



Utah State Charter School Board New Charter School Proposal

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Utah School of Arts and Sciences K-8 Charter School Proposal

Maria S. LaBarge, Ph.D.

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1453 E. 400 S., Logan, Utah, 84321

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Required Information

Charter School Information

1. Name of Proposed Charter School: Utah School of Arts and Sciences
2. Name of Applicant: Arts and Sciences Research Group
3. Authorized Agent: Maria S. LaBarge, Ph.D.
4. Mailing Address: 1453 E. 400 S. Logan, Utah, 84321
5. Phone Number: 435-757-5176
6. Email Address: utschool.artsandsciences@gmail.com
7. New School Location and Location's School District(s): Statewide

Governance Structure

In this section provide information regarding the governance structure. The governing body of a charter school is responsible for the policy decisions of the school

Below, list the names and positions of all Board Members (officers, members, directors) of the school, and their positions. List their area of expertise (education, legal, finance, parent) and any other charters in which they have ever had affiliations. Add rows as necessary.

Name	Position	Area of Expertise	Any Charter Affiliations
Maria S. LaBarge, Ph.D.	Interim Board Chair; Curriculum Director	Education	None
Katie Robinson	Board Secretary	Humanities Curriculum	None
Sarah Ruiz	Interim Board Treasurer; School Administrator	Education, Distance Learning	None

Enrollment

8. Year School will start: 2022-2023
9. Grades Served: K-8

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

Yes

No: *Describe the difference.*

10.	10. Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2022-3	60	60	60											180
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2023-4	90	90	90	60	60	60								450
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	90	90	90	90	90	90	60	60	60					720

Waivers

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

Yes: *Provide a justification.*

No

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

Yes: *Provide a justification.*

No

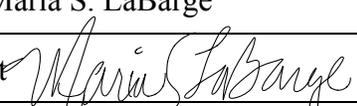
A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter.

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

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent Maria S. LaBarge

Signature of Authorized Agent 

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

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

1. Key Elements

1a. State the proposed school's mission.

At the Utah School of the Arts and Sciences, our mission is to prepare students to contribute to their unique communities and our larger socio-technological and evolving world in critical, informed, and ethical ways, through a customizable, interdisciplinary, learner-centered education within an online school.

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

The Utah School of the Arts and Sciences bases its programs on two key legislative purposes as outlined in UCA 53G-5-104, namely; encouraging the use of varied innovative teaching methods (#2), and increasing the options for student learning opportunities (#4).

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

Utah School of the Arts and Sciences promotes the State Charter School Board's mission by first, allowing students to choose both their school and their interdisciplinary learning path. Our school supports students in taking complete control of their learning narrative and self-assessing their mastery competency. We provide personalized learning paths infused with interdisciplinary methods, student interest, accommodating readiness levels, and guided student choice that enables students to determine their own learning narratives.

At USAS, we envision a world where all students (regardless of socio-economic conditions and learning needs) are given the tools and guidance they need in order to contribute their unique voices and abilities in the building of their communities and the larger socio-technological and evolving world. Therefore, we are committed to our vision where individual student needs are accommodated in order to deliver an excellent education to all students. Second, USAS promotes student success by providing more intervention support at the beginning of each learning module in order to aid students requiring more practice in their lessons. Third, learners will have optional built in extensions to encourage deeper learning, and there will also be varied assessments for students to mastery grade level UT Core Curriculum.

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

- Support students' individual learning narratives (particularly for minority and marginalized students) through student-choice while building contextual (macro-narrative) knowledge
- Interdisciplinary learning model that incorporates science, mathematical skills and computation, reading and expression, with humanities, social history, critical thinking, ethics, and decision making
- Language learning program that is open entry and exit that capitalizes on virtual learning and eliminates the small pool and scaffolding in dual immersion programs

1e. Describe the academic goals of this school.

Academic Goal 1: Reading

Eighty percent of students will show typical or better progression in skill and comprehension in reading pathways.

Academic Goal 2: Math

All students will master eighty five percent or higher in grade level mathematical concepts and skills.

Academic Goal 3: Student Achievement

Eighty-percent of 3-8th grade students who enter our school will show and meet proficiency on school's competency outcomes of all state standards and summative testing.

Academic Goal 4: Language Proficiency

All students will show significant progress, moving one sublevel or greater, from initial language assessment to end of year language assessment.

2. Program of Instruction

2a. Does the school intend to offer any of the following programs?

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

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

- Interdisciplinary and Student Choice:
 - Utah School of the Arts and Sciences (USAS) is undertaking the task of truly centralizing, collaborating, and combining subjects into an interdisciplinary and student choice format.
- Curriculum Design:
 - We want to revolutionize and reform the education system by moving away from a linear experience to a multifaceted interdisciplinary platform. These interdisciplinary learning modules center on UT Core Curriculum for Math, English Language Arts, Science, Social Studies, and the Humanities while integrating lessons in ethics, problem solving, and critical thinking, in order to provide strong personal educational experiences that support these standards.
- Learning Choices:
 - Interdisciplinary learning modules can be personalized for each student. This allows for a customizable experience where students will exercise autonomy in choosing learning experiences rather than following a prescribed linear sequence which constitutes how information is currently being delivered. Teachers will create more intervention support at the beginning of each interdisciplinary learning module to aid students requiring more practice in their lessons. Additionally, learners will have

optional built in extensions, providing challenging supplemental activities to encourage deeper learning.

- Outcomes / philosophy:
 - Learners thrive in learning environments that mirror the phenomenal and narrative processes inherent in natural learning, in which students create their own micro-narratives. Through creating personal experiences within an integrated interdisciplinary macro-narrative, students will experience synthesis and application of interdisciplinary knowledge resulting in deep learning. We anticipate increased student engagement, closing the achievement gap, allowing advanced learners to accelerate, and inspiring life-long learning through metacognitive relevance and student choice.

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

Twenty-first-century education systems need to prepare students to be able to adapt and contribute to an increasingly complex and evolving socio-economic-technological world. Students today will need to navigate a vastly different world than that of their parents and predecessors (Merwe and Brewis, 133). Research shows that by 2035, the student body of our schools will see increasing diversity comprised by students of color and from immigrant and migrant families and at least half of all children will come from single parent homes (Sapon-Shevin, 2000/2001). Because our present teaching-model tracks students into a uniform pace, assessment directives, lesson content, and standardized assignments and testing, it is inadequate to reach students who come to the classroom from diverse cultures (micro-narratives), perspectives, learning styles, and mastery levels. Present teaching models are insufficient in teaching students the contextual knowledge (macro-narratives) they need in order to engage in complex texts and the application of broader knowledge (Merwe, 135). But, according to iNACOL, personalized learning gives the learner control over their mastery path by offering them control (NFES, 2019). Current research shows that a student-centered model encourages “deep learning, effective teaching, meaningful outcome, real attainment [, and] quality progress” (Carpenter, et al., 2011). Therefore, at Utah School of Arts and Sciences (USAS) we believe that revolutionizing the learning experience from a teaching-centric to a student-centered model is key for preparing students to meet the challenges that lie ahead (Graham 2007).

