



# Becoming Your Best

Charter School

**Required Information**

***Charter School Information***

1. Name of Proposed Charter School: Becoming Your Best Charter School
2. Name of Applicant: Katherine McKnight, Michael Troop and Robert Shallenberger
3. Authorized Agent: Robert Shallenberger
4. Mailing Address: 1127 Valley View RD, Heber City, UT, 84032
5. Phone Number: 312-656-7165
6. Email Address: McKnight.KT@gmail.com
7. New School Location and Location’s School District(s): Spanish Fork, UT Alpine School District

***Governance Structure***

<b>Name</b>	<b>Position</b>	<b>Area of Expertise</b>	<b>Any Charter Affiliations</b>
Katherine McKnight, Ph.D.	Director	Education, Literacy, Teacher Training	None
Michael Troop, Ed.D	Director	Education, Educational Leadership, Teacher Training	None
Robert Shallenberger	Director	Business, Team Building and Leadership, Marketing, Retired Air Force, Community Member and Parent	None
Charlie Peterson	Board	Educational Leadership & Administration, Community Member and Parent	None
Jon Skidmore, Psy.D	Board	Licensed Clinical Psychologist, Educator, and Community Member	None
Shawn Webb	Board	Business Development, Technology, and Retired Air Force	None

***Enrollment***

8. Year School will start: Fall 2023
9. Grades Served: 6-12

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

Yes

No:

*Describe the difference.* Currently, Alpine Public School District organizes grades 6-8 in middle school and 9-12 in high school.

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							100	100	100	100				400
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY							125	125	125	125	100			600
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY							125	125	125	150	150	150		1000

**Waivers**

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

Yes: *Provide a justification.*

The Becoming Your Best Charter (BYBCS) school is partnering with Academy for Urban School Leadership, which is the largest, oldest and most successful teacher residency programs in the country. This partnership will support BYBCS’s vision to meet the unique learning styles and needs for *all* students since it will provide the resources and highly qualified teachers to (ii) enhance learning opportunities for students at risk of academic failure. In addition, this partnership will also benefit the larger community. These highly qualified teachers may seek employment in area schools once the residency program is complete.

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). No waiver requested

**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 Robert Shallenberger	
Signature of Authorized Agent	
Name of Charter School Board Chair (if different than Authorized Agent): Jon Skidmore, Psy.	
Signature of Charter School Board Chair (if different than Authorized Agent)	<i>Jon Skidmore Psy</i>

## 1. Key Elements

### 1a. State the proposed school’s mission.

Our mission is to ensure that every student who graduates from Becoming Your Best Charter School will be college and career ready. We are committed to serving and empowering our students by providing a rigorous and experience-rich authentic college preparatory curriculum that is taught by highly skilled professional educators in a safe and supportive learning environment. Our goal is to create innovative leaders and critical thinkers for the 21<sup>st</sup> century and beyond.

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

- (1) Continue to improve student learning
- (2) Encourage the use of different and innovative teaching methods
- (3) Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school
- (5) Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools.

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

The state charter board vision states, “Every student has access to an excellent education that meets their unique learning needs” is aligned with BYBCS’s mission and vision. We believe that all students are *entitled* to an outstanding education We are committed to serving and empowering our students by providing a rigorous and experience-rich authentic college preparatory curriculum that is taught by highly skilled professional educators in a safe and supportive learning environment. Our goal is to create innovative leaders and critical thinkers for the 21<sup>st</sup> century and beyond.

To accomplish our mission, we have four major areas of focus that make BYB Charter School unique:

- 1) Leadership and character development using our 12 Principles of Highly Successful Leaders
- 2) Maintaining a school culture of thinking using the Making Thinking Visible Framework<sup>1</sup>
- 3) Using proficiency-based grading in the content areas
- 4) Integrated Literacy using a research and evidence-based model

This four-pillar philosophical approach provides the academic, social, and emotional context in which BYBCS graduates will develop into influential leaders within their chosen workplace and community.

### 1d. List the school’s key elements.

The four-pillar philosophical foundation is a synergetic design to meet the social-emotional, academic, and college/career ready knowledge to ensure that our graduates manifest the mission and vision of BCBCS. Additionally, the teacher residency partnership will ensure that BCBCS can deliver all aspects of the program with highly qualified professionals.

### **Becoming Your Best Charter School: Four-Pillar Philosophical Approach**

#### **Focus Area One | 12 Principles of Highly Successful Leaders**

Becoming Your Best Charter School's 12 Principles of Highly Successful Leaders<sup>1</sup> are:

1. Be True to Character
2. Lead with a Vision
3. Manage with a Plan
4. Prioritize Your Time
5. Kindness
6. Build and Maintain Trust
7. Innovate through Imagination
8. Be Accountable
9. Live in Peace and Balance
10. Be an Effective Communicator

These principles align with the six social-emotional competencies developed by CASEL and frame the vision, mission, and daily focus of the school.

#### **Focus Area Two | Making Thinking Visible Framework**

Highly developed literacy skills foster and deepen complex thinking<sup>2</sup>. Therefore, each teacher will incorporate the thinking routines from the *Making Thinking Visible* framework developed by Ritchhart, Church, and Morrison<sup>3</sup> through Harvard University's Project Zero initiative. These thinking routines are essential tools for actively engaging students with complex ideas and are simple strategies for scaffolding thinking. Through Hattie's research, it was found that scaffolding had an effect size of .82, which is shown to considerably accelerate student achievement.

These routines promote student engagement and the thinking skills necessary to build disciplinary understanding. Through these instructional practices, we envision that every student will gain the skills necessary to become influential members of his/her community and society; will become the leaders of the future that can adapt to the ever-changing demands of society to realize and attain a fulfilling life. By focusing on the *Making Thinking Visible* framework, we are supporting our mission to create innovative leaders and critical thinkers for the 21<sup>st</sup> century and beyond.

#### **Focus Area Three | Proficiency-Based Grading and Assessment**

Many traditional assessments focus on student deficiencies and what they do not know and can't do rather than assessing the quality of their thinking and level of proficiency. In proficiency-based

---

1 Shallenberger, S. R. (2014). *Becoming your best: The 12 principles of highly successful leaders*. McGraw-Hill.

2 Vygotsky, L. S. (2012). *Thought and language*. MIT press.

3 Ritchhart, R., & Church, M. (2020). *The Power of Making Thinking Visible: Practices to Engage and Empower All Learners*. John Wiley & Sons.

assessments and grading systems, the focus is on developing and measuring a students' proficiency of the standards. Assessment at BYB Charter School promotes *mastery*, not compliance.

There are seven overarching core beliefs required to leverage proficiency-based grading with success<sup>4</sup> and are as follows:

1. Growth is a central concept - Students must be given time to grow from, reflect on and learn from their experiences
2. Reperformance is essential - Students are given multiple opportunities to show their growth
3. Building students' reflection abilities is essential - Students will learn how to receive, accept, and react to feedback in order for them to become a more self-directed learner
4. Homework has a role - Homework is not given to maintain compliance; rather, homework is given to students as another opportunity for students to illustrate their learning and understanding and to develop study habits.
5. Communication with parents and the community is key - teachers and students will gather a body of evidence of student learning and share this evidence with appropriate stakeholders.
6. Culminating final exams have a different purpose - final exams will still be utilized; however, they will not be the end all be all evidence of what students have learned.
7. Behavior can be in or out of the grade - behavior as a competence will be included in grading, not behavior as compliance. Behavior does not determine student proficiency toward an academic skill. Therefore, classroom behavior goes in the non-academic area of the grade book.

It is important to note that assessments will drive instruction, intervention, and enrichment opportunities for our students.

#### **Focus Area Four | Integrated Literacy Using a Research and Evidence Based Model**

We identified specific research-based high impact instructional practices as well. Literacy is embedded in all courses and focus on the following six key literacy practices outlined below:

1. *Every student reads something he or she chooses.*
2. *Every student reads accurately.*
3. *Every student reads something he or she understands.*
4. *Every student writes about something personally meaningful.*
5. *Every student talks with peers about reading and writing.*
6. *Every student listens to a fluent adult read aloud.*<sup>5</sup>

Students who regularly engage in these literacy practices develop the skills and content knowledge that is indicative of academic growth and success. As such, this will demand instructional practices that would be expected in a modern classroom. For example, reading a wide variety of texts, addressing and solving real-world problems, collaborative learning, and differentiated instructional practices are commonplace for this instructional paradigm. A visitor to BYB Charter School would

---

4 Custable, Fisk, Grice, Jain, Lillydahl, Ramos, Reibel, Smith, Twadell, and Wood, (2019). *Proficiency-Based Grading in the Content Areas: Insights and Key Questions for Secondary Schools*. Solution Tree Press.

