**Cedar Charter Holders**

**A Utah Non-Profit Corporation**

## ARTICLE I

### OFFICES

- Section 1.1 Business Offices
- Section 1.2 Registered Office

## ARTICLE II

### MEMBERS

- Section 2.1 No Members

## ARTICLE III

### BOARD OF DIRECTORS

- Section 3.1 General Powers
- Section 3.2 Number, Election, Tenure and Qualifications
- Section 3.3 Vacancies
- Section 3.4 Authority and Duties of Directors
- Section 3.5 Regular Meetings
- Section 3.6 Special Meetings
- Section 3.7 Notice
- Section 3.8 Quorum and Voting
- Section 3.9 Compensation
- Section 3.10 Committees

## ARTICLE IV

### OFFICERS AND AGENTS

- Section 4.1 Number and Qualifications
- Section 4.2 Election and Term of Office
- Section 4.3 Compensation
- Section 4.4 Removal
- Section 4.5 Vacancies
- Section 4.6 Authority and Duties of Chair
- Section 4.7 Surety Bonds

## ARTICLE V

### STANDARDS OF CONDUCT FOR OFFICERS AND DIRECTORS

## ARTICLE VI

### DIRECTORS' CONFLICTING INTEREST TRANSACTIONS

- Section 6.1 Conflicting Interest Transactions
- Section 6.2 Prohibition Against Loans to Directors or Officers
- Section 6.3 Voidability of Conflicting Interest Transactions
- Section 6.4 Approval of Conflicting Interest Transactions
- Section 6.5 Party Related to Director

## ARTICLE VII

### INDEMNIFICATION

- Section 7.1 Indemnification
- Section 7.2 Limitation

## ARTICLE VIII

### LIMITATION ON LIABILITY

- Section 8.1 Limitation on Liability

## ARTICLE VIII

### MISCELLANEOUS

- Section 9.1 Books and Records
- Section 9.2 Fiscal Year
- Section 9.3 Conveyances and Encumbrances
- Section 9.4 Designated Contributions
- Section 9.5 Amendments
- Section 9.6 Severability

**Bylaws**  
**Of**  
**Cedar Charter Holders**

**ARTICLE I**

**OFFICES**

Section 1.1 Business Offices. The principal office of Cedar Charter Holders is currently at 4355 Sagebrush Dr., Enoch, UT, 84721. The Corporation may have such other offices within Utah, as the governing Board of Directors may designate or as the affairs of the Corporation may require from time to time.

Section 1.2 Registered Office. The registered office of the Corporation required by the Utah Revised Nonprofit Corporation Act (“Act”) may, but need not, be the same as the Corporation’s principal business office in Utah. The initial registered office is the office of record referenced above, but is subject to change from time to time by the governing Board of Directors (sometimes referred to herein as, the “Board of Directors”), by the officers of the Corporation, or as otherwise provided by the Act.

**ARTICLE II**

**MEMBERS**

Section 2.1 No Members. The Corporation shall have no members. The membership provisions of these bylaws may be altered from time to time in accordance with the Act, the Corporation’s Articles of Incorporation, and these bylaws, to provide for the classification, qualifications, privileges and appointment of members as may be determined by the governing Board of Directors.

**ARTICLE III**

**BOARD OF DIRECTORS**

Section 3.1 General Powers. The business and affairs of the Corporation shall be managed by its governing Board of Directors, except as otherwise provided in the Act, the Articles of Incorporation, or these bylaws.

Section 3.2 Number, Election, Tenure and Qualifications.

- (a) The number of directors of the Corporation may be a maximum of seven (7) voting members, but shall not be less than three (3).
- (b) Each director shall serve until their resignation, removal or earlier death.
- (c) Any director may be removed at any time upon majority vote of the Board of Directors.

Section 3.3 Vacancies. Any director may resign at any time by giving written notice to the Chair of the Board of Directors, or to the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

The Board of Directors may or may not elect to fill Board of Directors vacancies above the minimum number of three (3) directors. If the Board of Directors elects to fill Board of Directors vacancies, they will solicit applications from persons willing to fill a Board of Directors vacancy. The Board of Directors will set timelines for such solicitation and review of applications. Upon consideration of applications, the Board of Directors may appoint additional directors. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though that number of directors may constitute less than a quorum. The Board of Directors shall elect a Chair and a Vice-Chair from the board membership and may appoint a Secretary, however the Secretary need not be a voting member of the Board of Directors.