Learning is an ongoing process of incorporating new information into existing mental paradigms. In the learning mind, this synthesis of new information undergoes many complicated processes such as questioning, exploration, creation, innovation, memory, recall of similar information, comparisons, judgments, categorization, and other processes. Learning does not occur as a strictly rational process, but rather as one where the whole self is involved in learning (Merwe, 136; Gutek, 2013). Further complicating the learning process, the learner experiences inner emotional content as attached to particular subjects, preferences, personal interests, questions, desires, and the needs for purpose and self-expression (Graham, 2007). The learning mind is always in a state of flux, moving between an inner narrative to various sensory sensations, emotional states, mental processes, purposes and needs.

In other words, learners have unique individual narratives that influence their learning processes. The learners' ongoing personal narrative exists within family contexts, which join with greater community and neighborhood contexts. This is to say that each student has a unique inner-ongoing narrative or micro-narrative within a larger community narrative or macro-narrative. In the broadest context, we have a unique national context with a mainstream narrative. These multiple narratives are mutable, changing, evolving, and responding to events and ideas as they move into an awareness

of the greater world from the horizon at its margins (Husserl, 52). This process, described by Capra as “co-ontogenic structural drift”, can be directed and enhanced through inter-communication and self-expression (Fritjof Capra, 1997 aq. Merwe, 136). As our society becomes increasingly self-conscious to its pluralism, we need to prepare all students (regardless of socio-economic conditions and learning needs) to be able to develop and contribute their unique voices and experiences positively towards the building of their communities and the larger socio-technologic evolving world (Ford, Stuart, & Vakil, 2014). We believe that in order to prepare students that are fluent in language, technological, cultural literacy, and to be global citizens in an increasingly pluralistic and evolving technological world, we need to update and even revolutionize outdated 20th century education models.

First and foremost, learners possess all the tools they need to learn and are, therefore, responsible for their own learning (Williams, 92). From birth on, each of us engages in an ever-present state of learning, as evident by each individual’s ongoing inner narrative within mental-emotional-sensory processes. We trust this innate capacity within each individual, and thus, when information is accessible and presented incrementally and clearly, learners can take ownership of their learning through autonomy, personal choice and critical thinking. This prepares them to be life-long learners, navigating and contributing to our evolving and changing world.

Second, we are at an amazing crossroads where online distance education can emerge to serve the needs of today’s students. Presently, online learning attempts to replicate traditional classroom educational models. Learning Management Systems (LMS) serve as hosting sites for information and serve communication needs. Lessons and assignments are communicated and assessed. Educational technology tools host an immense amount of information in order to give students an immersive exposure to all the information, core and supplemental, that they need to be informed and contributing global citizens. However, to truly support a student-centered environment, the virtual classroom must evolve from a linear hosting site into a three-dimensional workspace that supports the critical components of a student-centered model; namely, autonomy, personal choice and critical thinking and the innate ways in which each individual is a self-learner. We believe that delivering information in a more holistic three-dimensional or circular method will better support how learning takes place while maximizing the technology’s potential as an unlimited information host.

Third, our learning model supports and encourages students’ innate learning capacities for assessing and synthesizing a wide variety of information from various disciplines. Rather than pragmatically separating the scholastic disciplines, our learning model is an interdisciplinary model that brings depth and breadth information from the humanities, foreign language and English as a Second Language programs, social sciences, problem-solving, and critical thinking disciplines to critical core information. This interdisciplinary model supports how learning is a multi-faceted toggling process that encourages and supports the learning processes of autonomy, choice, and critical thinking. Because our model is learner-centric, the marginalized, socio-economically disadvantaged, special needs, and advanced students can excel in the educational process. Rather than keeping up with other students and a teacher driven timeline, students have more autonomy and choice in how they accomplish their learning exercises. Through critical thinking and supplemental interdisciplinary exercises that support core content, students are supported by having educational choices, working with autonomy, and developing critical learning according to their own storied-experiences or micro-narratives, needs, and desires.

Fourth, teachers, previously the gatekeepers of knowledge who judge and assess students’ comprehension of said knowledge, can now serve as facilitators, mentors, and guides in the educational process. The automated properties of the online classroom give teachers more time to connect with students in interpersonal ways. Time previously spent on content and assessment is

now available for listening and hearing student's micro-narrative experiences in education. Freed from a teacher-centric model, teachers spend more classroom time aiding the learning process and the forms that learning takes for each student, including those with exceptional circumstances, contexts, and needs. Teachers guide students in the process of synthesizing information in relevant ways, helping students to learn core concepts and interdisciplinary information. Serving as mentors and guides, teachers support students through the broader educational narrative and give ear to students' quests for self-expression, contribution, and purpose (Johann van der Merwe and Julia Brewis, 2011). In a student-centered model, rather than imposing a singular educational narrative, teachers encourage plurality where individual experiences are shared and supported (Johann van der Merwe and Julia Brewis, 2011).

In summary, we at the Utah School of the Arts and Sciences declare that through an insightful paradigm shift as to how students learn, combined with an innovative education model that maximizes virtual and online technologies, and a new identification of teacher-student roles and responsibilities (from teacher-centric to student-centered), we can prepare and support students in their roles as contributors and makers of our future socio-technological world. We agree with Carol Ann Tomlinson that, "What is "broken" in classrooms for academically diverse student populations is likely systemic. Patterns of inattention to student variance are evident in literature related specifically to numerous learner exceptionalities, such as giftedness, special education, second language acquisition, multicultural learners, and students from low economic backgrounds. Patterns in these various literatures suggest the problems lie in beliefs and practices related to teaching, learning, and the nature of young people as learners-in other words, beliefs and practices related to "how we do school" (Tomlinson, et al., 2003). Therefore, by replacing a teacher-driven narrative and design with a student-centered model based that is based on how students learn while emphasizing student choice, autonomy, and critical thinking, and by providing interdisciplinary information within a powerful delivery model, students will embrace responsibility for their own learning and will find increased motivation, excitement for learning, and be better prepared to learn deeply and make critical and ethical decisions, and pertinent contributions in an ever-changing world (Merwe, 2011).