5 Allington, R. L., & Gabriel, R. E. (2012). Every child, every day. *Educational Leadership*, 69(6), 10-15.

not witness classrooms with lackluster lectures, round-robin reading, and row-sitting students. Rather, a visitor would witness collaborative work that is built on complex ideas and questions where debate, inquiry, and self-expression are commonplace.

### **1e. Describe the academic goals of this school.**

By its very nature, curriculum and learning is dynamic. It must adapt and evolve to meet the diverse needs of our students and the community in which BYBCS is rooted. The instructional program fully integrates academics with the 12 Principles of Leadership. These components create synergy to ensure that BYBCS students are fully equipped for college and careers upon graduation. The 12 Principles of Leadership provide the dispositional foundation for social emotional learning while students are developing deep content knowledge and academic skills. *Additionally, the students will develop skills in collaborative learning, critical thinking, study habits and practices that ensure personal success.* The founders possess a large network of professional educators (many of whom are well-recognized experts) and solicited their input for the BYBCS instructional program.

### **Equity, Access, and Inclusivity**

At BYBCS we will recognize every student as a valued individual. Students will learn in a safe, inclusive space, where they are taught to understand the value of their own experiences in relation to other, diverse perspectives. We will be relentless in removing barriers to full equity, access, and inclusivity in our curricular and co-curricular programming. We will establish high academic and behavioral expectations, and *we will provide students with the supports required to help them meet or exceed those expectations.*

## **2. Program of Instruction**

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

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.**

Our vision is to make BYBCS a hive of collaborative ideas and energy while developing individual strengths and talents. These instructional, curricular and assessment approaches will facilitate the realization of our vision.

The instructional program at BYBCP is grounded in these four pillars (as previously outlined):

1. Leadership and character development using our 12 Principles of Highly Successful Leaders
2. Maintaining a school culture of thinking using the Making Thinking Visible Framework
3. Using proficiency-based grading in the content areas
4. Integrated Literacy using a research and evidence-based model

More specifically, teachers will be trained in using proficiency scales to monitor student mastery toward identified skills and content knowledge as aligned with the UT State Standards. Each proficiency scale represents approximately 2-3 weeks of instruction. During PLCs, teachers will create formative assessments that are aligned to the current proficiency scale. These formative assessments are focused on specific skills and content knowledge and the resulting data from student performance will inform teachers of student progress toward mastery. Teachers will be able to identify students who need additional support as well as those students who may need enrichment. BYBCS has outlined the MTSS plan and there is a designated time “Breakfast Club” to address differences in mastery progression. Formative assessment and ongoing checks for students

understanding will be a part of the teaching and learning culture. At the end of each 10-week grading period, summative assessments will be used to measure learner outcomes.

Additionally, teachers across the disciplines will be encouraged to develop cross-curricular learning through collaborative opportunities. For example, when social studies students are examining political cartoons, they could create original ones in art class. Math, science, ELA and social studies teachers could use the novel, *Hidden Figures* as a vehicle to understand how advanced mathematics supported one of the greatest science engineering feats of the 20<sup>th</sup> century, man landing on the moon. The text itself, *Hidden Figures* as a work of literary non-fiction/informational text would be addressed in ELA. This kind of cross-curricular teaching is motivating and engaging for students. It makes learning “real” and “relevant”.

Additionally, BYBCP will include a teacher residency program whose purpose is two-fold: develop highly qualified teaching professionals and provide additional support and attention in the classroom. Therefore, many classrooms will benefit from a certified content mentor teacher and a teacher resident. All teachers will be trained in proven instructional methods with a particular emphasis on Visible Learning and Integrated Literacy. As such, the instructional program has a deep foundation in which to implement and deliver a rigorous college preparatory curriculum for all students.

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

We believe that all children are entitled to an outstanding education and should be in a school program that ensures individual success. As previously described, our mission is to ensure that every student that graduates from Becoming Your Best Charter School will be college and career ready. We are committed to serving and empowering our students by providing a rigorous and experience-rich authentic college preparatory curriculum that is taught by highly skilled professional educators in a safe and supportive learning environment. Our goal is to create innovative leaders and critical thinkers for the 21<sup>st</sup> century and beyond.

By focusing on the 12 Principles of Highly Successful Leaders, we are holding true to our mission of ensuring that all students will be college and career ready by developing their leadership skills and empowering them to be their best selves in a safe and supportive learning environment.

Our educational philosophy embraces the notion that *people*, not fancy buildings are the heart and soul of a school. Community involvement, highly qualified teachers and staff, and students who are embraced for all that they individual contribute will make BYBCS an acclaimed school model.

**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.**

By its very nature, curriculum is dynamic. It must adapt and evolve to meet the diverse needs of our students and the community in which BYBCS is rooted. For example, each course integrates technology via a wide range of platforms (i.e. ThinkCERCA, Kahn Academy, Discovery Education, Read Like a Historian) for blended learning opportunities <sup>6</sup>. Students will regularly participate in classroom experiences that are

---

<sup>6</sup> Tucker, C. R., Wycoff, T., & Green, J. T. (2016). *Blended learning in action: A practical guide toward sustainable change*. Corwin Press.

characteristically collaborative and differentiated while teachers are using formative assessment strategies to monitor student learning and adjust instruction accordingly.

For example, in a core subject like English language arts, students will use multiple texts to critically analyze essential questions while developing advanced academic language and communication skills. In each of these skills-based courses, students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication, and research. Students explore the overarching essential questions for the course through short stories, essays and articles, novels, poetry, drama, and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening, and speaking skills. Students write in multiple formats to enhance student learning in all areas of literacy development and a special emphasis will be placed on research and evidence-based argumentation in writing. Authentic class discussion plays a vital role in that students talk in class as a means of enhancing their literacy skills. Research supported instructional practices such as the Literacy & Learning Centers™, differentiated text groupings based on essential questions, integrating grammar with writing instruction, and using standards/skills aligned proficiency scales will be used to ensure that students are developing advanced level literacy skills.

In looking at another core subject, mathematics, it is not enough for students to know mathematical concepts; they need to know how to apply them. BYBCS will ensure that our graduates will possess mathematical proficiency, meaning they know when and how to use mathematical practices with automaticity.

For the middle grades (6-8) students will dig deeper into the mathematical practices that will prepare them for high school and university level coursework. Math will be heavily reinforced in science and the relevant connections between these subjects will be nurtured. Real life examples that promote students' deeper understanding of math and science and its connections to everyday life and as a necessary vehicle to address our global challenges. Middle school math use *Math in the Middle* and *Discovery Math*. The Discovery resources helps students build an understanding of basic skills, mathematical concepts, problem-solving strategies and integrating technology for mathematical practices. At the high school level, *Integrated Math* will be the core focus for the instructional program. Both mathematical approaches yield higher student performance<sup>7</sup> than traditional programs.<sup>8</sup> Additional supplemental resources will include Kahn Academy and Discovery Education (within the science curriculum).

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

Teachers will be trained in using proficiency scales to monitor student mastery toward identified skills and content knowledge as aligned with the Utah State Standards. Each proficiency scale represents approximately 2-3 weeks of instruction. During PLCs, teachers will create formative assessments that are aligned to the current proficiency scale. These formative assessments are focused on specific skills and content knowledge and the resulting data from student performance will inform teachers of student progress toward mastery. Teachers will be able to identify students who need additional support as well as those students who may need enrichment.<sup>9</sup> BYBCS has outlined the MTSS plan and

---

7 Reys, R. and R. Reys. "Two High School Mathematics Curricular Paths – Which One to Take?" The National Council of Teachers of Mathematics, April 2009. <http://www.ascd.org/publications/educational-leadership/feb04/vol61/num05/A-Vision-for-Mathematics.aspx>

8 Shaughnessy, M. "An Opportune Time to Consider Integrated Mathematics." National Council of Teachers of Mathematics, March 2011. [http://www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/J\\_-Michael-Shaughnessy/An-Opportune-Time-to-Consider-Integrated-Mathematics/](http://www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/J_-Michael-Shaughnessy/An-Opportune-Time-to-Consider-Integrated-Mathematics/)

9 Bambrick-Santoyo, P. (2010) *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Josey-Bass.

there is a designated time “Breakfast Club” to address differences in mastery progression.<sup>10</sup> Formative assessment and ongoing checks for student understanding will be a part of the teaching and learning culture. At the end of each 10-week grading period, summative assessments will be used to measure learner outcomes.