One director shall be a parent elected by the parent population of the school. This shall be the case as long as it is required by Utah State statute.

Section 3.4 Authority and Duties of Directors. The directors of the Corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Chair of the Board of Directors, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

- (a) *Chair of the Board of Directors.* The Chair of the Board of Directors is the Chief Administrative Officer and shall (i) preside, when present, at all meetings of the Board of Directors; (ii) see that all orders and resolutions of the Board of Directors are carried into effect; and (iii) perform all other duties incident to the office of Chair of the Board of Directors and as from time to time may be assigned to the Chair of the Board of Directors.
- (b) *Vice Chair.* The Vice Chair of the Board of Directors shall (i) in the absence of the Chair of the Board of Directors, preside at all meetings of the Board of Directors; (ii) perform all other duties incident to the office of Vice



Chair as from time to time may be assigned to the Vice Chair by the Board of Directors.

**Section 3.5 Regular Meetings.** Prior to the start-up phase of operation, defined as that period of time commencing with the formation of the Board of Directors until the granting of a charter, meetings may be called at any time and place by the Chair of the Board of Directors.

During the start-up phase of operation, defined as that period of time commencing with the granting of a charter until the first day of school, regular meetings of the Board of Directors shall be held at such times and places as may be determined by the Chair of the Board of Directors.

After commencement of the first day of school, regular meetings of the Board of Directors will be held at least quarterly, or as required by Utah law, as scheduled by the Chair of the Board of Directors.

**Section 3.6 Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board of Directors or a majority of the directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place as the place for holding any special meeting of the Board of Directors called by them.

**Section 3.7 Notice.** Prior to the start-up phase of operation, notice of each meeting of the Board of Directors stating the place, day and time of the meeting shall be given to each director by written notice by personal delivery, first-class mail, or email. There shall be no public notice of meetings prior to the start-up phase of operation.

During the start-up phase of operation, notice of each meeting of the Board of Directors stating the place, day and time of the meeting shall be given to each director by written notice by personal delivery, first-class mail, or email at least two (2) days prior thereto (and the method need not be the same as to each director). Notice of each meeting shall be publicly made by posting the place, day and time of the meeting twenty-four hours in advance at the school. Additional public notice shall also be made if required by Utah law.

**Section 3.8 Quorum and Voting.** A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice. No director may vote or act by proxy at any meeting of directors.

**Section 3.9 Electronic Meeting Participation.** Members of the Board of Directors may participate electronically at meetings. The Chair of the Board may call a virtual meeting where no physical location for such meeting is provided, if allowed by Utah law. Venues for an electronic meeting may be via email communication, video conference (such as Zoom or Google Meet), or phone call. When members of the Board of Directors participate electronically, votes may be cast both audibly, visually using “thumbs up” or “thumbs down”, or via text such as a text message or message sent through a chat board.

Section 3.10 Compensation. The Board of Directors may adopt and amend Board compensation schedules, including but not limited to necessary expenses.

Directors as such shall not receive compensation for their services.

Section 3.11 Committees. The Board of Directors may appoint from its members chairpersons who will organize, direct and supervise volunteers comprising committees whose purpose is to advance the work of the Corporation. Numbers and types of committees shall be determined by the Board of Directors.

## ARTICLE IV

### OFFICERS AND AGENTS

Section 4.1 Number and Qualifications. The Board of Directors may elect to conduct the business of the Corporation by hiring officers or by contracting with an education management corporation which will provide services that will oversee the business of the Corporation, including the duties of the Corporate officers.

Section 4.2 Term of Office. If the Corporation elects to hire officers, the officers of the Corporation shall serve at the pleasure of the Board of Directors.

Section 4.3 Compensation. If the Corporation elects to hire officers, the compensation of the officers, shall be as fixed from time to time by the Board of Directors. However, during any period in which the Corporation is a private foundation as described in section 509 (a) of the Internal Revenue Code, no payment of compensation (or payment or reimbursement of expenses) shall be made in any manner so as to result in the imposition of any liability under section 4941 of the Internal Revenue Code.