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

USAS will deliver instruction remotely to students in Utah. The curriculum will span K-8 core content with integration of humanities, ethics/decision making, and critical thinking. All students will have exposure to elective course criteria for the humanities, physical education, career and technical education, and foreign language as prescribed by the State of Utah. What makes our program unique? All instructional modules will be designed as interdisciplinary learning modules instead of a linear fashion that pervades traditional education. What is linear instruction? A teacher maps out the unit, assigns work, and whether graded by points or mastery scale of 1-4, the student gets a grade that shows their capability to complete the tasks. According to USAS, interdisciplinary learning modules will be designed by teachers, not to give students a path of tasks, but to infuse the learner with all the possible options of the path the student can take. Interdisciplinary learning modules encompass the following factors that are integral to student learning:

- Bloom's taxonomy
- Gardner's learning styles/multiple intelligences
- Ethics and Decision Making

- Critical Thinking
- Leveled approaches/differentiation in readiness level of content
- Background knowledge from the arts and sciences
- Varied assessments to show mastery
- Full interdisciplinary connections between English, Math, Science, and Social Studies for K-8 levels

We declare that by giving up teacher control of the path, we can infuse the learning experience to completely deliver all the necessary factors for student engagement, control, voice, and self-mastery. The student will navigate integrated interdisciplinary learning modules to gain mastery in the core disciplines instead of separate classes. The writing they do for a scientific concept will display the English Language Arts standards as well, or mathematical computations will give reasoning to the historical context of a first-person story. We anticipate the curriculum being developed in-house as a team, with content experts working with a humanities/ethics expert to align the core standards into integrated learning modules so that at the end of the year, the learner is proficient in all core areas. It is possible that purchasing curriculum products, like McGraw Hill reading texts or licenses for ALEKS Math will be options for a student's learning program. USAS capitalizes on the nature of online delivery services in that it pushes the boundaries of education as a new learn-centric experience, instead of a linear curriculum that closely mimics the traditional classroom.

In addition to the interdisciplinary learning models, we want to provide an open entry language learning option for all students (K-8), in which students can join regardless of their age or competency level. Students will have the options of learning Spanish, French, German, and Chinese. Language learning is available virtually through many platforms in the digital age and we want to offer that to families for their students who may not have the opportunity for dual immersion. Language learning will be modeled after the core curricular interdisciplinary models in which students can choose their path of mastery among many routes of real-life learning activities, infusion of culture and the arts, and authentic assessments of speaking and writing proficiencies.

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

Our team of experts will create the integrated interdisciplinary learning modules that will include all Utah Core standards for English, Math, Science, and Social Studies. In our interdisciplinary learning modules, competency is measured first by students' self-awareness in meeting learning goals and then second, by the teacher's mastery ratings based on the students' choices and assignments. The data of the student and teacher perspectives will determine if the student needs extra learning activities or if students can move on to another module of interdisciplinary standards. Each module will have varied forms of assessment, like writing samples, quizzes, activities, games, discussions, virtual simulations, and activities to determine mastery. Upon demonstrating a proficiency of 80% or higher, students move on to new learning modules. The student is in control of the pacing, capacity, and desired path of their learning and teachers will track student progress daily and will give quick, specific feedback to students. Parents will also be notified weekly and can check daily on their child's progression in mastery of standards. We will also use products like Acadience Reading, ALEKS, and MasteryConnect that also provide data along with the LMS to create a data dashboard for teachers, students, and parents.

2f. Explain how the school will meet the needs of all students, including special education students,

advanced students, students with disabilities, educationally disadvantaged students, and the like.

Our interdisciplinary learning model was created for this exact statement: USAS meets the needs of all students. Our interdisciplinary learning model makes student choice its main factor in engagement. Students are able to choose as many exercises as needed in order to gain proficiency over core materials. These additional materials are in the form of supplementary exercises that break concepts down into smaller informational units and are also based on related interdisciplinary exercises that support core concepts being learned. For example, a student who receives Special Education or a 504 plan, or who may be socio-economically disadvantaged, services would have the support needed to be successful with readiness level products, accommodations in their learning path, accessibility tools, and choices according to their interest. (Billingsley, Thomas, & Webber, 2018). Additionally, we will provide devices and / or internet hotspots to our students to be able to work on their paths. Our English Language Learner modules will have accessibility features and activities to promote language learning. Lastly, advanced and gifted students will excel in the learning models because they can move ahead and self-select paths enabling them to complete higher “honors” or “challenge” levels. However, these honors or extension levels are open to all students because we believe all, with confidence and support, can reach higher levels of learning and mastery. In our approach, the system is built for the learner to have all the styles, approaches, and supports already built into the system so that they are set up for success from the start (Learning, 2020). Teachers support students providing additional instruction and tutoring exercises as needed by each individual student. USAS’s systematic approach changes the way all students learn by giving them complete autonomy of their learning narrative and giving teachers complete capabilities and freedom to support the learner from the beginning of their mastery path (Waack, 2020).

2g. If any grades 9-12 will be served, explain the proposed graduation requirements.

N/A

2h. If any boxes were checked in 2a, please elaborate.

Utah School of Arts and Sciences will offer online education as the sole method of delivery instruction. Students will receive core and elective instruction through a learning management system (LMS) where they will self-assess their mastery and teachers will support their progress.

3. Market Analysis

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

USAS intends to provide online instruction statewide in Utah and will make use of all supportive technologies that allow conferencing and meeting with students and parents. We will require an office for our administrative staff and for hosting staff and faculty meetings and training, as well as for storing supplies and providing in situ services for families. We are looking at office space in Davis, Weber, or Box Elder Counties. We anticipate renting an office space that will accommodate space for administration, secretarial/business manager, small kitchen, restroom, and room for

meetings. We think that 1,200-1,500 sq. feet will be sufficient space to rent. If approved, the governing board will work with a commercial real estate agent to find a good, accessible location from I-15 for traveling families, teachers, and board members who will need to come to the office for support of service.

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

Twenty-first-century education systems need to prepare students to be able to adapt and contribute to an increasingly complex and evolving socio-economic-technological and world. Students today will need to navigate a vastly different world than that of their parents and predecessors. Research shows that by 2035, the student body of our schools will be increasingly pluralistic, with an increase in diversity comprised of students from immigrant and migrant families, and at least half of all children will come from single parent homes (Sapon-Shevin, 2000/2001).

Because the present teaching-model tracks students into a uniform pace, assessment directives, lesson content, and standardized assignments and testing, it is inadequate to reach students who come to the classroom from diverse cultures, perspectives, learning styles, and mastery levels and is insufficient in teaching students the contextual knowledge they need in order to engage in complex texts. Needed in Utah is a revolutionary online learning experience that replaces the teaching-centric to a student-centered model that is available to all students state-wide which is key for preparing students to meet the various life challenges that lie ahead. USAS can meet these needs through its online platform and its student-choice learning and interdisciplinary Learning Circles modules.

Therefore, we would like to give preference to underrepresented minority and ELL groups, students with 504 or IEP plans, and gifted students. Integrated curriculum has been found to reach the greatest number of learners from at-risk to advanced learners; it serves all (Drake & Burns, 2004, p. 21). USAS brings a new framework to the online playing field, in which students benefit from choice, deep interdisciplinary learning, and self-assessed mastery to prepare them to use their critical thinking and ethical decision-making experiences in an evolving technologically advanced society.

