



<b>SY 23-24</b>	30	40	40	40	50	50	50	0	0	0	0	0	0	300
<b>Year 2</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>SY 24-25</b>	30	40	40	50	50	60	60	60	60	0	0	0	0	450
<b>Year 3</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>SY 25-26</b>	30	40	50	50	60	60	70	70	70	70	40	30	20	650

**Waivers**

- 11. Is this proposal seeking special treatment under UCA §53G-5-301? No
- 12. Is this proposal seeking priority consideration under UCA §53G-5-504? No
- 13. List any waiver requests here (i.e., Rule numbers and titles). N/A

**Signatures**

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

Name of Authorized Agent: Amy Edwards, Board Chair

Signature of Authorized Agent: *Amy Edwards*

**1. Key Elements**

1a. State the proposed school’s mission.

**Mission:** Quest Prep Academy develops initiative, creativity, collaboration, and critical thinking to create lifelong learners who are successful throughout college, career, and citizenship.

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

Quest Prep Academy will meet legislative purposes through:

- 1. Improving student learning through the use of personalized education plans and metacognitive approaches in genuine partnership and collaboration between teachers and students.
- 2. Encouraging the use of innovative teaching methods, by blending live virtual instruction, guided offline learning, online resources, and project-based learning to engage each student’s personal interests and meet standardized and personal learning goals. QPA teachers use proven instructional methods from Visible Learning™ to integrate and synthesize skills and knowledge and actively engage students, deepen learning, and develop skills that can be applied across subject areas and build strategies for lifelong learning. QPA teachers are specifically trained in highly interactive virtual instruction and progress monitoring.

3. Creating meaningful professional opportunities for educators as they actively collaborate with fellow teachers, coordinators, directors, and other specialty team members, in meeting learning objectives, realizing QPA Mission, Vision, and Values, implementing curriculum and assessments in ways that promote metacognitive learning. Teachers participate in continual professional development in utilizing the most current teaching tools and continuously reflect as they implement innovative approaches, and continually sharing reflections and feedback with the team for school-wide implementation.
4. Increasing choice of learning opportunities by allowing students to choose from a variety of core academic classes, elective/enrichment classes, thematic & integrated studies, delivered through various platforms (live virtual, synchronous off-line, and project-based).
5. Establishing new public school models and new forms of accountability, by approaching teaching, learning and especially assessments as a collaborative and metacognitive process, with teachers and students acting as partners in learning. Students actively participate in reflection of their personal learning and achieving learning objectives as they are guided by credentialed teachers to ensure they master all skills & knowledge in Utah Core Standards as well as college & career readiness.
6. Providing opportunities for greater parental involvement through intentional actions that include, but not limited to, direct communication between the school and families once a week, utilizing the school's website, online weekly newsletter, social media posts, and email, as well as individual communication between Education Mentors, students, and parents through in-person or virtual meetings at least once every 20 school days, as well as conferences and parent seminars on topics of interests as expressed by parents, or as needs are assessed by school team.
7. Expanding public school choice in areas where schools have been identified for school improvement, corrective action, or restructuring by being available to students throughout the whole state of Utah.

1c. Explain how this school will promote the State Charter School Board's mission and vision. QPA will provide an innovative choice in education that is currently not available as one, cohesive program. This includes a blending of highly engaging and hands-on virtual learning, implemented by teachers who are specifically trained in creating effective virtual learning experiences and in effectively monitoring student progress and mastery, and in creating personalized culminating projects so that students connect core learning objectives to personal, real-life applications. QPA will provide flexibility and choice in courses, allowing students to explore personal areas of interest and engage in personalized projects, while mastering core standard skills & knowledge, including college & career readiness.

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

- Highly interactive virtual learning, accessible to all students, regardless of location, socio-economic status, and learning or physical special needs.
- Teachers who are specifically trained in implementing engaging virtual teaching activities and effectively monitoring progress and mastery to ensure fidelity to learning objectives.
- Cross curricular and integrated learning that builds core skills across multiple subject areas, preparing students to learn independently and move into college, career, and citizenship with mastery of essential skills & knowledge.
- Assessment as a collaborative metacognitive process that partners teachers and students in evaluating learning and planning to fill learning gaps and plan future learning.

1e. Describe the academic goals of this school.