Section 4.4 Removal. Any officer appointed by the Board of Directors may be removed by the Board of Directors at any time with or without cause, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Section 4.5 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the Chair or Secretary of the Board of Directors. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.6 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified by the Chair of the Board of Directors, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) *School Director.* School Director shall, subject to the supervision of the Chair of the Board of Directors and the Board of Directors, (i) have general responsibility for all day-to-day operations of the Corporation; (ii) propose, prepare and present to the Board of Directors specific programs and activities that will further the Corporation's purposes; (iii) direct and supervise the implementation of the programs and activities approved by the Board of Directors and see that all orders and resolutions of the Board of Directors are carried into effect; and (iv) perform all other duties incident to the office of School Director and as from time to time may be assigned to the School Director by the Board of Directors.

(b) *Assistant School Director/Business Manager/Secretary/Treasurer.* The Assistant School Director/Business Manager shall (i) perform all duties incident to the office of Assistant School Director/Business Manager as from time to time may be assigned to the Assistant School Director/Business Manager by the Board of Directors or the School Director (ii) as Treasurer, if required by the Board of Directors, shall give a bond to the faithful discharge of his duties in such sum and with each surety or sureties as the Board of Directors shall determine. He shall have charge and custody of and be responsible for all funds and securities of the Corporation, receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit such all monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected by the Board of Directors; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned him by the Board of Directors, and (iii) as Secretary, shall: keep the minutes of the meetings of the Board of Directors and any committees of the Board of Directors; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation; and in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Chair of the Board of Directors, the School Director, or the Board of Directors. Assistant Secretaries, if any, shall have the same duties and powers, subject to supervision by the Assistant School Director/Business Manager. In the absence of an appointed Secretary, the Chief Administrative Officer/President or other Board of Directors member may perform or assign the duties described above.

Section 4.7 Surety Bonds. The Board of Directors may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as shall be satisfactory to the Board of Directors, conditioned upon the faithful performance of such person's duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the Corporation.

## ARTICLE V

## STANDARDS OF CONDUCT FOR OFFICERS AND DIRECTORS

Each director and officer with discretionary authority shall discharge his or her duties in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the director or officer reasonably believes to be in the best interests of the corporation. In discharging duties, a director or officer is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by: (i) one (1) or more officers or employees of the corporation whom the director or officer reasonably believes to be reliable and competent in the matters presented; (ii) legal counsel, a public accountant, or another person as to matters the director or officer reasonably believes are within such person's professional or expert competence; or (iii) in the case of a director, a committee of the Board of Directors of which the director is not a member if the director reasonably believes the committee merits confidence.

A director or officer is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance otherwise permitted by the above unwarranted. A director or officer is not liable as such to the corporation for any action taken or omitted to be taken as a director or officer, as the case may be, if, in connection with such action or omission, the director or officer performed the duties of the position in compliance with this Article V.

## ARTICLE VI

### DIRECTORS' CONFLICTING INTEREST TRANSACTIONS

Section 6.1 Conflicting Interest Transactions. As used in this Article, "conflicting interest transaction" means: a contract, transaction, or other financial relationship between the Corporation and a director of the Corporation, or between the Corporation and a party related to a director, or between the Corporation and an entity in which a director of the Corporation is a director or officer or has a financial interest.

Section 6.2 Prohibition Against Loans to Directors or Officers. No loans shall be made by the Corporation to its directors or officers. Any director or officer who assents to or participates in the making of any such loan shall be liable to the Corporation for the amount of such loan until the repayment thereof.

Section 6.3 Voidability of Conflicting Interest Transactions. No conflicting interest transaction shall be void or voidable or be enjoined, set aside, or give rise to an award of damages or other sanctions in a proceeding by or in the right of the Corporation, solely because the conflicting interest transaction involves a director of the Corporation or a party related to a director or an entity in which a director of the Corporation is a director or officer or has a financial interest or solely because the director is present at or participates in the meeting of the Corporation's Board of Directors or of the committee of the Board of Directors that authorizes, approves, or ratifies the conflicting interest transaction or solely because the director's vote is counted for such purpose if: (a) the material facts as to the director's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board of Directors or the committee, and the Board of Directors or committee in good faith authorizes, approves, or

ratifies the conflicting interest transaction by the affirmative vote of a majority of the disinterested directors, even though the disinterested directors are less than a quorum; or (b) the conflicting interest transaction is fair as to the Corporation.

Section 6.4 Approval of Conflicting Interest Transactions. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or of a committee which authorizes, approves, or ratifies the conflicting interest transaction.