**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.**

**Students with Special Needs**

Our philosophy is to provide students with opportunities, tools, and strategies to live successful adult lives. We are fully committed to teaching our students to advocate on their own behalf and to be as autonomous as we believe each individual student is capable. Our program provides services to a wide spectrum of student needs ranging from mild and moderate disabilities. Students with mild disabilities are provided support in accordance with their Individualized Education Plans (IEPs). For students with moderate disabilities, we focus on each individual student’s IEP needs in the traditional academic areas as well as with social skills, community-based education, personal care, and functional life skills. Our diverse learners follow the same graduation requirements as all other students at BYBCS. Each student is assigned a special education service provider so questions regarding course scheduling and support should be directed to the student’s special education service provider.

**Gifted and Academically Talented Students**

BYBCS is committed to delivering an instructional program with a deep foundation in which to implement and deliver a rigorous college preparatory curriculum for all students. As such, the needs of gifted and academically advanced students may necessitate academic opportunities that allow for advanced level study which may include dual credit offerings and advanced level courses that can begin in 7<sup>th</sup> grade).

**English Language Learners**

All students who enter BYBCS schools with a Primary Home Language Other Than English are screened to determine their proficiency in English. Students who are identified as limited in English proficiency are offered instructional English Language Development (ELD). Additionally, faculty will receive professional learning experiences to support English language learners in content area courses.

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

**Sample Four Year Plan (grades 9-12) for a BYBCS Student**

<b>9<sup>th</sup></b>	<b>English I</b>	<b>Math 1 (Integrated Math Program)</b>	<b>Social Studies (World Studies)</b>	<b>Science (Physics)</b>	<b>World Language I</b>	<b>PE/Health</b>	<b>Performing Arts or Visual Arts</b>
-----------------------	------------------	---	---------------------------------------	--------------------------	-------------------------	------------------	---------------------------------------

---

10 McCart, A., & Miller, D. (2019). Leading equity-based MTSS for all students. Corwin.

10 <sup>th</sup>	English II	Math 2 (Integrated Math Program)	Social Studies (US History)	Science (Chemistry)	World Language II	Physical Education	Performing Arts or Visual Arts Or CTE Course
11 <sup>th</sup>	English III	Math 3 (Integrated Math Program)	Social Studies (Elective)	Science (Biology)	World Language III (Recommended) Or elective	Elective	Elective
12 <sup>th</sup>	English IV	Math 4 (recommended) (Integrated Math Program)	Social Studies (Elective)	Science (Elective)	World Language IV (Recommended) Or elective	Elective	Elective

**This sample plan meets the Utah Requirements for High School Diploma:**

- **Four credits of English or English as a Second Language.**
- **Three credits in social studies to include one credit of American history, including: Utah history; one credit of world history/geography; one-half credit of American government and civics including Utah government.**
- **Three credits of mathematics to minimally include Algebra 1, Geometry, Algebra 2 (or a personal curriculum), and a fourth course (although not required, is recommended) that contains high school content.**
- **Three credits of science**
- **One credit of fine arts or career and technical education and vocational education.**
- **Seven credits of additional courses prescribed by the local school district governing board or charter school.**

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

The unique model of the school which will consist of a teacher residency program (with our partner, Academy for Urban School Leadership) allows us to recruit, mentor and train highly qualified teachers. Given the present teacher shortage, this is an essential activity to ensure that BYBCS is able to secure and maintain highly qualified teachers to deliver exemplary instruction for our students. Once the teacher residency program is established (beginning in the 2024-2025 academic school year), many classrooms will be staffed with a fully certified content area teacher and a teacher resident. This model has garnered professional acclaim and documentation as its success in fostering high academic achievement for students <sup>11</sup>. The Academy for Urban School Leadership is the oldest and most successful teacher residency program in the United States. Their decision to partner with BYBCS evidences their commitment to the Utah educational community. Furthermore, AUSL’s decision to partner with BYBCS is a validation of the vision and instructional programming for the community in which we will serve.

**3. Market Analysis**

**3a. State the school’s intended location.**

Our intended location is Saratoga Springs, Utah. We chose this area because it is one of the fastest

---

11 Bier, M., Davis, C. B., Graves, S. B., Clark, A., Ervin, H., Florez, V., ... & Ware, B. (2019). The teacher residency model: Core components for high impact on student achievement. Lexington Books.

growing areas in the country and there are currently only 4 high schools and 3 middle schools. 28% of the schools in this area are charter if you include both the middle and high schools. We do not have an exact location identified at this time. We are working with American Charter Development to determine the exact site. Once we have identified a particular site, we will work with our governing board to approve the location. The board will consider the following when making a decision:

- 1) Market saturation of charter schools. Currently there is a market saturation of 28%. We would consider another area if market saturation was above 35%
- 2) Cost of land and building
- 3) Population growth (particularly for families with children ages 10-18)

The academic performance of existing charter and non-charter public schools. We are looking to elevate the level of academics to create opportunities for all students and close the achievement gap using high leverage practices based on evidence and research in the field of education.

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

Based on the demographic information detailed in section 3c, we strongly believe that our program of instruction will not only decrease the achievement gap, but it will also prepare our students for college and career. Our unique program is rooted in research and evidence and is designed to meet the needs of each and every student. We will not settle for 50% or less of our students achieving grade level proficiency. Mastery of content/discipline knowledge and skills is expected which will be monitored and documented through forward-thinking grading and assessment model.

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

According to the most recent school report card data for the Alpine School District, achievement data for ELA was 52.2%, Math was 43.5% and Science was 41.5%. Growth data indicates low to average growth in the areas tested with ELA at 35.5%, Math at 37.7% and Science at 41.9%. Special area group English Learners have seen minimal growth and proficiency with 40.5% making adequate progress and only 3.9% reaching proficiency. Lastly, although the district’s graduation rate is 91.8%, only 68.6% of those students were considered college and career ready.

The high school serves a student body comprised of: Caucasian (81%), 12% are Hispanic, 4% are multi-racial and 1% each are Asian, African American, or Pacific Islander. 22% of the student body is economically-disadvantaged, 11% of the students have a disability, and 4% are English language learners.<sup>12</sup>

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

**Vision**

Becoming Your Best Charter School will provide a rigorous educational experience that closes the opportunity gap and ensures that individual students reach his/her highest potential.

Our intention is to create well-rounded, versatile thinkers that approach challenges with a critical eye and find innovative solutions to complex problems. We place a strong emphasis on making thinking visible, literacy development across all subjects, social, and emotional learning as well as providing students with the skills needed to become successful leaders in life and career which is outlined in the

---

9 Data was retrieved from Utah State Board of Education [website](#) on May 21, 2021

BYBCS four pillars.

**Mission**

Our mission is to ensure that every student who graduates from Becoming Your Best Charter School will be college and career ready. We are committed to serving and empowering our students by providing a rigorous and experience-rich authentic college preparatory curriculum that is taught by highly skilled professional educators in a safe and supportive learning environment. Our goal is to create innovative leaders and critical thinkers for the 21<sup>st</sup> century and beyond.

Families that choose Becoming Your Best Charter School are seeking a world-class college and career preparatory experience that values thinking and character development. We will do this by embracing diversity, promoting equity in everything we do, and ensuring access to a world-class education for each and every student.

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

In addition to the four-pillar approach to instruction that includes SEL integration and skills/ standards-based grading BYBCS will house one of the most recognized and successful teacher residency programs in the United States. The BYBCS founders recognize and place importance on the reality that highly qualified teachers that are aligned in the mission and vision will ensure that our graduates are able to attain individual personal success. Additionally, we expect to partner with a community or four-year college to provide dual credit courses and a strong AP program. Although this is not a unique component of a 6<sup>th</sup>-12<sup>th</sup> grade program, it is essential to provide these opportunities for all students. Our four-pillar integrated approach, teacher residency program and commitment to individual success and accessibility sets apart from schools in our area and provides the components to make our vision a reality and a sought-after school model.

## Appendix A: Background Information Sheet

Name: Katherine McKnight, Ph.D.