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

USAS will serve the State of Utah. According to July 2019 estimates, Utah has experienced a 16% growth in population since 2010 (Census, 2019).

Race Demographics	Percent of Population
Black or African American	1.4%
American Indian and Alaska Native	1.5%
Asian alone	2.7%
Native Hawaiian and Other Pacific Islander	1.1%
Two or More Races	2.6%

Hispanic or Latino	14.2%
White alone, not Hispanic or Latino	78.0%
Additional statistics	
Language other than English spoken at home, percent of persons age 5 years+ (2014-2018)	15.2%
Persons in poverty, percent	9.0%
Median household income (in 2018 dollars, 2014-2018)	\$68,374
Per capita income in past 12 months (in 2018 dollars, 2014-2018)	\$28,239
<p>One note of interest about poverty in Utah; it is found in select geographical areas, almost like pockets of poverty dotting certain areas in the state. Likewise, some districts experience a higher rate of poverty among their locations than other districts in the state.</p>	

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

Currently, online charter schools mimic the demographics of the state, where a majority of the learners are white, non-Hispanic, and the other 15-20% are minority students. If projections for the state of Utah are on track, up to 300,000 more school age students will be added in the next 40 years, of which could be 60,000 minority students needing an integrated curriculum that includes student choice and critical thinking to be the most successful (Perlich, P. et al, 2017). A study showed that when at risk minority students receive a multi-culturally relevant curriculum, that positively increases “attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23 credits (or roughly four courses)” compared to peers (Dee & Penner, 2016, p. 18). This is the same positive impact that we endeavor to have with all students in USAS because our approach is culturally relative in the arts and sciences, encourages deep learning through an interdisciplinary design, and gives students complete control in their learning mastery path.

USAS leverages modern technologies to move beyond the limits of traditional online distance learning. Rather than relying on the LMS to only host information and convey communication, our LMS and combined Learning Circles modules allow teachers to custom design individual learning paths for increasingly diverse student populations including the marginalized, socio-economically disadvantaged, special needs, and advanced students. Families are given the option to be more involved in the day to day education of their children and in having options for their children to be involved in creating their unique and personalized learning paths. At USAS, students have equal opportunity to excel in their learning within the student-choice, teacher-mentor, Learning Circles model.

USAS prepares students from all demographics throughout the state of Utah by offering student choice within Utah Core curriculum and additional supplemental interdisciplinary materials. Students will be able to select learning experiences from a wide variety of disciplines and topics that support their interests while reinforcing their Core curriculum requirements. These research based,

supplemental activities from disciplines in the humanities and self-expression, problem solving, critical thinking, ethics, and learner selected profiles or topics show exemplary student achievement (Dee & Penner, 2016, p. 25). USAS enables greater student engagement and responsibility in their learning paths through choice, accountability, and pacing with the mentorship to guide and support their needs and choices. Lastly, the intervention and supplementary provision is built from the ground up for each learner to be successful from the start by moving away from linear education models into a learner-centric choice model. If the projections are correct, Utah could potentially have 37,800 students fail to graduate out of the 300,000 new coming students, this number does not include the dropout rates for current students in minority, students with a disability, ELL, and economically disadvantaged populations (USBE, 2019, p.2). This potential loss is alarming and we propose that USAS's new, online system designed to engage the learner in their own learning narrative and choice of path, with beginning intervention and accessibility features as a prevention model can close the achievement gap of at-risk students while also allowing advanced learners to excel at their own rate. By providing a choice for disenfranchised students of the linear education system, USAS believes we can save more from the dropout gap by engaging learners from a young age to be successful in their high school careers and as global citizens capable of critical thinking in an evolving, technologically advanced society.

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

Utah has excellent online options for students and is also an example for mastery, competency-based education (NFES, 2019). Most school districts in Utah have an online learning program to serve their local students and there are almost 10 online charter schools operating for various K-12 instructional needs. Schools serve between 700-2,000 students enrolled for their daily learning. In alignment with other online schools in Utah, we would like to serve 810 students within the first four years of operation, with intent to grow as we show student achievement growth.

What sets UT School of the Arts and Sciences apart from the other online schools? It will be the first online school where the student chooses their mastery path within learning circles and based on an integrated curriculum design. Currently, the Utah online schools use either purchased or in house designed curriculum that follows the linear form of traditional school of set times and classes for the core and elective areas. At USAS, the State core curriculum will be presented in interdisciplinary modules where depth and breadth of materials are provided for all learners with an infusion of added support for struggling and advanced learners from the start. Due to the diverse nature of learning needs, we can make online education completely designed and customized for the user. We declare that unlike other schools, we begin the user's path with the tools for success at the beginning of a learning module, accessibility at the start, with complete control of their learning narrative. This is drastically different from the current module of learning where the material is based on the teacher's narrative, being assessed, and then given tiered intervention after the fact. USAS believes in starting first with the interventional support for at-risk, struggling students, and additionally providing pace and advancement opportunities for all students, especially those who are advanced. Our charter, so to speak, is to provide an all access choice that fosters love for learning through a new delivery model of integrated curriculum based on student choice and success. In a world of choice for schools, those who need it most often have the least available choices due to their location. Families are looking for options in the online sphere as a solution. We want their search for options to end with us because they will find an educational system built for success instead of an online mimic of the classroom that is not serving their student's needs.

Appendix A: Background Information Sheet

Name: Maria S. LaBarge, Ph.D.

Role: Curriculum Director; Interim Board Chair

Statement of Intent: The purpose and pursuit of knowledge is to enable us to achieve well-being, to contribute to our communities, and to live ethical lives, particularly in our complex global environment. Thus, in my work I strive to inspire and encourage students to pursue lifelong learning and involvement so that they might discover truths about our shared humanity and world, and better contribute to our increasingly pluralistic and globally evolving community.

Not-for-Profit History: I have been engaged in service throughout my life in teaching and leading positions, giving to my church and community. I have also served on the Lowe Art Museum Tribal Arts Association Board. In my capacity as a board member I was responsible for planning educational events and publicity. The Tribal Arts Association sought to provide opportunities for community members to learn about the tribal art collections at the Lowe Art Museum and the significance these played in their communities of origin and how these sacred objects had relevance to our present awareness of our shared humanity and culture. With this intent, we sponsored national experts to give presentations at our monthly lectures that we planned and hosted. We also hosted fund raising events and field trips to see private collections and special exhibits of tribal and related art objects.