- Overarching academic goals, integrated into all classes and aspects of learning:
  - foster lifelong learning
  - build learner confidence and growth mindset
  - build metacognitive skills that empower students to gradually take ownership of their education
  - promote positive relationships between instructors and learners, including teachers, students, parents, various online and offline resources, and peers.
- Standards-mastery at each grade level in all core areas as listed by the Utah State Board of Education, including students' ability to apply skills and content knowledge across multiple and integrated subject areas.
- Developmentally appropriate progression through Bloom's Taxonomy of Cognitive Development throughout K-12.
- Teachers and students collaboratively engage in reflection to fill in any gaps in skills or content knowledge to ensure success and confidence in later grades as well as into college, career, and citizenship, demonstrated by the ability of both teachers and students to clearly articulate the connection between learning activities/assignments and short and long-term learning objectives. Every student and teacher will be able to articulate "why I need to learn this"
- Teachers and students will be able to clearly articulate how all forms of assessment are a *learning environment* and the role they play in review, relearning, and moving forward academically.
- Students will gradually take ownership of their education and assume initiative in achieving learning objectives, perceiving teachers as a facilitator of education. When individuals embrace their learning as a priority, that is when we achieve success as educators at QPA.

## 2. Program of Instruction

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

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

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

Quest Prep Academy will impact students throughout Utah, providing access to high quality and academically rigorous learning across socio-economic groups and throughout all regions of Utah, extending educational choice. QPA teachers are specifically trained in creating engaging and effective learning using virtual environments, implementing instructional strategies that are backed by years of research and data from studies on mastery and retention. QPA will partner with families to extend a supportive learning environment into family and home culture.

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

- **Visible Learning™:** Visible Learning™ is a metacognitive approach that involves *visible* and *deliberate* teaching in which teachers are “learners of their own teaching, and students gradually facilitate their own learning”. Teachers engage in close observation of individual student learning, review of diverse assessments, and engage in early and deliberate intervention to ensure cognitive progression in each student. Highly qualified, credentialed teachers create Standards-based learning activities, while continually informing students of learning objectives and reviewing assessment results with students. Teachers openly collaborate with students to personalize learning in order to fill any academic gaps and provide deeper and more challenging learning in areas of strength and interest. Students engage in peer teaching and learning, building confidence, while providing peer models of learning. Visible Learning™ is detailed in John Hattie’s *Visible Learning*, as well as multiple books each focused on a core academic area, based on “15 years of research, and syntheses of over 800 meta-analyses on the influences on achievement in school-aged students”. (Hattie 2008).
- **Growth Mindset:** QPA teachers embrace Growth Mindset and teach it both directly and through modeling in all academic environments.
- **Cross-Curricular Learning:** Integrating subject areas and applying skills across multiple subject areas enables students to perceive connections across learning disciplines and makes learning engaging and meaningful. Research has shown positive outcomes including: ability to connect information from disparate contexts and perspectives, inclination to inquire and lifelong learning, effective reasoning and problem solving, capacity to make and act on moral or ethical judgments, treating others with fairness and compassion, complex cognitive skills for decision making in intercultural contexts, social skills to function effectively in diverse groups, and personal attributes that include flexibility and openness to new ideas, psychological, social, & physical well-being.  
([https://deepblue.lib.umich.edu/bitstream/handle/2027.42/57388/222\\_ftp.pdf;sequence=1](https://deepblue.lib.umich.edu/bitstream/handle/2027.42/57388/222_ftp.pdf;sequence=1))
- **Parent Seminars & Partnering:** Extending a culture of learning from the classroom and formal instruction into the home and family builds physical and emotional well-being and results in achieving high academic objectives. QPA fosters a nurturing learning environment within each student’s home and family through: home visits, in-person & virtual meetings with students & parents, parent seminars, online weekly communication via email & website, and field trips & whole family events.