Role: Co-Founder

**Statement of Intent:** *All children are entitled to an outstanding education. This has been my vision for the last 35 years as an educator. During my professional career, I have been a middle school and high school teacher, a college professor, a distinguished professor of research, speaker, school reform specialist, teacher mentor, consultant, and author. Consequently, through these professional experiences, and roles, I have developed the sophisticated skills to develop a school that fulfills this vision: All children are entitled to an outstanding education.*

**Not-for-Profit History:** I have served in multiple non-profit roles. To begin, my professional positions in education have been in non-profit settings: Chicago Public Schools, Northeastern Illinois University, National-Louis University. In my community, I served served as a Girl Scout troop leader for over 10 years and was selected to serve as a delegate, representing the Chicago and Northwest Indiana to the National Council of Girl Scouts USA. I was also awarded Novice Leader of the Year for my volunteer work in Girl Scouts. As a member of the Old St. Mary's Capital Campaign to build a brand-new elementary school for my church, I learned the art of fund raising. We successfully built the school in 2 years of fundraising. Most recently, I have become increasingly active with other parents to advocate for the rights of individuals with development disabilities, specifically autism. As a mother of an adult son with autism, I know first-hand how critical it is to advocate for our most vulnerable citizens. Currently, I am volunteering with Andres Gallegos (Chair of the National Council on Disabilities), the Better Together Foundation and the Camphill Association of North America to establish a school and community for adults with developmental disabilities in the Midwest.

### **Employment History:**

#### **Founder and CEO, Engaging Learners (2014-Present)**

*Key Achievements:* Worked with 12-15 schools and school districts per year to raise student literacy achievement. Some sample schools and school districts that raised student literacy scores by over 15% during contracts include: Farmington, NM, East St Louis, IL, Allegany County Public Schools, MD, Joe Nightingale Elementary, Orcutt, CA.

I also provided professional consulting to international contexts including, China, Poland, Singapore and Lithuania.

#### **Distinguished Professor of Research, National Louis University (Appointed July 2014-2019)**

In recognition of substantial research agenda and prolific author.

#### **Professor (tenured), Secondary Education Department, National Louis University (2012-2014)**

**Associate Professor (tenured), Secondary Education Department, National Louis University (2008-2012)**

*Key Achievements:* Taught courses in adolescent literacy, curriculum and development, research seminars, and urban education. Mentored student teachers and teacher leaders. Chaired and served on doctoral dissertations committees.

**Chair, Department of Teacher Education, Northeastern Illinois University, (2006-2008)**

*Key Achievements:* Developed sophisticated administrative skill set for the largest university department. Supervised over 100 full time and part time faculty members and 10 civil service employees; Oversaw a multi-million-dollar budget; Scheduled courses for 16 programs at the graduate and undergraduate levels; Served on University and College Administration Council; Oversaw Program Credentialing.

**Associate Professor (tenured). Secondary Education Department, National Louis University, Chicago, IL (2005-2008)**

*Key Achievements:* Taught courses in adolescent literacy, curriculum and development, research seminars, and urban education. Mentored student teachers and teacher leaders. Supervised graduate MAT program.

**Onsite Professional Development National Consultant, National Council of Teachers of English (2007-2014)**

*Key Achievements:* Served on several NCTE committees (i.e. national standards, professional development, adolescent literacy) and provided professional development for over 20 schools and school districts.

**Assistant Professor, Northeastern Illinois University, (1999-2005)**

*Key Achievements:* Taught courses in adolescent literacy, curriculum and development, research seminars, and urban education. Mentored student teachers and teacher leaders. Supervised graduate MAT program.

**Education History:**

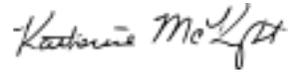
**PhD** University of Illinois at Chicago, Chicago, IL Curriculum and Instruction: Reading, Writing, and Literacy 2000

**MEd** Northeastern Illinois University, Chicago, IL Teaching English in Secondary Schools 1993

**BA** George Washington University, Washington, DC American Civilization 1988

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I

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

A handwritten signature in black ink that reads "Katherine McLeft". The signature is written in a cursive, slightly slanted style.

**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: Michael Troop

Role: Co-Founder

**Statement of Intent:** I have been an educator for over 20 years, and I strongly believe that every student, regardless of background or zip code is entitled to an equitable and rigorous education that will teach them the skills and knowledge necessary to reach their goals. To do this, I understand that students need educational environments that support learning at high levels, are safe, and emphasize their social and emotional development. Furthermore, I am passionate about ensuring that our teachers and school leaders are highly skilled at their craft and that all of their decisions are based on what is best for students. I will ensure this is the case at our school in Utah.

**Not-for-Profit History:** I have worked in non-profit schools since I started in education. As a teacher in Chicago, I worked in the Chicago Public Schools as a teacher and quickly moved up the ranks to grade level lead instruction. After earning my doctorate, I was an assistant professor in the secondary education department at National Louis University, a nonprofit private university that focuses on equity, access, and innovation in education. I also worked with the Academy for Urban School Leadership in Chicago, a nonprofit educational management organization that specialized in teacher residency and school turnaround. They are the most successful and oldest program in the United States. When I moved to Arizona 5 years ago, I worked with 2 charter networks in an administrative level. Both of the schools are nonprofit entities.

### **Employment History:**

**VERTEX EDUCATION** | Chandler, AZ

**2017 – Present**

*Associate Superintendent*

Provide visionary leadership and support for 16 Principals and 32 Assistant Principals to ensure day-to-day operations of 16 school locations within the Legacy Traditional Schools network.

- Developed a teacher performance evaluation system that focuses on building teacher capacity and high leverage practices that bolsters academic achievement for all students

- Worked with the IT department to create an online platform for the teacher performance evaluation system
- Coached teachers on effective pedagogical and management practices that increases student achievement
- Train Principals, Assistant Principals, Instructional Coaches and Subject Matter Experts on how to observe, evaluate teachers, and bolster teacher practices
- Communicate policy from the Executive Directors and the School Governing Board to the site administrators, faculty, staff, students and parents
- Oversee site administrators management of the daily operations of the school
- Plan, develop and implement academic related programs and services
- Conceptualize, develop and facilitate the implementation of projects in support of policies, goals, and objectives established by Executive Directors
- Establish and maintain relationships with organizations, and other schools to coordinate educational services for students
- Direct and oversee both long and short-term strategic planning and multi-million dollar budgets based on school goals and growth objectives
- Serve on the Safety Committee

*Key Achievements*

- Developed a micro-credential program that provides support and training for administrator induction and support
- Designed an academic intervention program that increased student academic performance by 12% in one year
- Designed, trained and implemented a high leverage practice training program for teachers and administrators that increased teacher and administrator performance
- Developed a tool to streamline the hiring process and identify top leadership development across the network

**SKYLINE EDUCATION** | Chandler, AZ

**2015 – 2017**

*Vice President of Education*

Directed principals, instructional coaches, and teachers to ensure the highest academic standards are upheld in a network of 6 schools.

- Met with principals weekly to ensure accountability and support them as needed
- Worked with directors to implement programs that impact student progress
- Developed innovative programs that meet the needs of all students and maintain rigorous expectations
- Designed and maintain hands on inquiry focused curricula that is rooted in constructivism and accessible for all students
- Established partnerships within community to create enriching opportunities for students and staff
- Served on two boards to ensure fidelity to curriculum and programs as well as establish and maintain standard operating procedures for the district schools.

*Key Achievements*

- Designed and implemented a STEAM Academy focusing on project based inquiry

- Developed a teacher performance and evaluation program that enhanced learning and increased teacher high leverage practices

**EDUCATION CONSULTANT** | Chicago, IL

2011 – 2015

*Independent Contractor*

Worked with educators in Title I school programs throughout the country on developing high leverage teaching practices that bolster student academic achievement.

Provided professional development on a range of topics including:

- 1) Differentiation
- 2) Next Generation Science Standards
- 3) Classroom and Behavior Management
- 4) Social and Emotional Learning
- 5) Curriculum Design

My professional development training included instructional coaching and modeling in classrooms to ensure teacher development of the skills necessary for student success.

*Key Accomplishments*

- Districts I worked with saw an average gain of 15% in student growth per year
- Designed customized support plans for teachers and administrators that bolstered efforts to serve at-risk populations in K-12<sup>th</sup> grade settings

**NATIONAL LOUIS UNIVERSITY** | Chicago, IL

2007 – 2015

*Assistant Professor – Director of Urban Teaching*

Provided pre-service teachers, Teach for America, and Academy for Urban School Leadership residents with the coursework for licensure. Oversaw Alternative Licensure program.