Employment History: I have been an educator for over a decade teaching art history, theory, the humanities, and creative movement courses in elementary, high school classes, college and graduate students; in the classroom and online. But more importantly I teach students. I work to engage students in the learning process with classroom discussions that encouraging them to share their opinions and think critically about knowledge they are gaining. I strive to challenge students to apply knowledge in order to discover how knowledge, even when seemingly remote can be relevant to their own lives. Most recently, I have taught art history courses at Utah State University and the Art Institute of Pittsburgh, and humanities courses at Brigham Young University Idaho Online.

Adjunct Faculty; Department of Art, Brigham Young University Idaho, Online Division, December 2016 to present

Instructor, Department of Art, Utah State University, Logan, UT
May 2009 to Dec 2018

Adjunct Faculty, Department of Education, Art Institute of Pittsburgh, Online Division
Aug 2012 to Mar 8 2019

Third Year Fellow, Institute of Doctoral Studies in the Visual Arts, Spring, 2014

Graduate Student Instructor, Department of Art-Art History, University of Miami, Coral Gables, FL

Graduate Assistant, Department of Art and Art History, University of Miami, Coral Gables, FL

Education History:

Doctoral Studies, Aesthetics and Art Theory, Institute for Doctoral Studies in the Visual Arts, Portland, ME

Post-Graduate Studies, Art History, University of Pennsylvania, Philadelphia, PA

MA, Art History, University of Miami, Coral Gables, FL

BFA, Modern Dance, University of Utah, Salt Lake City, UT

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Applicant's Signature

Appendix A: Background Information Sheet

Name: Sarah Ruiz

Role: School Administrator, Interim Board Treasurer

Statement of Intent: School governance is a daily pursuit to guide student's lives in a careful, thoughtful, and ethically correct manner. As the hopeful school administrator, I am seriously committed to provide quality education and for all students to be successful. It is my intent to work under the Board to make USAS a great online experience and show student achievement. I am an enthusiastic educational leader who is adept at using educational technology in professional development, remote learning, and classroom environments. This expertise along with my leadership qualities to quickly assess, remediate, and solve complex personnel and situational issues is why I would be a great school administrator for a new school.

Not-for-Profit History: Education has been the joy and passion of my life; as a student, teacher, and leader. I have taught for six years in Utah and then transitioned to online learning as a mentor to students and supervisor of four teachers. I also have done additional work in the summer as a presenter, team lead, and online professional development facilitator for Science teachers and for educational technology in the state of Utah. My expertise in providing engaging content and placing the student first in curriculum design, as well as, online delivery of instruction makes me qualified to start and lead the new online charter school at the Utah School of Arts and Sciences. I have shown excellent student improvement and leadership among stakeholders as an online mentor which not only showed me the desperate need for innovation in online delivery but how to lead and support students to be successful. I feel confident to train, support, and guide teachers and staff members who will be employed at USAS to be committed to our school mission, vision, and adhere to the Utah State Charter School Board and Utah State Board of Education's policies and procedures.

Employment History:

Online Mentor / Davis School District / (June '16 – Current)

- Envisioned, designed, and kicked off online Davis Connect 7-8 program for junior high students
- Monitor, encourage, and motivate students in the program that has a yearly 70% enrollment increase
- Oversee quality instruction and design for four core classes (English, Math, Science, and Social Studies)
- Coordinate and collaborate instructional efforts with program teachers in weekly communication and monthly meetings
- Communicate and support of student success with school counselors at 17 junior highs
- Meet 504/IEP student accommodation plans through extensive collaboration with SPED

Coordinator and core teachers

- Compile program quarterly data to be shared with department director and central office
- Active participant in hiring of online educators and content curriculum writers
- Extensive parent communication and technology troubleshooting with LMS and other sites
- Supervise activities and events for online students to have enjoyable face-to-face experiences

Teacher / Granite (Aug '10 – Jun '15) / Davis (Aug '15 – Jun '16) School Districts

- Prepared/ taught/assessed for 7th & 8th Grade Integrated Science, Spanish levels 1, 2 & 3 (Bennion & North Davis Junior Highs)
- Implemented a blended learning environment with 1-1 iPad device, apps, programs, Canvas LMS, and SMART board
- Led improvement, coordination, and collaboration of school and multi-school level PLCs as department head (BJH)
- Mentored new Level 1 teachers in the GSD Mentoring Program to complete EYE Requirements for Level 2 licensure
- Awarded and Oversaw \$15,000 in Grants: After School Science Club (3 yrs., USTAR), Science Remediation (3 yrs., USTAR), Century Link Technology (2011), GEAR UP Grant for Vernier Probes and Logger Pro (2016, NDJH)
- Extracurricular School Support Activities: Yearbook (3 yrs.); Talent Show (5 yrs.), Assistant Director of “Beauty and the Beast”

Presenter

- Davis Technology Conference (Aug 2017, 2018, 2019) / Farmington, UT
- Utah Coalition of Educational Technology (Mar 2019) / Provo, UT
- Utah Science Teacher Association (Feb 2015, 2016, 2018) / Provo, UT

Team Lead

- 6-8 Science SEED Standards blended courses (May-Aug '17) / Online

Online PD Facilitator

- Kindergarten Science blended course (Dec 2018-Aug '19) / USBE Digital Learning
- K-6 ILO Science Course (Aug 2013 – Aug '17) / UEN-USBE

Education History:

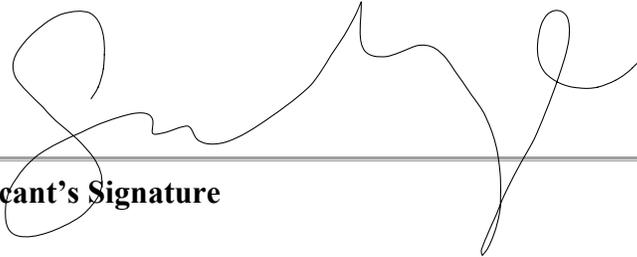
Master's in Education with Admin. License (M.Ed.)

- Southern Utah University (Expected Graduation: Aug '20) Cedar City, UT
- 24 Competency Requirements met in Internships (K-12 / Aug'19-Apr '20) at Doxey Elementary and Syracuse High School
- Utah Retired School Employees Association Scholarship Recipient (September 2019) 4.0 GPA

Biology Composite Teaching (B.S.)

- Brigham Young University (Graduation: Aug '10,) Provo, UT
- School of Biological Sciences Scholarship Recipient (September 2006) 3.55 GPA

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A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a series of loops and a long, sweeping tail that extends downwards and to the right.

Applicant's Signature

Appendix A: Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary. Delete these instructions.

Name: Katie Robinson

Role: Board Member & Secretary

Statement of Intent: I am a member of the USAS board. I also serve as secretary and will oversee the humanities curriculum in the future.