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

- **Synchronous Virtual Classes:** QPA teachers are specifically trained in delivering engaging, hands-on learning through virtual platforms. Using the “Flipped Classroom Model”, students complete teacher-assigned reading, review, and research in preparation for live class meetings, as well as explore personal interests connected to academic topics, and then engage in collaborative learning activities and problem-solving with teachers & peers during virtual live classes and through chats and presentations. Class activities include hands-on activities, break out room discussions, skits, science experiments, guided note-taking, and projects. Supplies will be shipped to students as needed.
- **Sketchbooks:** Students maintain a *sketchbook* for each class, the specifics of which vary with grade level, in which students create and capture learning through: illustrations, timelines, graphs, learning reflections, notes, teacher-provided planning tools, learning objectives, rubrics, templates, graphic organizers, and assessments. Class teachers review sketchbooks weekly to verify academic time and progress, and Education Mentors review sketchbooks at each student-parent-teacher conference. At the end of each school year, these sketchbooks become not only a reference for later learning, but a treasured keepsake.
- **Class Teachers:** For all grade levels, credentialed class teachers will focus on 1-2 subject areas, so that students receive the highest level of instruction in every area. Even elementary students will receive instruction from subject area expert teachers. Teachers are able to focus on areas in which they are passionate and pass that enthusiasm on to students. Students can explore deeper questions, which teachers are prepared to answer and facilitate students in discovering more information through thoughtful engagement, conversations, and outside resources.
- **Combination Classes:** Combining students facilitates collaborative learning and peer instruction, which increases engagement and retention. (Slavin & Hurley 2003). Combination classes allow students to work at their appropriate level, which may be slightly above or below grade level, model for each other, and learn through teaching. It allows teachers to challenge advanced or gifted students, and provide early intervention and extra academic support to struggling students. Each student will be individually graded and assessed based on his/her grade level Standards, with progress monitored through an SIS system to ensure proper progression and alert teachers to the need for early intervention.
- **Curriculum:** QPA uses McGraw-Hill texts, aligned to Utah Core Standards, as a primary resource, alongside teacher-created learning activities, projects, lessons, and various assessments based on the learning needs of their students. QPA class teachers integrate core academic skills & content with relevant, real-life applications. Credentialed class teachers and Education Mentors provide additional resources as needed to support comprehension of content, mastery of skills, cognitive progression, and build students’ skills in digital literacy.

Examples of supplemental resources include: Khan Academy, ALEKS, MobyMax, Reading Eggs, Crash Course, student workbooks, and personalized projects.

- **High teacher:student ratio and specialized teachers & staff:** Class teacher:student ratio is max 1:25. In addition, QPA employs Education Mentors who monitor overall academic progress, address concerns, and provide resources for early intervention. QPA will also have specialized team members, including: SPED teachers, ELL/Bilingual teachers, Intervention Specialists, the number of which will correspond and increase with enrollment.
- **Education Mentors:** In addition to class teachers, each student has an *Education Mentor*, a credentialed teacher who meets with the student at least once a month, either in person or virtually, along with a parent/guardian, to review progress in all classes, provide resources for academic support, and create early intervention plans when needed. The same Education Mentor is assigned to all students within the same household and follows students from grade to grade, to build a bond of trust and connection with the students and family. Class teachers communicate weekly with Education Mentors, reporting current progress in each class. Thus, class teachers & education mentors partner to ensure each student is supported academically and personally.
- **Learning Contracts:** At the start of each school year, or upon enrollment, a contract will be signed by the student, Education Mentor, and at least 1 parent/guardian, which specifies expectations from all three parties, including (1) courses that will be completed, (2) time and coursework expectations to be completed by the student, (3) assessments, and (4) academic support provided by QPA staff, including class teachers, Education Mentors, and any additional specialty staff.
- **Teacher Teams:** QPA is structured into Teacher Teams of 8-12 teachers, each with a Team Coordinator who closely monitors fidelity of implementation of QPA's Mission, Vision, Values, and Educational Program. Within Teacher Teams, teachers are paired and regularly meet with their partner-teacher to reflect & collaborate. Coordinators hold meetings once per month to review teacher practices and ensure fidelity, as well as facilitate collaboration among all teachers. Coordinators meet monthly with the Director to report on teacher and student progress, share ideas, and address areas of concern.

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

Utah Core Standards will be integrated into all curriculum areas, at each grade level, and assessed using formative and summative assessments, State Standardized tests, and localized school-based testing. Curriculum and instruction will be driven by data collected through all forms of assessment, ensuring each student masters the skills and content of the Utah Core Standards to transition smoothly into the next level of learning. QPA will use McGraw-Hill texts as well as primary sources as a foundation for standards-based instruction, and credentialed teachers will create supplemental assignments that include peer-collaborative projects and hands-on experiential learning for all students.

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.

This model is especially capable of meeting the unique and individual needs of each student, since both curriculum and delivery options can be personalized by highly qualified teachers, working in collaboration with students & parents. When needed, SPED teachers and other professionals will be engaged to provide support for students' specific needs. Advanced students will be provided with personalized academic instruction and in-depth and integrated assignments to keep them challenged and engaged.