- Team Lead for Alternative Licensure Program redesign
- Taught coursework at the Masters level in Education
- Provided professional development for faculty members
- Developed and design traditional and online courses
- Analyzed data systems to improve teaching and learning
- Co-designed the Urban Scholars Teacher Education Program
- Developed partnerships with K-12<sup>th</sup> grade Schools
- Supported residents and pre-service teachers in classrooms at school sites
- Managed Accreditation NCATE and State Board of Education

*Key Achievements*

- Lead a team of 8 Assistant Professors to build innovative alternative teacher certification programs that supported schools that serviced at risk populations
- Designed a teacher residency program that prepared pre-service teachers to serve in urban and rural districts across the state

**ACADEMY FOR URBAN SCHOOL LEADERSHIP** | Chicago, IL

2011 – 2012

*Science Coordinator for K-12<sup>th</sup> Grade*

Provided support to novice and seasoned science teachers within the 19 schools within the network.

- Developed partnerships with community organizations such as Museum of Science and Industry and Project Exploration
- Created and facilitated professional learning communities focused on STEM teacher development
- Worked with 4th, 7th, and 9th grade teachers to create curriculum and assessments
- Coached and supported teachers in their classrooms around instructional strategies and pedagogy in science
- Developed science curriculum scope and sequence for K-12<sup>th</sup> grade with a STEM Focus
- Served on the oversight committee for extended day plans for 24 Chicago Public Schools
- Created and implemented STEM Fair 6-8<sup>th</sup> grade

**ACADEMY FOR URBAN SCHOOL LEADERSHIP** | Chicago, IL

2010 – 2011

*Instructional Coach*

Provided support to novice and seasoned teachers in a high school turnaround environment.

- Designed curriculum and assessments to be used by science teachers
- Coached teachers on instructional and behavior management strategies
- Conducted professional development to teachers and administration within AUSL's network of schools
- Conducted interviews to hire new residents, teachers, and coaches into the AUSL organization

**AMUNDSEN HIGH SCHOOL** | Chicago, IL

2006– 2009

*Environmental Science Teacher*

Provided students with Environmental Science concepts and tools necessary to bolster academic success.

- Designed lesson plans according to state standards and school curriculum
- Assessed student progress regularly
- Modified lessons and accommodate students with special needs
- Served as the small learning community lead Science teacher for the Freshman Academy and Sophomore SLC
- Served as a lead training instructor on classroom management techniques for teacher professional development
- Designed curriculum for the SLC science classes

**ALLENDALE ASSOCIATION** | Lake Villa, IL

2006

*Full-time Substitute Teacher*

Taught students with severe emotional and behavior challenges subjects necessary to graduate from high school.

- Designed individualized curriculum for each student in my classroom

- Used multiple learning methods to deliver instruction to students
- Conducted IEP meetings and modified assignments according to plan
- Served on the Curriculum Committee

**NILES NORTH HIGH SCHOOL, DISTRICT 219** | Skokie, IL

2003– 2005

*Teaching Assistant*

Provided support to students with severe behavioral and emotional needs.

- Tutored students displaying difficulty with subject matter presented by teacher
- Assisted with teaching students subject matter when necessary
- Provided emotional support to students displaying emotional distress
- Taught students with Autism and Asperger's Syndrome
- Designed a behavior modification program that is currently being used in a self-contained special education program
- Helped create and implement a service learning proposal for students with severe emotional and behavioral disabilities

**NILES WEST HIGH SCHOOL, DISTRICT 219** | Skokie, IL

1993– 2005

*Gymnastics Coach*

Responsible for teaching advanced techniques to achieve successful performance in a competitive setting.

- Motivated and trained gymnasts on all six Olympic-style gymnastics events
- Directed, spotted, and guided athletes during gymnastics competition
- Trained an undefeated team for four straight years
- Taught gymnasts the fundamentals of team sports

**Education History:**

Doctorate in Educational Psychology: Human Learning and Development, Educational Leadership, National Louis University, Skokie, Illinois, 2011

Dissertation topic: Teacher Metacognition via Blogging in an Online Classroom: A design research study

M.Ed. Secondary Education, University of Phoenix, Chicago, Illinois, 2005

B.A. General Psychology, General Biological Science (30sh), University of Illinois at Chicago, Chicago, Illinois, 2000

I am currently working on a certificate in School Management and Leadership from Harvard University. Completion of this program is the end of June 2021.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I

---

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

  
Applicant's Signature

## 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: Robert Shallenberger

Role: Co-Founder

**Statement of Intent:** As a co-founder, I will use my background in corporate training and consulting to help develop a strategic plan and training initiatives for our school to maximize the experience and growth of students. I founded a company called Becoming Your Best Global Leadership and have personally trained more than 200 global organizations on the topics of leadership, strategic planning, time-management, and productivity. Much of the same content, tools, and processes, used in our award-winning training will be used to make this charter school one of the best in the country.

**Not-for-Profit History:** As mentioned above, I have trained and coached leadership teams and boards for many non-profits to include Make a Wish and many others. In additions, my father and I started a non-profit several years ago called the Lead with Light Foundation with the intent to create an educational curriculum centered on the 12 principles of highly successful leaders.

### **Employment History:**

**Partner, Lift Developmental Disability Solutions** Apr 2021 – Present  
Lift is a revolutionary company focused on providing families the highest quality care. Lift helps individuals heal, become energized, and more aware of their inner strengths. We compassionately help families with the knowledge and understanding of how to navigate the developmental disability world in a way that few families have experienced!

**Partner, Grow Developmental Disability Solutions** Oct 2020 – Present  
Grow is focused on serving the developmental disability needs of families throughout the State of Oregon.

**CEO, Becoming Your Best Global Leadership** Jul 2011 - Present

Becoming Your Best Global Leadership is a globally recognized leadership training company, recently winning an award by HR.Com for the #1 leadership program. They focus on training people and organizations on time-management, productivity, and leadership.

**Afterburner Seminars Speaker & Trainer** Apr 2011 - Jan 2013

As an Afterburner consultant we help teams improve execution and help them lead more effectively, through Afterburner's legendary corporate team building, employee team building, keynotes, and corporate training.

**Air Force One Advance Agent**

May 2010 - Jul 2011

We coordinated all aspects of support for the arrival, stay, and departure of Air Force One and its crew. This required precise coordination between the U.S. Secret Service, White House Staff, and Foreign Governments.

**United States Air Force Officer and F-16 Fighter Pilot**

Jun 2000 – Jul 2011

Honed organizational and managerial skills while training fighter pilots through an intense seven-month F-16 and T-38 training course. Coordinated numerous operations as the project manager involving more than \$200 million in assets. Served as a military liaison to the senior members of twelve allied nations at United States Central Command Headquarters.

**Education History:**

**Colorado State University - 2009**

Master of Business Administration, Colorado State University, Fort Collins, CO, (3.95 GPA).

**Utah State University - 2000**

BS, Business Administration with a marketing emphasis, Utah State University, Logan, UT, (GPA 3.75 - Cum Laude)

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



---

**Applicant's Signature**

## Becoming Your Best Charter School

Name: Shawn Webb.

Role: Governing Board Member

**Statement of Intent:** I am excited to be a part of the Governing Board and help make key decisions that will benefit the students greatly with their education and help prepare them to be future leaders in their communities and to create a positive impact as well with The Becoming Your BEst charter school.

**Not-for-Profit History:** I have been a leader with my local church as a youth leader in scouts and youngmen programs from 2015-2018.

### **Employment History:**

Ready2Fund, LLC-Lehi, UT

Loan Officer/Biz Dev May 2021-Current

Real Advantage Title-Park City, UT

Sales Manager Nov 2021-April 2021

Bolt -San Francisco, CA

Channel Partnerships May 2019 – Nov 2020

Prospecting and initiating Partnerships w/ Agencies, Web Developers, Marketing Firms

Obtained and exceeded my quota 14/17 months

Identify sales opportunities through direct prospecting, lead follow up, networking and partner relationships.

Air Force -Layton, UT

Air Transportation Journeyman Dec 2011 – Present

NCO of the Quarter

Airman of the quarter

Currently manage the Squadron of 200's physical fitness, collaborating closely with leadership on helping airman pass their PT test.

Train With Shawn -Highland, UT

Owner/CEO Jul 2009 – Aug 2018

-Runs an online fitness/nutrition coaching business, coaching clients around the country.