Not-for-Profit History: I have received a BA degree from Brigham Young University-Idaho in English with an emphasis in professional writing and an MFA from Creighton University in creative writing. I am a lifelong student and lover of the humanities. I love writing, reading, history, and art, and I want to help facilitate the study of the humanities in the state of Utah. I believe in the mission and goals of USAS, and I think our school could help future Utahns become more well-rounded and capable students, more empathetic, and better critical thinkers.

Employment History: Before graduating from BYU-I, I was an intern at FranklinCovey for the media projects and publishing division. I organized, wrote, sent out, and followed through on permission requests. I was also a copy editor for BYU-I's newspaper, "The Scroll," where I utilized AP formatting while editing 5+ weekly stories for the university newspaper and reviewed completed papers after publication for errors and corrections.

After graduating from BYU-I, I returned to FranklinCovey as an event registration partner. While I was there, I was promoted to lead the Southeast region team and managed team outreach efforts. Additionally, I wrote and improved company scripts for online and over-the-phone customer relations.

Upon my graduation from Creighton, I began working at Brick Cave Media as a project manager and editor. I wrote and edited material for social media campaigns on multiple platforms and edited manuscripts throughout various stages of development. I then began an internship at Deseret Book in consumer sales and marketing. At Deseret Book, I designed visual merchandising plans for all stores, managed a variety of projects ranging from email marketing campaigns to elevator ads, and assisted in planning author signings and product events at multiple locations.

Currently, I am a healthcare researcher for RHC. In my role, I analyze current domestic and worldwide healthcare companies and trends and compile research for a consultant.

Education History: At BYU-I, in addition to completing my BA (graduated 2015), I also finished two study focuses on creative writing and European studies.

At Creighton, I completed a thesis of poetry, prose, and essays over the course of my three years of study (graduated 2019). I participated in workshops to providing and receiving feedback with colleagues, and I accomplished an additional teaching practicum remotely teaching students and creating student-specific courses, syllabi, and feedback.

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A handwritten signature in black ink, appearing to be 'K. H. R.', written over a horizontal line.

Applicant's Signature

Appendix B: Articles of Incorporation

Articles of Incorporation must include language stating that 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. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
Arts and Sciences Research Group

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 Arts and Sciences Research Group

Article II
Purpose

See detailed description inserted below.

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:

1453 E. Kendrick Court
Logan, UT 84321

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

Maria LaBarge



Article IV
Names and Addresses of Incorporators

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

Incorporator #1
Maria LaBarge
1453 E. Kendrick Court
Logan, UT 84321
Maria LaBarge
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 23 June, 2020 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 not 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
Maria LaBarge
1453 E. Kendrick Court
Logan, UT 84321
Maria LaBarge
Signature

President #2
Maria LaBarge
1453 E. Kendrick Court
Logan, UT 84321
Maria LaBarge

Signature

Director #3
Katie Robinson
1920 N. Lakota Drive #79
St. George, UT 84770
Signature

Director #4
Sarah Ruiz
1495 S Marilyn Drive
Syracuse, UT 84075
Signature

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:

1453 E. Kendrick Court
Logan, UT, 84321

Article X

Detailed Purpose

The purposes for which the Corporation is formed are exclusively for charitable, religious, and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States internal revenue law) (the "Code"). In furtherance of these purposes, the Corporation may engage in all lawful activities and pursuits consistent with the powers described in the Utah Revised Nonprofit Corporation Act and authorized by Code Section 501(c)(3).

Furthermore, the Corporation is formed exclusively for purposes for which a corporation may be formed under the Utah Revised Nonprofit Corporation Act, and not for pecuniary or financial gain. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons or organizations, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Articles III hereof. The Corporation shall have the power to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable, or proper for the furtherance, accomplishment, or attainment, of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further, accomplish, foster or

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

Article XI

Distribution on Dissolution

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, dispose of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, religious, educational, testing for public safety, literary, or scientific purposes or to foster national amateur sports competition or for the prevention of cruelty to children or animals as shall at the time qualify as an exempt organization or organizations under Code Section 501(c)(3) and as an organization or organizations described in Code Sections 170(c), 2055(a), and 2522(a) or to the federal government, or to a state or local government, for a public purpose, as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the District Court of Utah of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to one or more organizations which are organized and operated exclusively for such purposes, as said Court shall determine to best accomplish the exempt purposes of the Corporation.

Article XII

Amendment

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

Article XIII

Company Debt

Neither the Company authorizer, nor the state (including any agency of the state), shall be liable for the debts or other financial obligations of the Company, or persons or entities that operate the Company.

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.

Appendix C: Governing Board Bylaws

Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (1) the existence and responsibilities of officers; (2) the size of the board and the manner and term of their election; (3) removal of board members; (4) how and when board meetings will be held, (5) who may call meetings; (6) how the board will function; and (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school.

**Bylaws of
Arts and Sciences Research Group**

As Adopted

Bylaws of
ARTS AND SCIENCES RESEARCH GROUP

ARTICLE I

PURPOSE

Section 1.01 Purpose. This corporation is organized exclusively for charitable purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article I hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing of distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Upon the dissolution of the corporation, assets shall be distributed for once or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE II
OFFICES

Section 2.01 Offices. The principal office of the corporation may be located at any place, either in or outside the State of Utah, as designated in the corporation's most current Annual Report filed with the Utah Division of Corporations and Commercial Code. The corporation may have such other offices, either in or outside the State of Utah, as the board of directors may designate or as the business of the corporation may require from time to time. The corporation shall maintain at its principal office a copy of those records required by the Utah Revised Nonprofit Corporation Act. The current principal office is located at 1453 E. Kendrick Court, Logan, Utah 84321.

Section 2.02 Registered Office. The registered office of the corporation shall be located in the State of Utah and may be, but need not be, identical with the corporation's principal office (if located in the State of Utah). The address of the registered office may be changed from time to time. The current registered office is located at 1453 E. Kendrick Court, Logan, Utah 84321.

ARTICLE III
MEMBERS

Section 3.01 Members. The corporation shall have no members.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.01 General Powers. The business and affairs of the corporation shall be managed under the direction of its board of directors.

Section 4.02 Number. The number of directors of the corporation shall be no fewer than three (3) nor more than eight (8). The initial directors shall be those named in the corporations Articles of Incorporation.

Section 4.03 Election and Term of Directors. The first Board of Directors of the corporation shall consist of those persons named in the Articles of Incorporation. Such persons shall hold office until the first annual election of directors.

Election of Board members shall occur at each annual meeting of the Board of Directors. The terms of directors shall be staggered. Initial Board members shall serve staggered terms of one and two years. Thereafter, Board members shall serve two-year terms with approximately half of the directors elected at each annual meeting. Each director shall hold office until the annual meeting when his/her term expires and until his/her successor has been elected and qualified.

Section 4.04 Qualifications. Directors shall be of the age of majority in the State of Utah.