Section 6.5 Party Related to Director. For purposes of this Article VI, a “party related to a director” shall mean a spouse, a descendent, an ancestor, a sibling, the spouse or descendent of a sibling, an estate or trust in which the director or a party related to a director has a beneficial interest, or an entity in which a party related to a director is a director, officer, or has a financial interest.

## ARTICLE VII

### INDEMNIFICATION

Section 7.1 Indemnification. To the extent permitted or required by the act (as defined below) and any other applicable law, if any director or officer (as defined below) of the Corporation is made a party to or is involved in (for example as a witness) any proceeding (as defined below) 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 (including but not limited to ERISA excise taxes), amounts paid in settlement and reasonable expenses (including but not limited to expenses of investigation and preparation, and fees and disbursements of counsel, accountants or other experts) incurred by such person in such proceeding, and (ii) shall advance to such person expenses incurred in such proceeding.

The Corporation may in its discretion (but is not obligated in any way) to indemnify and advance expenses to an employee or agent of the Corporation to the same extent as to a director or officer.

The foregoing provisions for indemnification and advancement of expenses are not exclusive, and the Corporation may at its discretion provide for indemnification or advancement of expenses in a resolution of its directors, in a contract or in its articles of incorporation.

Any repeal or modification of the foregoing provisions of this article for indemnification or advancement of expenses shall not affect adversely any right or protection stated in such provisions with respect to any act or omission occurring prior to the time of such repeal or modification. If any provision of this article or any part thereof shall be held to be prohibited by or invalid under applicable law, such provision or part thereof shall be deemed amended to accomplish the objectives of the provision or part thereof as originally written to the fullest extent permitted by law, and all other provisions or parts shall remain in full force and effect.

As used in this Article VII, the following terms have the following meanings:

(a) *Act.* The term “act” means the Utah Revised Nonprofit Corporation Act as it exists on the date this article is adopted, and as the Utah Revised Nonprofit Corporation Act may be thereafter amended from time to time. In the case of any amendment of the Utah Revised Nonprofit Corporation Act after the date of adoption of this article, when used with reference to an act or omission occurring prior to effectiveness of such amendment, the term “act” shall include such amendment only to the extent that the amendment permits a Corporation to provide broader indemnification rights than the Utah Revised Nonprofit Corporation Act permitted prior to the amendment.

(b) *Director or Officer.* The term “director” or “officer” means (i) a director or officer of the Corporation and (ii) while an individual is a director or officer of the Corporation, the individual’s serving at the Corporation’s request as a director, officer, partner, member, manager, trustee, employee, fiduciary, or agent of another domestic or foreign Corporation, nonprofit Corporation, or other person or of an employee benefit plan, and (iii) any other position (not with the Corporation itself) in which a director or officer of the Corporation is serving at the request of the Corporation and for which indemnification by the Corporation is permitted by the act.

(c) *Proceeding.* The term “proceeding” means any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative or investigative, and whether formal or informal.

(d) *Code.* The term “Code” means the Internal Revenue Code of 1986, as amended from time to time.

Section 7.2 Limitation. Notwithstanding any other provision of this Article VII, during any period that the Corporation is a “private foundation” within the meaning of section 509 of the Code, or any corresponding provision of any future United States tax law, the Corporation shall not indemnify any person from or against or advance to any person the cost of, such expenses, judgments, fines, or amounts paid or necessarily incurred, nor shall the Corporation purchase or maintain such insurance, to the extent that any such indemnification, purchase, or maintenance would be determined to be an act of self-dealing within the meaning of section 4941 of the Code, to be a taxable expenditure within the meaning of section 4945 of the Code, or to be otherwise prohibited under the Code, unless and to the extent (i) a court orders such indemnification, or (ii) the purchase or maintenance of such insurance can be treated as reasonable compensation to such person.

## ARTICLE VIII

### LIMITATION ON LIABILITY

Section 8.1 Limitation on Liability. No director or officer of this Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of such person's duties as a director or officer, unless the acts or omissions are the result of such person's intentional misconduct.

## ARTICLE VIII

### MISCELLANEOUS

Section 9.1 Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors, and shall keep at its registered or principal office a record giving the names and addresses of the directors. All books and records of the Corporation may be inspected by any director or such director's authorized agent or attorney for any proper purpose at any reasonable time.

Section 9.2 Fiscal Year. The fiscal year of the Corporation shall be as established by the Board of Directors.