Use of restricted funds will be appropriately categorized and closely monitored for compliance with SPED laws, not used for general education. The school will reserve a portion of funding to ensure that income-qualifying students have access to computers and the internet at home.

Detailed records of all funds used will be kept to ensure proper and most effective use of public educational funds.

All live virtual class sessions will be recorded, so that all students can review class activities as needed. Students with an IEP or 504 designation will be given modified or adapted assignments, based on their IEP or 504. Students who qualify for additional services, such as speech or occupational therapy, will receive services either virtually or in person from SPED providers.

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

Quest Prep Academy's high school graduation requirements align with Utah's State Board of Education requirements (<https://www.schools.utah.gov/curr/graduationrequirements>). Students planning to attend university directly from high school will need to complete additional courses, which will be planned out closely with an Education Mentor and Guidance Counselor. Each student will have an Individual Graduation Plan, beginning at the end of grade 8 or upon enrollment if after grade 8, which will be reviewed at the beginning and end of each subsequent school year to ensure alignment with graduation requirements and post high school goals. High school students will have opportunities to participate in CTE pathways, internships, and/or community college classes.

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

**Distance and/or online education will be offered.** Quest Prep Academy offers highly interactive live online classes, taught by credentialed teachers and/or content-area experts, who are trained and continue with professional development to engage students in a virtual learning environment, using the most recent resources in education technology.



### 3. Market Analysis

3a. State the school's intended location.

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

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

“The number of Utah students who transferred to homeschool more than tripled at the beginning of [the 19-20] school year compared with the previous year, especially among elementary and middle school grades. . . . According to an analysis by the Utah State Board of Education, this data equates to a single-year increase of 80% in online and virtual school enrollment from last year to this year.” ([KSLTV, November 2020](#)) Many programs created to meet the needs of home-based learners lack educators who specialize in creating live, interactive, and engaging virtual instruction or lack the tools or infrastructure to adequately monitor the daily, weekly, and long-term progress of students toward mastery of learning objectives. QPA will provide a quality and long-term school option to meet these growing demands, allowing families flexibility, while having the full support of credentialed teachers, coordinators, and directors who have developed skills in this unique learning platform. QPA's format aligns with Utah Core Standards and college-prep courses in high school, while also providing flexibility that meets the personal needs of diverse students, allows for exploration of interests, and can be easily adapted to meet the needs of students with learning or physical disabilities as well as gifted or advanced students.

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

QPA is open to all students in the state of Utah from Kindergarten through high school. This option works well for all socio-economic levels, and for students throughout the state of Utah, whether in large cities or remote regions. Target students include: (1) students currently homeschooled but desire the support of a credentialed teacher and accredited courses, (2) students who are currently participating in asynchronous video-based online learning, which lacks high levels of direct, live teacher interaction, (3) students currently enrolled with local site-based public schools who would be better served in a hybrid program with flexible scheduling and academic options partnered with the support of professional educators.

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

QPA's credentialed teachers, serving as class teachers and Education Mentors, will closely partner with students and parents in meeting learning objectives. Assignments can be personalized and adapted to learning needs and interests while maintaining collaborative peer learning. Home visits will be encouraged to enable Education Mentors to directly observe the learning environment of each student. Working with the same families for multiple years enables

Education Mentors to build relationships of trust and to piece together all the resources each student needs to succeed academically and move forward into college and career.

Students who are currently homeschooled without the support of a credentialed teacher will benefit from class teachers and Education Mentors who ensure each student masters the skills and content Standards at each grade level, and completes accredited high school courses to meet college & career readiness. These students will still have flexibility in demonstrating mastery, while ensuring that any gaps in skills or content knowledge are filled with early and personalized intervention. QPA will meet the unique needs of students in specialized programs such as performing arts and high-level athletic training, who need “1-stop options” to achieve high academic goals and be fully prepared for higher education, career, and citizenship. Education Mentors, alongside class teachers and Counselors will provide cohesive resources and guidance that many of these parents are currently struggling to piece together on their own.

Students who are currently participating in video-based online learning, with minimal live teacher interaction, will be more engaged in a program that still provides the flexibility of virtual learning, while engaging students in personal interaction with live teachers and peers. In addition to class meeting times, QPA students can meet virtually 1-on-1 with class teachers and Education Mentors for academic support. Weekly progress monitoring will prevent students from falling behind, which is a common challenge with students engaged in strictly video-based, asynchronous learning.