-Prospected through many social media platforms as well as phone calls to local companies for B2B wellness programs.

-Many sales phone calls, closing deals, and then customizing programs for the individual clients and their health goals.

-Set up systems to incorporate accountability for clients to take daily actions that bring them closer to their goals

-Have helped thousands of clients through 1 on 1 coaching or through group challenges build healthier

lifestyle habits

Workfront -Lehi, UT Expansion Enterprise Account Development Manager Jul 2014 – Aug 2017

Managed 60+ client accounts and expanded the footprint of the Workfront tool within different groups within large enterprise customer accounts.

Manage a variety of leads source including list management and cold calling, email campaigns

Identify sales opportunities through direct prospecting, lead follow up, networking and partner relationships. Manage sales process through qualification, scheduling Demos

Obtained quota often

**Education History:**

-Undergrad, Bachelors Degree in Business/Marketing Management, Western Governors University  
2015

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Shawn Webb 6/20/21

---

**Applicant's Signature**

Name: Jon B. Skidmore

Role: Board Member

**Statement of Intent:** I am excited to be able to contribute my skills to The Becoming Your Best Charter School in support of intentionally providing students with skills of personal development and well as an exceptional education.

**Not-for-Profit History:** I had the opportunity to be a Scout Master for the Boy Scouts of America for five years between 1997 and 2002.

**Employment History:**

**Licensed Psychologist** 1993-2021  
*Utah Valley Psychology* Orem, UT

Specialties:

- Preparation for peak performance and addressing the psychological factors related to performance problems.
- Anxiety disorders and depression with adolescents and adults
- Parent Coaching

**Performance Coach** 1993-2021

- Consult with individuals, groups, and teams from around the world in the psychological skills of peak performance.

**Part-time Faculty** 1993-2021

*Brigham Young University School of Music*

- Instructs “The Psychology of Music Performance” which is a course that addresses the mental skills of peak performance.

**Developmental Consultant** 1993-2010

*Head Start*

- Evaluated the child development needs of pre-school age children and consulted with parents and teachers.

## Education

---

<b>Doctorate Degree in Clinical Psychology</b> , Chicago School of Professional Psychology	1992
<b>Master’s Degree in Counseling and Guidance</b> , Brigham Young University	1986
<b>Bachelor’s Degree in Psychology</b> , Utah State University	1984

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO THE UTAH STATE CHARTER SCHOOL BOARD TO VERIFY ANY INFORMATION PROVIDED. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Jon Skidmore, Psy.D Signed electronically J.S.

---

**Applicant's Signature**

**Appendix B: Articles of Incorporation**

**RESTATED**

**ARTICLES OF INCORPORATION**

**OF**

**BECOMING YOUR BEST CHARTER SCHOOL**

---

(Utah Non-Profit Corporation)

In accordance with the provisions of Utah Statutes, **BECOMING YOUR BEST COLLEGE PREPARATORY: Utah** (the "Corporation") hereby states its Articles of Incorporation, and the following amended and restated Articles of Incorporation supersede the original Articles of Incorporation and all amendments as follows:

1. Name: The name of the Corporation is **BECOMING YOUR BEST CHARTER SCHOOL: Utah**.
  
2. Purpose: This Corporation is organized and to be operated as a nonprofit corporation exclusively for charitable, scientific, literary or educational purposes, as a tax-exempt organization under sections 501(a) and 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States revenue law). In furtherance of its exempt purpose, the Corporation will 1) administer property donated to the Corporation for charitable, scientific, literary or educational purposes; 2) distribute the donated property and the income from the property to or on behalf of qualified organizations and persons for charitable, scientific, literary or educational purposes; and 3) do and perform such acts as may be necessary or appropriate in carrying out the foregoing purposes of the Corporation.
  
3. Character of Business and Affairs:  
  
The character of affairs of the Corporation will be:
  - A. To create and operate a charter school in accordance with applicable state law; and
  
  - B. To strive to give every student the education he or she deserves and needs.
  
4. Prohibited Transactions: No part of the net earnings, gains or assets of the Corporation will inure to the benefit of, or be distributable to, its members, directors, officers or other private persons, or organizations

organized and operated for a profit, 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 its exempt purposes. No substantial part of the activities of the Corporation will be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation will 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 provision of these Articles, the Corporation will not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income taxation under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States revenue law) and/or (2) by a corporation, contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States revenue law).

5. Dissolution and Liquidation. Upon the dissolution or liquidation of this Corporation, the board of directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or the corresponding provisions of any future Federal tax code) and to an entity whose purposes are compatible with the purposes of the Corporation. Any such assets not so disposed shall be disposed of by a court of competent jurisdiction of the county in which 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.

6. Liability and Indemnification. The personal liability of any director of the Corporation to the Corporation or its members or to other persons for monetary damages for breach of fiduciary duties as a director is hereby eliminated to the fullest extent allowed under the Utah Statutes, as amended from time to time. The Corporation shall indemnify, to the maximum extent from time to time permitted by applicable law, any person who incurs liability or expense by reason of such person acting as an incorporator, director, officer, employee, or agent of the Corporation. This indemnification shall be mandatory in all circumstances in which indemnification is permitted by law.

7. Board of Directors: The name and address of the Board of Directors are:

Robert Shallenberger 1127 Valley View Rd Heber City, UT	Michael Troop 4460 South Anitole Way Mesa, AZ
Katherine McKnight 330 Bayland Road Fort Myers Beach, FL	Jon Skidmore, Psy.D (Chair) 568 East 1400 South Orem, UT
Charlie Peterson 1461 W Pintail Duck Circle Bluffdale, UT	Shawn Webb 10984 N 5730 W St Highland, UT

Becoming Your Best Charter School

The number of persons to serve on the Board of Directors thereafter shall be fixed by the Bylaws.

All powers, duties and responsibilities of the incorporator shall cease at the time of delivery of these Articles of Incorporation to the Utah Corporation Commission.

8. Known Place of Business. The street address of the known place of business of the Corporation is 1127 Valley View RD, Hebron City, UT 84032

9. Discrimination. The Corporation will not practice or permit discrimination on the basis of sex, age, race, national origin, relation, or physical handicap or disability.

10. Members. The Corporation will have no members.

The foregoing Articles of Incorporation were duly adopted by the Board of Directors on June 10 2021, in the manner authorized by the Utah Nonprofit Act Corporation Act and there is no other group or person whose approval is necessary.

, BECOMING  
**YOUR BEST COLLEGE Prep, Utah, a Utah nonprofit  
corporation**

By:   
Robert Shallenberger, Director

By: Jon Skidmore (signed electronically June 10, 2021)  
Jon Skidmore,  
Chair, Board of Directors for Becoming Your Best  
Charter School, Utah

**BYLAWS  
of  
BECOMING YOUR BEST CHARTER SCHOOL**

**ARTICLE I Purpose**

1.1 General. The corporation is incorporated exclusively for educational and charitable purposes as defined in Section 501(c)(3) of the Internal Revenue Code, as amended. The primary objective of the BECOMING YOUR BEST Charter School, a Utah non-profit corporation (the “Corporation”) is to provide public education through the operation of one or more charter schools (hereinafter “charter school”) in the State of Utah pursuant to (as may be amended from time to time) and other states as approved by the Board of Directors.

**ARTICLE II  
Corporate Articles of Incorporation**

2.1 Reference to Articles. Any reference made in these Bylaws to the Corporation’s “Articles” are references to its Articles of Incorporation (“Articles”) and all amendments thereto. The Articles are in all respects senior and superior to these Bylaws; any conflict or inconsistency between the Articles and these Bylaws shall be resolved in favor of the Articles.

**ARTICLE III Corporate Offices**

3.1 Known Place of Business. The known place of business of the Corporation in the State of Utah is at 1127 Valley View Rd, Heber City, UT 84032

Unless otherwise designated by the Board of Directors, the Corporation may have such other offices as the Board of Directors may designate or as the business of the Corporation may require from time to time.

3.2 Changes. The Board of Directors may change the Corporation’s known place of business or its statutory agent from time to time by filing a statement with the Utah Corporation Commission pursuant to applicable law.