Section 9.3 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

Section 9.4 Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contribution will be accepted for special funds, purposes or uses, and such designations will generally be honored, and will always be honored with regard to constraints made upon such donations received as grants and as proscribed by the grant contributor. The Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof, in accordance with designated constraints. Further, the Corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax-exempt purposes.

Section 9.5 Amendments. The Articles of Incorporation of the Corporation and these Bylaws may be amended, repealed, altered, or new Bylaws adopted in whole or in part at any time by the affirmative vote of a majority of the members of the Board of Directors in office at the time of the vote.

Section 9.6 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

WHEREFORE, these Bylaws are adopted by the Initial Board of Directors this \_\_\_\_ day of June, 2022.

Matthew Howard - Treasurer

Name/Title

  
\_\_\_\_\_

Signature

Karen Thelin - Chair

Name/Title

  
\_\_\_\_\_

Signature

Kelly Hofeling - Parent Advocate

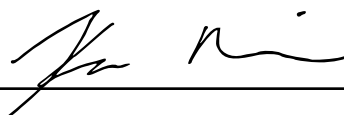
Name/Title

  
\_\_\_\_\_

Signature

Kami Merrill - Secretary

Name/Title

  
\_\_\_\_\_

Signature

Scott Herrick - Vice Chair

Name/Title

  
\_\_\_\_\_

Signature

Casey Anderson - Member

Name/Title

  
\_\_\_\_\_

Signature

Red text added and approved 6/28/22



**APPENDIX D: MINUTES FROM GOVERNING BOARD MEETINGS**

On following pages

**The Minutes - Approved 10/20/22  
Regular Governing Board Meeting  
Cedar Charter Holders**

All meeting materials are available at links on the meeting [agenda](#).

June 22, 2022

4:30 p.m.

Cedar City Public Library: 303 N 100 E #2610, Cedar City, UT 84721

Board Members Present: Karen Thelin, Kelly Hofeling, Scott Herrick, Matt Howard, Casey Anderson, Kami Merrill

Board Members Absent: None

Staff Present: None

Guests Present: James Thelin, David Sharette, Carolyn Sharette

1 Welcome

1.1 Upon determining the presence of a quorum, Karen Thelin welcomed the board members that were present at 4:35 pm.

2 Presentation and Comments

2.1 Public Comment - The chair invited public comment. None was given.

3 Consent Agenda

3.1 None

4 Board Business

4.1 Board Creation and Assignments

4.1.1 The board made the following board assignments:

4.1.2 Karen Thelin - Chair

4.1.3 Scott Herrick - Vice Chair

4.1.4 Matt Howard - Treasurer

4.1.5 Kami Merrill - Secretary

4.1.6 Kelly Hofeling - Parent Advocate

4.1.7 Casey Anderson - Community Outreach

4.1.8 Motion: To approve the proposed board member assignments

4.1.8.1 Moved: Kelly Hofeling

4.1.8.2 Second: Scott Herrick

4.1.8.3 Vote:

	KT	SH	MH	KM	KH	CA
Aye	x	x	X	X	X	x
Nay						
Abstain						

4.2 School Name

4.2.1 The Board brainstormed new names and settled on “American Principles Academy”

4.2.2 Motion: To approve the name of the charter school to be American Principles Academy

4.2.2.1 Moved: Scott Herrick

4.2.2.2 Second: Kelly Hofeling

4.2.2.3 Vote:

	KT	SH	MH	KM	KH	CA
Aye	x	x	X	X	X	x
Nay						
Abstain						

#### 4.3 School Mission Statement

4.3.1 The Board brainstormed a mission statement. The mission statement for the school was drafted as: “Our school’s mission is to provide a classical education ensuring that every student achieves academic success and develops virtuous character based on concrete measurements.”

4.3.2 Motion: To approve the School Mission Statement as presented

4.3.2.1 Moved: Scott Herrick

4.3.2.2 Second: Casey Anderson

4.3.2.3 Vote:

	KT	SH	MH	KM	KH	CA
Aye	x	x	X	X	X	x
Nay						
Abstain						

#### 4.4 Articles of Incorporation

4.4.1 The Board reviewed the Articles of Incorporation, including the addition of the language required by the State Charter School Board as Article X.