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

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

The response in 3d addresses several ways in which QPA differs from current options. The collaborative and highly interactive nature of each class and the overall educational experiences prepare students to learn independently, manage time, plan and break down assignments for future success in college, career, and active participation in citizenship. The long-term connection between Education Mentors and families develops bonds that strengthen academic success and create school loyalty for elementary through high school completion.

QPA Board Members bring years of experience implementing key components of this approach and participating students have achieved average scores of 1260 on SAT and 30 on ACT, with a graduation rate of 97%.

## **Appendix A: Background Information Sheet**

Name: Amy Edwards, MAED

Role: Board Chair

**Statement of Intent:** I am passionate about education, but especially about choices in education and more specifically about harmoniously blending family life and home culture with proven standardized learning objectives. For over 30 years, I have been involved in education. I have taught in public schools, run a learning center, served as a teacher in every grade from Kindergarten through high school, served as a teacher-trainer and developed numerous professional development programs, as well as held administrative positions at private and charter schools. I have also homeschooled my own children, both privately and in partnership with a charter school. I know that students can receive high quality and academically rigorous education while exploring their own interests and developing a love for learning and becoming lifelong learners.

Quest Prep Academy was initially born out of the best practices observed by me and by fellow board members in implementing effective and engaging education to students who benefit from more flexibility than the traditional model. In addition to providing an excellent and personalized education to students, I am excited to create meaningful opportunities for teachers to impact the lives of students for a lifetime. As a teacher myself, and having worked with and trained many teachers, I understand the desire of these professionals to engage in meaningful academic practices and make a true impact in the lives of their students. QPA teachers will be able to use their individual expertise, passion, and creativity to personalize education to meet the needs of each student. They will be able to form and maintain relationships over years, so that they can see the fruits of their labor and love.

It is my intention to transition from Board Chair to Executive Director of Quest Prep Academy. Our board supports this effort, and we have the Board leadership transition already planned for a smooth transition that continues to move QPA forward. My intent with Quest Prep Academy is to reach families throughout Utah, using a virtual platform, to blend standardized learning objectives with personalization that engages each student. I intend to help teachers, students, and parents view learning as a lifestyle and not something that happens only within certain walls or certain hours. I intend to partner teachers with students and parents so that the education of each student has the greatest impact on his or her life and on society.

**Not-for-Profit History:** I established LOLIPOP Learning, which is a free resource for parents and teachers with insights and resources available on its website. I have volunteered in leadership roles in both Girl Scouts and Boy Scouts, taught high school Seminary (an early-morning volunteer position in my city), and volunteered with multiple charitable organizations. I worked for the YMCA, a non-profit 501c, providing recommendation services

to parents and children in childcare and education, including financial assistance for low-income families. I worked as a teacher, administrator, and consultant with several charter schools in California, all being non-profit organizations. I served as the Board Chair and the Parent Representative with Millennial Scholar Academy, a not-for-profit homeschool group, teaching classes, conducting parent seminars, and organizing events, including all-day service projects and educational conferences. I organized multiple field trips for groups as large as 150 students from homeschool and charter schools, to museums, zoos, aquariums, and educational programs known to be academic and relevant to students and their interests.

**Employment History:** I have worked in education for the past 30 years, in many different roles. I began as a Teaching Assistant at UC San Diego for undergraduate literature classes while completing my graduate work in education. I simultaneously worked as a Teaching Assistant at a high school, providing academic support to students in English, History, and AVID classes, as well as designing and implementing an SAT prep class for AVID students, which began my experience creating personalized curriculum to meet specific learning objectives.

I worked as a Resource Specialist for the YMCA Resource Service, advising parents on childcare, preschool, afterschool programs, and financial assistance for low-income families. This experience helped me to closely match personal needs and goals with appropriate programs.