**ARTICLE IV Members**

4.1 No Members. The Corporation will not have members and will not issue capital stock.

**ARTICLE V Board of Directors**

5.1 Directors. The Board of Directors of the Corporation shall be comprised of not less than three (3) nor more than seven (7) directors. The number of directors at any time shall be determined by a majority of the directors then in office. Except as provided in these Bylaws for the filling of vacancies, the directors shall elect the directors at the annual meeting. Each director shall hold office until a successor is elected and qualifies, or until such director’s earlier resignation or removal. In the event of resignation or removal of a director or other event resulting in a vacancy, a majority of the directors then in office, though less than a quorum, or a sole

remaining director, may fill vacancies. Each director appointed to the Board of Directors shall hold office until his or her successor is duly elected and qualified. Each director shall comply with all applicable laws or regulation necessary to serve on such Board of Directors.

5.2 General Powers. The Board of Directors shall have the power to control and manage all of the affairs and property of the Corporation, all such powers may be exercised under the direction of the Board of Directors and said Board of Directors shall do all such things that may be done by a corporation as permitted by the laws of the State of Utah. It may restrict, enlarge or otherwise modify the powers and duties of any or all officers of the Corporation. The Board of Directors may delegate certain authority to a School Governing Board, provided however that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction and control of the Board of Directors. No assignment, referral or delegation of authority by the Board of Directors shall limit the Board of Directors from exercising full authority over the conduct of the Corporation's activities, and the Board of Directors may rescind any such assignment, referral or delegation at any time. No director, officer or agent of the Corporation shall authorize or allow any corporate funds to be expended for any purposes other than as set forth in the Articles of Incorporation or for the purposes reasonably incidental thereto.

5.3 Annual and Regular Meetings. An annual meeting of the Board of Directors to re-elect Directors and to elect the President, Secretary, Treasurer and other officers shall be held each year on the second Friday in June. At the annual meeting, directors shall be elected to serve for the coming year and such other business as may come before the meeting may be transacted. The annual meeting shall be in the place and at the time specified in the notice of the meeting. Additional meetings may be held at regular intervals at such places and at such times as the Board of Directors may determine.

5.4 Special Meetings. Unless otherwise provided by resolution of the Board of Directors, all meetings of the Board of Directors other than annual meeting shall be special meetings. Special meetings of the Board of Directors may be called by or at the request of a majority of the Board of Directors, or by the President, and shall be held at such place and time as a person or persons calling such meetings.

5.5 Notices. Notice of the annual meeting of the Board of Directors shall be given at least ten (10) days, but not more than forty (40) days, prior thereto by a writing delivered personally, by U.S. mail, electronic mail, or by facsimile transmission. Notice of special meetings of the Board of Directors shall be given at least two (2) days, but not more than twenty-five (25) days, prior thereto by a writing delivered personally, by U.S. mail, electronic mail, or by facsimile transmission. Written notice by U.S. mail shall be deemed delivered two (2) days after being deposited in the U.S. mail as so addressed with postage thereon prepaid to the mailing address of record with the Secretary of the Corporation. If sent via electronic transmission such notice shall be deemed delivered on the same day it is transmitted by electronic mail to the electronic mail address of record with the Secretary of the Corporation. If sent via facsimile transmission, such notice shall be deemed to be delivered when confirmation of receipt of the facsimile is received by the sending party at the facsimile number of record with the Secretary of the Corporation. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Unless otherwise required by law or specified by the Articles or the Bylaws, neither the business to be transacted nor the purpose of any meeting of the Board of Directors need be specified in the notice of waiver of notice of such meeting. Notice of any meeting may be waived by any or all of the directors. All meetings will be in accordance to Utah Open

Meetings and Public Meetings Act.

5.6 Waiver of Notice. Any director may waive call or notice of any meeting (and any adjournment thereof) unless he or she is attending or participating for the express purpose of objecting to the transaction of business because the meeting has not been properly called or noticed. No call or notice of a meeting of directors shall be necessary if each of them waives the same in writing or by attendance. Any meeting, once properly called and noticed (or as to which call and notice have been waived) and at which a quorum is formed, may be adjourned to another time and place by a majority of those in attendance.

5.7 Quorum. A quorum for the transaction of business at any meeting or adjourned meeting of the Board of Directors shall consist of a majority of the directors then in office. Once a quorum has been formed, the quorum shall be deemed to exist until the meeting is adjourned, notwithstanding the departure of one or more directors.

5.8 Voting. Any matter submitted to a meeting of directors shall be resolved by a majority of the votes cast thereon.

5.9 Power to Act Notwithstanding Vacancy. Pending the filling of vacancies in the Board of Directors, a majority of the Board of Directors then in office may exercise the powers of the Board of Directors though less than a quorum or a sole remaining director.

5.10 Removal. Any director may be removed from the Board of Directors, with or without cause, by affirmative vote of a majority of the Board of Directors of the Corporation then in office, subject only to limitations provided by law.

5.11 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors or of any committee at which to have assented to the action taken unless his or her dissent is entered in the minutes of the meeting or unless he or she files his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered or certified mail to the Secretary of the Corporation within two (2) business days after the adjournment of the meeting. A right to dissent shall not be available to a director who voted in favor of the action.

5.12 Action by Directors Without a Meeting. Any action required or permitted to be taken at the meeting of the Board of Directors or of any committee thereof, other than the School Governing Board, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the directors or committee members. Such consent may be executed in counterparts and shall have the same effect as a unanimous vote of the directors or committee members of the Corporation at a duly convened meeting.

5.13 Meetings by Telephone Conference. Any member of the Board of Directors or of any committee, may participate in any meeting of the Board of Directors or such committee by means of a conference telephone or similar communications equipment whereby all members participating in such meeting can hear one another. Such participation shall constitute attendance in person.

5.14 School Governing Board. Until such time that the Board of Directors appoints a School Governing Board Committee as permitted under Section 6.1, the Board of Directors shall also function as the School Governing Board for each charter held by the Corporation. During such time all meetings of the Board of Directors shall be conducted in accordance with, and governed by, the applicable provisions of the Utah Open Meeting Law, (as

may be amended from time to time).

## **ARTICLE VI Committees**

6.1 School Governing Board Committee. At the option of the Board of Directors, the Board of Director may appoint a School Governing Board Committee (“School Governing Board”), which shall consist of not less than (3), nor more than seven (7) members. The School Governing Board as created herein shall be created for each charter that is held by the Corporation (“Charter School”). Each member of the School Governing Board shall serve for a term of three (3) years, unless removed earlier by the majority vote of the Board of Directors or by resignation. The School Governing Board shall have the duty to promulgate policies for the Charter School and shall operate in a manner consistent with Utah law and in accordance with the rules and regulations that the Board of Directors may issue from time to time. Furthermore, the School Governing Board shall review, approve and ratify such other matters (such as the annual budget) as may be delegated by the Board of Directors from time to time. In no event, however, will the School Governing Board have the authority of the Board of Directors to: (1) fill vacancies on the Board of Directors or any committee of the Board of Directors, including the School Governing Board; (2) amend or repeal of the Articles or the Bylaws, or adopt new Articles or Bylaws; or (3) fix compensation of the directors or any other officers of the Corporation. Any member of the School Governing Board may be removed, with or without cause, by the Board of

Directors. If any vacancy occurs in the School Governing Board, it shall be filled by an appointment made by the Board of Directors. A member of the Board of Directors or The School Governing Board itself may nominate individuals to serve on the School Governing Board, subjection to ultimately to appointment by the Board of Directors. The Board of Directors, with or without cause, may dissolve the School Governing Board or remove any member thereof at any time. The School Governing Board shall meet not less than quarterly and all meetings of the School Governing Board shall be conducted in accordance with, and governed by, the applicable provisions of the Utah Open Meeting Law, (as may be amended from time to time). All members serving on the School Governing Board shall comply with any applicable laws or regulation necessary to serve on such School Governing Board.

6.2 Other Committees. The Board of Directors, from time to time, by resolution adopted by a majority of the Board of Directors then in office, may appoint other standing or temporary committees from its membership and other interested individuals who are not members of the Board of Directors or the School Governing Board. Except in the case of resignation, disqualification, removal or the inability to serve for any reason, each member of any committee established under this Section 6.2 shall hold office until the next annual meeting of the Board of Directors or until his or her successor is appointed and qualified. The Board of Directors, with or without cause, may dissolve any standing or temporary committee, remove any member thereof at any time and fill any such vacancies as necessary.

6.3 Committee Meetings. Except as otherwise provided herein with respect to the School Governing Board, regular meetings of committees established pursuant to Section 6.2 may be held without notice at such times and places as the committees may fix from time to time by resolution. Special meetings of the committee may be called by a majority of the members thereof, upon giving notice to other members of the committee in the manner provided in Section 5.5 for special meetings of the Board of Directors.