Section 4.05 Resignation. Any director of the corporation may resign at any time by giving written notice to the corporation. A resignation is effective when the notice is received by the corporation unless the notice specifies a later effective date.

Section 4.06 Regular Meetings. A regular meeting of the board of directors shall be held without other notice than this bylaw annually, at a time to be determined by the board of directors. By resolution, the board of directors may determine the time and place, either within or without the State of Utah, for the holding of additional regular meetings without other notice than such resolution.

Section 4.07 Special Meetings. Special meetings of the board of directors may be called by or at the request of the chairman of the board, the president or any two (2) directors. The person or persons authorized to call special meetings of the board of directors may fix any place, either within or without the State of Utah, as the place for holding any special meeting of the board of directors called by them.

Section 4.08 Action Without a Meeting. Any action required or permitted to be taken at a meeting of the board of directors may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the directors. Such consent has the same force and effect as a unanimous vote of the directors. Action taken under this provision is effective at the time the last director signs a writing describing the action taken, unless, prior to that time, any director has revoked a consent by a writing signed by the director and received by the secretary or any other

person authorized by the bylaws or the board of directors to receive the revocation, or unless the consent specifies a different effective time.

Section 4.09 Notice of Special Meetings. Notice of any special meeting shall be given at least seven (7) days prior to the date of the meeting. Notice must be in writing unless oral notice is reasonable under the circumstances. Notice may be communicated in person, by any form of electronic communication, or by mail or private carrier. The notice need not describe the purpose of the special meeting, unless otherwise required by law or these bylaws. Notice shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after it is mailed;
- (c) On the date shown on the return receipt if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

Section 4.10 Waiver of Notice.

(a) **Written Waiver.** Any director may waive notice of any meeting before or after the date and time of the meeting stated in the notice. Except as provided in subsection (b), below, the waiver must be in writing and signed by the director entitled to notice. The waiver shall be delivered to the corporation for filing with the corporate records, but delivery and filing are not conditions to its effectiveness.

(b) **Waiver by Attendance.** The attendance of a director at or participation in a meeting waives any required notice to the director of the meeting unless the director at the beginning of the meeting, or promptly upon the director's arrival, objects to the holding of the meeting or the transacting of business at the meeting because of lack of notice or defective notice, and does not thereafter vote for or assent to action taken at the meeting.

Section 4.11 Quorum. A majority of the number of directors then serving pursuant to Section 4.02 of these bylaws constitutes a quorum for the transaction of business at any meeting of the board of directors. The transaction of business shall be subject to the requirements of Section 4.13, below.

Section 4.12 Manner of Acting. In all cases, the act of a majority of the directors then serving shall be required for the transaction of business.

Section 4.13 Meetings by Telecommunication. The board of directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may hear each other during the meeting. A director participating in a meeting by this means is considered present in person at the meeting.

Section 4.14 Compensation. By resolution of the Board of Directors, the directors shall serve without compensation except that reasonable expense reimbursement, relating to the operation of the corporation, may be authorized by the Board of Directors.

Section 4.15 Presumption of Assent. A Director of the corporation who is present at a meeting of the Board of Directors, at which action on any corporate matter is shall be presumed to assent to the action taken unless the Director's dissent shall be entered in the minutes, of the meeting or unless the director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof, or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 4.16 Nonliability of Directors. The director shall not be personally liable for debts, liabilities, or other obligations of the corporation.

Section 4.17 Indemnification by Corporation of Directors and Officers. The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of the State of Utah.

ARTICLE V
OFFICERS

Section 5.01 Number. The corporation shall have such officers as may be determined by the board of directors, and may include a president, a vice president, a secretary, and a treasurer, each of whom shall be appointed by the board of directors. One or more additional vice presidents (the number to be determined by the board of directors) and such other officers and assistant officers and agents as may be deemed necessary may also be appointed by the board of directors. The board of directors may delegate to any officer of the corporation or any committee of the board of directors the power to appoint, remove and prescribe the duties of such other officers, assistant officers, agents and employees. Any two or more offices may be held by the same person.

Section 5.02 Election and Term of Office. The officers of the corporation shall be appointed by the board of directors or by any officer to whom or committee of the board of directors to which the power of election has been delegated. Each officer shall hold office until such officer's successor has been appointed or until such officer's death or until such officer shall resign or shall have been removed in the manner provided below. The election of an officer shall not itself create any contract rights with the corporation.

Section 5.03 Removal. Any officer, assistant, agent or employee may be removed, with or without cause, at any time by the board of directors, or by any officer to whom or committee of the board of directors to which such power of removal has been delegated, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 5.04 Resignation. An officer may resign at any time by giving written notice of resignation to the corporation. A resignation of an officer is effective when it is received by the corporation, unless the notice specifies a later effective date. An officer's resignation does not affect the corporation's contract rights, if any, with the officer.

Section 5.05 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the board of directors or by any officer to whom or committee of the board of directors to which such power has been delegated.

Section 5.06 Compensation. By resolution of the Board of Directors, the officers shall serve without compensation except that reasonable expense reimbursement, relating to the operation of the corporation, may be authorized by the Board of Directors.

Section 5.07 The President. The president, unless otherwise specified by the board of directors, shall be the chief executive officer of the corporation and, under the direction of the board of directors, shall in general supervise and control all the business and affairs of the corporation. The president shall preside, in the absence of the chair of the board, at meetings of the board of directors. The president may hire, prescribe the duties of, and fire employees, and may delegate such authority in whole or in part to any other officer or employee. The president may sign, with the secretary or any other proper officer of the corporation thereunto authorized by the board of directors, and any deeds, mortgages, bonds, contracts, or other instruments which the board of directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors or by these bylaws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of president and such other duties as may be prescribed by the board of directors from time to time.

Section 5.08 The Vice President. In the absence of the president, or in the event of the president's death, inability or refusal to act, the vice president (or in the event there is more than one vice president, the vice presidents in the order designated at the time of their election, or in the absence of any designation, then in the order of their election) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. Any vice president shall perform such other duties as from time to time may be assigned to him or her by the president or by the board of directors.

Section 5.09 The Secretary. The secretary shall (a) keep the minutes of the board of directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the corporation and, if required, affix such seal to documents when authorized; (d) maintain the records required under the Utah Revised Nonprofit Corporation Act, and (e) in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the president or by the board of directors. In the absence of a secretary and any assistant secretaries, the president shall perform these duties.

Section 5.10 The Treasurer. If required by the board of directors, the treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the board of directors shall determine. He or she shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; (b) receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Section 7.04 of these bylaws; and (c) in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the president or by the board of directors. In the absence of a treasurer, the secretary shall perform such duties.