I founded and ran San Diego Liberal Arts Academy (SDLAA), a private learning center, which provided in person classes for students enrolled in independent study charter schools. I managed recruiting students, maintaining class rosters, scheduling classes in an all-day, on-site program for grades 3-12, hiring and training teachers, payroll, facilities management, collection and management of tuition, and other corporate and educational legal affairs. SDLAA was contracted by several public charter schools throughout Southern California and provided core academic & elective classes, tutoring support, assessments, and collaboration. I also coordinated accommodations needed by students with physical, mental, and learning challenges, as well as students identified as gifted. I worked closely with multiple charter schools to align SDLAA's classes with each school's requirements, including Standards-based learning, test preparation, and high school classes that met UCOP / College-prep standards. I wrote original curriculum for classes in Language Arts, History, Humanities, and elementary project-based Math and STEM classes. I worked closely with SDLAA subject-area teachers in Science, Visual Arts, Performing Arts, and Programming to develop classes in their areas of expertise that met the requirements of various charter schools, including Standards and UCOP requirements, but also aligned to SDLAA's personalized approach.

I worked as a teacher and in administration for Pacific Coast Academy. I taught in-person and virtual classes, supervised a roster of up to 45 students ranging from K-12, and served in administration as a High School Coordinator, Teacher Trainer, and Liaison. These experiences

taught me about charter school legislation, policies, procedures, and best practices. I worked closely with the school's Executive Director, High School Director, Counselors, and Regional Coordinators to create personalized education plans that met rigorous requirements with flexibility that allowed students to achieve their personal goals for college and career. I developed and approved graduation plans, conducted in-person and virtual teacher-trainings for over 1,000 teachers, advised individual teachers regarding students who were struggling with progression through Standards or courses, created personalized intervention plans, and mediated between parents and teachers to blend home and family-based approaches with standards-based curriculum and assessments. I served on a WASC team through the school's accreditation renewal. I managed educational funds, worked with families to plan their allotted funding to choose curriculum, outside classes, materials, and other educational resources to benefit their son or daughter's educational experience. I served as a testing coordinator, managing both the physical setting and the administration of State Standardized testing.

Outside of education, I served as CFO of Synergy Dance Productions, managing accounting and legal matters with regards to this C-Corporation, maintaining financial records and budgets of over \$200,000 per year, dealing directly with professional accountants and lawyers. I also worked as a Project Manager for Strategic Vision, planning and traveling throughout the U.S as well as South America and Europe to implement value-centered market research. Clients of Strategic Vision, with whom I worked directly, include: American Airlines, Coca Cola, Procter & Gamble, Sargento, and Chrysler.

**Education History:** I have a B.A from UC San Diego in English, American & French Literature, with a minor in Sociology of Education. I completed UCSD's teacher certification program directly after completing my BA. I have 2 Masters in Education. One focused on the history and philosophies of education and the many approaches to learning and teaching, and a second focused on curriculum development, instruction, classroom management, and school administration. I hold teaching credentials in K-8 Multiple-Subject and Secondary Credential in English-Language Arts. I am in the process of completing an Administrative Credential and an additional Secondary Credential in Social Studies.

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**

*Amy Edwards*

**Appendix A: Background Information Sheet**

Name: Cameron Curry

Role: Treasurer

**Statement of Intent:** I have been leading a network of charter public schools in California for the past 22 years; my wife and I helped start them in our living room in 1999. In my leadership as the CEO, I have helped develop, implement, and oversee the multiple aspects of the charter school organization and its \$50 million dollar annual budget. I serve 625 team members, seven locations, and 4,000+ parents/guardians and their 5,800+ students TK-12th grade students. Beyond the oversight of our campuses, I work with a team of professionals from our departments of finance, operations, technology, curriculum, human resources, compliance, and safety and security. My organization has been honored with national, state, and regional awards of recognition. <https://classicalacademy.com/accolades/> In May of 2021, the State of California again has honored one of our high schools with their Distinguished School Award.

I currently serve as a board member for the California Charter Schools Association, and recently stepped down from my position as a commissioner on the Advisory Commission for Charter Schools for the California State Board of Education. I served on my own charter board for the past 21 years until the state law changed prohibiting this activity for charter school employees. I have taken a Board position with Quest Prep Academy for the sole reason of helping others create great schools to serve communities so that parents have options and opportunities in public education. Quest Prep Academy is taking elements of what we do well, adding new thinking and supports to help create a new charter public school that will serve students well throughout Utah.

**Not-for-Profit History:** I personally filed the paperwork in 1999 and 2003 with the State of California and the Internal Revenue Service to become corporations - The Classical Academy, Inc. and Coastal Academy Charter School Inc. - while securing our 501C3 status. I understand the benefits of our non-profits, the positive impact they have had on our community, and the strong reputation and standing we have statewide as a result of making great things happen for students and families in our care since 1999.