6.4 Quorum of the Committee. A majority of the members of a committee shall constitute a quorum for the

transaction of business at any meeting thereof, and action by any committee must be authorized by the affirmative vote of a majority of members present at a meeting at which a quorum is present.

#### **ARTICLE VII Officers – General**

7.1 Appointment. The Board of Directors may appoint a President, Vice President, Secretary, Treasurer and such other officers and assistant officers as the Board of Directors may deem necessary. The regular election or appointment of officers shall take place at each annual meeting of the Board of Directors, but elections of officers may be held at any other meeting of the Board of Directors. No officer shall serve for a fixed term but shall serve at the pleasure of the Board of Directors. Any director may present to the Board of Directors at the applicable meeting one or more nominees for each office to be filled.

7.2 Bonds and Other Requirements. The Board of Directors may require any officer to give bond to the Corporation (with sufficient surety and conditioned for the faithful performance of the duties of his or her office) and to comply with such conditions as may from time to time be required of him or her by the Board of Directors.

7.3 Removal; Delegation of Duties. The Board of Directors may, whenever in its judgment the best interests of the Corporation will be served thereby, remove any officer or agent of the Corporation or temporarily delegate his or her powers and duties as an officer to any other officer or to any other director. Election or appointment of an officer or agent shall not itself create contract rights.

#### **ARTICLE VIII Specific Officers**

8.1 President. The President shall be the chief executive officer and shall supervise the business and affairs of the Corporation as well as the performance of the officers subject to the supervision of the Board of Directors. Once appointed, the President shall preside at all the meetings of the Board of Directors and shall be vested with such powers and duties as the Board of Directors may from time-to-time delegate to him or her. The President may, in its discretion, delegate certain of its duties to a person to serve as an executive director or superintendent of the charter school operated by the Corporation. Such person designated as the executive director or superintendent shall be subject to the direction and oversight of President and shall be hired and or removed by the President with the approval of the Board of Directors.

8.2 Vice President. The Vice President shall perform such duties as may be designated by the President or the Board of Directors. The Vice President as authorized by the Board of Directors shall be vested with all the powers and charged with all of the duties of the President in the event of the President's absence or inability to act, whether due to death or incapacity.

8.3 Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors and any committee of the Board of Directors of the Corporation, all unanimous written consents of the Board of Directors, and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall be custodian of the corporate records, and, in general, shall perform all duties incident to the office as assigned by the President or the Board of Directors.

8.4 Treasurer. The Treasurer shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall cause all money and other valuable effects to be deposited in the name

and to the credit of the Corporation in such depositories, and subject to withdrawal in such manner, as may be designated by the Board of Directors as requested, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall be responsible for preparing and filing such financial reports, financial statements and returns as may be required by law and shall perform such other duties as may from time to time be assigned to him or her by the President or the Board of Directors.

8.5 School Principal. Subject to modification as directed by the Board of Directors of the Corporation, the School Principal shall serve as an ex-officio member of the Board of Directors and the School Governing Board and provide information regarding operation of the school, recommendations and other matters that would be helpful or instructive to the Board of Directors or School Governing Board, as applicable.

### **ARTICLE IX Resignations and Vacancies**

9.1 Resignations. Any officer, director, or committee member may resign from his or her office at any time by written notice delivered or addressed to the Corporation as its known place of business. Any such resignation shall be effective upon its receipt by the Corporation unless some later time is fixed in such notice, and then from that time. The acceptance of a resignation shall not be required to make it effective.

9.2 Vacancies. A vacancy in any office or committee due to death, resignation, removal, disqualification or other cause may be filled as provided in these Bylaws.

### **ARTICLE X Insurance**

10.1 Insurance. The Corporation may maintain insurance, at its expense, to protect itself and any individual who is or was a director, officer, employee or agent of the Corporation, or who, while a director, officer, employee or agent of the Corporation, is or was serving at the request of the corporation as a director, officer, partner, member, trustee, employee or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise against all expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under this article or applicable law.

### **ARTICLE XI Corporate Actions**

11.1 Contracts. Unless otherwise required by the Board of Directors, the President shall execute contracts or other instruments on behalf of or in the name of the Corporation. The Board of Directors may from time to time authorize any officer, assistant officer or agent to enter into any contract or execute any instrument in the name of or on behalf of the Corporation as it may deem appropriate, and such authority may be general or confined to specific instances.

11.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances. No loans shall be made by the Corporation to any officer or director.

11.3 Checks, Drafts, Transfers, etc. Unless otherwise required by the Board of Directors, all checks, drafts, bills of exchange and other negotiable instruments of the Corporation shall be signed by either the President, or the Treasurer or such other officer, assistant officer or agent of the Corporation as may be authorized to do so by

the Board of Directors. Such authority may be general or confined to specific business and, if so directed by the Board of Directors, the signatures of two (2) or more such persons may be required.

11.4 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 or other depositories as the Board of Directors authorize.

### **ARTICLE XII Conflict of Interest Policy**

12.1 Decisions of the Corporation and actions of the Board of Directors shall be in accordance with A.R.S. § 10-3860 through 10-3864 (and as may be amended) and any policy adopted by the Board of Directors as the Corporation's "Conflict of Interest Policy".

12.2 No contract or other transactions between the Corporation and its officers or between the Corporation and any other corporation, firm, association, or entity in which its directors or officers or are financially interested shall be either void or voidable because of the relationship or interest or because the directors or officer is present at the meeting of the Board or of the committee of the Board that authorizes, approves, or ratifies such contract or transaction or because his or their votes are counted for such purpose, if either of the following apply:

1. (a) The fact of such relationship is disclosed or known to the Board or to the committee thereof which authorizes, approves, or ratifies the contract or transaction by a vote or consent sufficient for the purpose without counting the votes or consents of the interested directors.
2. (b) The contract or transaction is fair and reasonable to the Corporation at the time the contract or transaction is authorized, approved, or ratified in the light of circumstances known to those entitled to vote on the matter at that time.

12.3 Quorum. Common or interested directors or officers may be counted in determining the presence of a quorum at a meeting of the Board or committee which authorizes, approves, or ratifies the contract or transaction.

### **ARTICLE XIII Indemnification**

The Corporation shall, to the fullest extent permitted or required by Utah State Law, inclusive, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its current and former directors, officers, and agents against any and all liabilities, and advance any and all reasonable expenses, incurred thereby in any legal proceeding to which any director or officer is a party because such director or officer is a director or officer of the Corporation; provided, however, that the Corporation's obligation of indemnification shall be conditioned upon its receipt of prompt written notice of the threat or filing of an action, suit or proceeding as to which rights of indemnification are sought. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as directors or officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against liabilities or the advancement of expenses which such director or officer may be entitled under any written agreement, board resolution, the Utah Non-profit Corporation Act or otherwise.

**ARTICLE XIV Amendments**

13.1 Amendment. These Bylaws may be altered, amended, or repealed, in whole or in part, or new Bylaws may be adopted, at any duly constituted meeting of the Board of Directors, or alternatively, by the written consent to corporate action without a meeting of all of the Board of Directors.

The undersigned Secretary of the Corporation hereby represent that these Bylaws have been duly adopted this \_\_10th\_\_\_\_ day of June 2021.

By: \_\_Katherine McKnight, Ph.D, Secretary

## Appendix D: Minutes from Governing Board Meetings

### Becoming Your Best Charter School Board Meeting (via Zoom)

**June 10, 2021 10:00 am (MDT)**

**Attendance:** Rob Shallenberger, Michael Troop, Katherine McKnight, Jon Skidmore, Shawn Webb, William Peterson

**Introductions:** As this was the first time that the Board of Directors has met, each members were introduced, shared their backgrounds and how they each plan to contribute to the vision and mission of Becoming Your Best Charter School.

**ByLaws:** The bylaws were reviewed by board members prior to the meeting. The bylaws were adopted unanimously.

**Articles of Incorporation:** The articles of incorporation were reviewed by board members prior to the meeting. They articles of incorporation were adopted unanimously.

**Status of Application:** Katherine McKnight reported on the overall status of the application and requested Background Information sheets for all members. Due Date: Monday, June 21, 2021. Application will be forwarded prior to the June 25, 2021 deadline.

Meeting was adjourned at 10:55 MDT.

Meeting Minutes Compiled by  
Katherine McKnight, Ph.D.