ARTICLE VI COMMITTEES

Section 6.01 Executive Committee. The Board of Directors may, by majority vote of its members, designate an Executive Committee consisting of at least (3) three board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, and fill vacancies on the Executive Committee from members of the board. The Executive Committee shall keep regular minutes of its proceedings, cause them to be filed with corporate records, and report the same to the board from time to time as the board may require.

Section 6.02 Finance/Audit Committee. The Finance/Audit Committee is responsible for ensuring that the corporation's financial statements and procedures are evaluated to determine that adequate fiscal controls and procedures are in place and that the corporation is in good financial health. The Treasurer of the Board shall always be a member of the Finance/Audit Committee.

Section 6.03 Other Committees. The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 6.04 Term of Office. Each member of a committee shall serve for one year until the next annual meeting of the Board of Directors and until a successor is appointed, unless the committee is sooner dissolved.

Section 6.05 Vacancies. Vacancies in the membership of committees may be filled by the Chair of the Board.

Section 6.06 Rules. Each committee may adopt rules for its meetings not inconsistent with these bylaws or with any rules adopted by the Board of Directors.

ARTICLE VII
CONTRACTS, LOANS, CHECKS, AND DEPOSITS

Section 7.01 Contracts. The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 7.02 Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the board of directors. Such authority may be general or confined to specific instances.

Section 7.03 Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, or agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors.

Section 7.04 Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the board of directors may select.

ARTICLE VIII

GIFTS

Section 8.01 Gifts. The board of directors may accept on behalf of the corporation any contributions, gifts, bequest, or devise for the nonprofit purposes of this corporation.

ARTICLE IX

INDEMNIFICATION

Section 9.01 Indemnification. The corporation shall indemnify each person who is or was a director, officer, employee or agent of the corporation or an individual who, while serving in the indicated relationship to the corporation, is or was serving at the corporation's request as a director, officer, partner, trustee, employee fiduciary, or agent of another corporation or other person or of an employee benefit plan, to the fullest extent permitted by the Utah Revised Nonprofit Corporation Act.

Section 9.02 Authorization of Indemnification. The corporation shall be deemed to have authorized such indemnification whenever a determination has been made under the Utah Revised Nonprofit Corporation Act that indemnification of an individual is permissible in the circumstances because the person has met the applicable standard of conduct.

Section 9.03 Insurance. The corporation may purchase and maintain liability insurance on behalf of a person who is or was a director, officer, employee, fiduciary, or agent of the corporation, or who, while serving as a director, officer, employee, fiduciary, or agent of the corporation, is or was serving at the request of the corporation as a director, officer, partner, trustee, employee, fiduciary, or agent of another foreign or domestic corporation or other person, or of an employee benefit plan, against liability asserted against or incurred by him or her in that capacity or arising from his or her status as a director, officer, employee, fiduciary, or agent, whether or not the corporation would have power to indemnify him or her against the same liability.

Section 9.05 Savings Clause. If this Article or any portion thereof shall be invalidated on any ground by any court of competent jurisdiction, then the corporation shall nevertheless indemnify each officer and director as to expenses, including attorneys' fees, judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, and whether internal or external, including without limitation a grand jury proceeding

and an action or suit brought by or in the right of the corporation, to the full extent permitted by any applicable portion of this Article that shall not have been invalidated, or by any other applicable law.

ARTICLE X
MISCELLANEOUS

Section 10.01 Amendments. These bylaws, or any of them, may be altered, amended or repealed, and new bylaws may be made by the board of directors, by vote of a majority of the directors then in office, acting at any meeting of the board of directors.

Section 10.02 Seal. The board of directors may, at its option, provide a corporate seal, which shall be in the form of a circle and shall bear the name of the corporation and words and figures showing that the corporation was incorporated in the State of Utah and the year of incorporation.

Section 10.03 Waiver of Notice. Whenever any notice is required to be given to any director of the corporation under these Bylaws, the Articles of Incorporation or the Utah Revised Nonprofit Corporation Act, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section 10.04 Fiscal Year. Unless otherwise specified by the board of directors, the fiscal year of the corporation shall end on the last day of December in each year.

Section 10.05 Limitations on Activities. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 10.06 Prohibition Against Private Inurement. No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 10.07 Distribution of Assets. Upon dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section (c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of the State of Utah.

Section 10.08 Utah Open and Public Meetings Act. All officers and directors of the corporation shall have an obligation to act in accordance with the Utah Open and Public Meetings Act.

ARTICLE XI

CONFLICT OF INTEREST POLICY

Section 10.01 Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 10.02 Definitions.

- (a) Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- i. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- ii. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 10.03 Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- i. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- ii. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- iii. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

- i. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- ii. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 10.04 Records of Proceedings. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 10.05 Compensation.

- (a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- (b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- (c) No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 10.06 Annual Statements. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 10.07 Periodic Reviews. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 10.08 Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ADOPTION OF BYLAWS

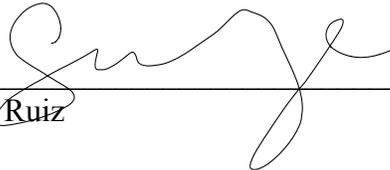
WE, THE UNDERSIGNED, are all of the initial directors of this corporation, and we consent to, and hereby do, adopt the foregoing bylaws, consisting of the preceding pages, as the bylaws of this corporation.



Maria LaBarge



Katie Robinson



Sarah Ruiz

Appendix D: Minutes from Governing Board meetings

Provide the minutes from the governing board meeting where which the Bylaws and Articles of Incorporation were approved.

Agenda

June 23, 2020

Board Members in Attendance: Sarah Ruiz, Maria LaBarge, Katie Robinson

I. Welcome

II. Introductions

Maria-Humanities aid and build an ethical foundation and critical thinking. The ability to think and perceive critically builds empathy. Compiling the curriculum.

Sarah- first came up with the idea. She has a background in teaching science and Spanish online. Online schools reflect schools. For some students, “Traditional school” isn’t working.

We need to work with established educational ideas that work. Online can offer a better path. A lot to offer.

Katie- has studied technical writing and has a masters from Creighton University. She has been interested in education but felt that there is a disconnect in the public school system and feels the humanities should be introduced at a younger age.

III. Board Leadership Positions

Nominations were received and a vote was called for an essential board. The vote was unanimous for the positions below.

Maria LaBarge: Interim Board Chair and Curriculum Development.

Sarah Ruiz: Board Vice Chair and Interim Treasurer.

Katie Robinson: Secretary.

Four more board members will be added in the future. Full Board: 5-7 members.

IV. Articles of Incorporation and Governing Bylaws

Election held according to the Articles of Incorporation and the Governing Board Bylaws. Unanimous voting an approval of the two documents.

V. Board Info Pages

VI. Timeline Review

Next steps:

Apply for grants. Non-Profit.

Independent audits.

Insurance.

Review timeline. August 13th: Proposal.

November: Application.

January: Yes or No.

VII. Additional items of business