4.4.2 Motion: To approve the Articles of Incorporation

4.4.2.1 Moved: Matt Howard

4.4.2.2 Second: Kelly Hofeling

4.4.2.3 Vote:

	KT	SH	MH	KM	KH	CA
Aye	x	x	X	X	X	x
Nay						
Abstain						

#### 4.5 Bylaws

4.5.1 The Board reviewed the Bylaws

4.5.2 Motion: To approve the Bylaws

4.5.2.1 Moved: Scott Herrick

4.5.2.2 Second: Kelly Hofeling

4.5.2.3 Vote:

	KT	SH	MH	KM	KH	CA
Aye	x	x	X	X	X	x
Nay						
Abstain						

#### 4.6 New Charter School Proposal

4.6.1 The Board reviewed the Charter School Proposal and made a few changes. Carolyn Sharette recommended some additional changes.

4.6.2 Motion: To approve the New Charter School Proposal with Carolyn's suggested revisions and include a waiver to open in Fall 2023 if required.

4.6.2.1 Moved: Scott Herrick

4.6.2.2 Second: Kelly Hofeling

4.6.2.3 Vote

	KT	SH	MH	KM	KH	CA
Aye	x	x	X	X	X	x
Nay						
Abstain						

5 Agenda Items for Future Meetings

5.1 Next Board Meeting will be held Thursday, August 11th, 2022.

Adjournment at 5:45 p.m.

**APPENDIX E: WAIVERS**

Not applicable

**APPENDIX F: EXECUTED CONTRACTS**

Not applicable

**APPENDIX G: START UP GRANT APPLICATION**

On following pages



# Utah State Charter School Board

Startup and Implementation Grant Application - Revised July 29, 2021

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042  
(801) 538-7720  
UtahSCSB.org

*The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$300,000 and maximum of \$400,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment.*

*The Startup and Implementation Grant is based on UCA §53F-2-705 and USBE Rule R277-470-5.*

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	<i>\$150,000</i>	<i>Enrollment x \$125</i>	<i>\$200,000</i>
<i>Implementation 1</i>	<i>\$125,000</i>	<i>Enrollment x \$62.50</i>	<i>\$150,000</i>
<i>Implementation 2</i>	<i>\$25,000</i>	<i>Enrollment x \$62.50</i>	<i>\$50,000</i>
<b><i>TOTAL</i></b>	<b><i>\$300,000</i></b>		<b><i>\$400,000</i></b>

## Grant Assurances

*Grant funds may only be used for the following:*

- Post-award planning and design of the educational program;
- Research-based professional learning activities for teachers, staff, and board;
- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring, developing or aligning curriculum, and;
- Other initial operational costs, such as:
  - Costs associated with creating and implementing office functions;
  - Costs associated with the installation of computers, data systems, networks, and telephones;
  - Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and
  - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.



*The board understands that:*

- Funding is based on projected authorized enrollment and corrected after the October 1 actual enrollment count.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings, and compliance with statute and rule. Failure to comply may result in a loss of funds. After the application is approved, the SCSB will send out instructions for the mandatory training.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.
- Email your completed application to [Stewart.Okobia@schools.utah.gov](mailto:Stewart.Okobia@schools.utah.gov) and ensure that you receive an email response confirming receipt of your application.



Board Chair Signature

11/1/2022

Date

**Budget** - List total dollar amount required by category, as well as the details of what will be purchased in each category

If the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by SCSB staff.

<b>Budget Categories</b>	<b>Startup Year</b>	<b>Implementation Year 1</b>	<b>Implementation Year 2</b>	<b>Total</b>
<b>Salaries (100)</b>	\$ 60,000	\$ 60,000	\$ 50,000	\$170,000
<i>Additional info and Comments</i>	\$5,000/month (max)	\$5,000/month (max)	\$5,000/month (max)	
<b>Benefits (200)</b>	\$	\$	\$	\$
<i>Additional info and Comments</i>				
<b>P &amp; T Services (300)</b>	\$	\$	\$	\$
<i>Additional info and Comments</i>				
<b>Property Services (400)</b>	\$140,000	\$	\$	\$140,000
<i>Additional info and Comments</i>	Rent			
<b>Other Services (500)</b>	\$	\$	\$	\$
<i>Additional info and Comments</i>				
<b>Travel (580)</b>	\$	\$	\$	\$
<i>Additional info and Comments</i>				
<b>Supplies and Materials (600)</b>	\$	\$ 90,000	\$	\$ 90,000
<i>Additional info and Comments</i>				

<b>Property (700)</b>	\$	\$	\$	\$
<i>Additional info and Comments</i>				
<b>Total</b>	\$ 250,000	\$ 150,000	\$ 50,000	\$