**Employment History:** I have been a leader at The Classical Academies for the past 22 years. I started by developing and implementing all of the business aspects of the organization as the co-leader. After a decade I realigned the business, I was appointed by the Board to be the CEO overseeing all aspects of the business and academic programming, campuses, and student activities. This has kept me busy, matched my skill set, and allowed me to build this premier charter school organization for the benefit of many.

**Education History:** In 1985 I pursued a BA in Business Administration and a minor in Communications at a college in San Diego. After two years in college, due to financial needs, I chose to pursue a business career and did not complete my college courses. The experiences gained from working at a startup communications firm in Sacramento, becoming the assistant to the company president, and helping manage his personal affairs was an education. After those valuable two years, I returned to San Diego and worked for another telecommunications firm that was merged with US West Cellular and Paging.

This company allowed me to interface with some of San Diego's largest employers and I ended up working with the Greater San Diego Chamber of Commerce for a time in memberships programs and promotions before moving to one of their subdivisions, the Small Business Development Center. I oversaw their contracts, compliance, and reporting while interacting with small business owners looking for resources and information in the creation and support of their emerging and growing businesses.

While serving on a local workforce development board, I made other connections that led me to be offered a job at a local municipality to manage their partnership between the City, Chamber of Commerce, and the local public school districts. This Business Expansion and Retention Program had me setting up appointments with local business owners, discussing their employment and expansion needs and then coordinating support with all partners to make it happen. This economic development effort had me meeting with and coordinating activities for more than 600 businesses before leaving the City after a year and a half to help start The Classical Academies in 1999.

My education to lead this charter public school organization didn't come from time in a college classroom. My growth, experience, and passion took me on a journey where my desire to learn was nurtured by the jobs I enjoyed. Had I not had this experience personally, I would not be working in education today. My life is proof that success can be enjoyed by having a solid academic TK-12th grade experience that is the springboard to choices in college and career.

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**

*Cameron Curry*

## Appendix A: Background Information Sheet

Name: Jessica Ellis

Role: Secretary

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

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

### Not-for-Profit History:

Boys and Girls Clubs of San Dieguito, Director

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

Supocho, Tech School in Malawi

The AIDS crisis in Malawi has left a far too large orphaned population of young children. Supocho aims to offer a free technical education to these boys and girls. Since 2014, a small group of us have worked to keep this school and its opportunities available to these students. This has included several trips to Malawi to bring laptops, equipment and volunteer teachers and money raised so that they could purchase their own land. In a village where an orphaned girl



would normally be married by thirteen, many of the Supocho girls are self-supporting or in college. All are financially supporting younger siblings as they too get their education. And if anyone is in need of a person experienced with talking a Malawian chief into allowing equipment into the village, I have a perfect record.

Teaching Kids Programming, Executive Director

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

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

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

**Education History:**

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

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**Applicant's Signature**

*Jessica Ellis*

## **Appendix A: Background Information Sheet**

Name: Tyler Nelson, MD

Role: Board Member

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

**Not-for-Profit History:** I currently sit on the board of St. George Regional Hospital which is a 284 bed not-for-profit level II trauma center. Over the past few years, I've worked collaboratively with other board members to make a variety of difficult decisions including navigating the recent pandemic. Additionally I am president of our HOA board which is also not-for-profit. When I took over the position, the HOA had recently suffered from years of mismanagement leaving the HOA unincorporated, uninsured, and out of money. I was able to correct the deficiencies in a timely manner and put the HOA back on solid footing. I am also actively involved in my church. I have served in multiple capacities there which have given me opportunities to teach, train, formulate budgets, and to motivate unpaid volunteers.

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

### **Education History:**

Brigham Young University - Bachelor of Arts in Spanish (1991-92 & 1994-97)

University of Southern California - Doctor of Medicine (1997-2001)

University of California, San Diego - Anesthesiology Residency (2001-05)

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### **Applicant's Signature**

*Tyler Nelson*

**Appendix A: Background Information Sheet**

Name: Mary Kavanaugh

Role: Board Member at Large

**Statement of Intent:**

As a general board member for Quest Academy I will do my best to have open conversations about how best to support our teachers. I intend to be closely involved with parents and be able to listen to their concerns and bring those to the board as well. As a parent of children in the K-12 system I am able to see what they are doing and what is happening. I am also able to use that to see what is and isn't working in that system and bring that back to the board. As a Director of 2 child care centers, I am used to talking to and working out problems in a calm manner with multiple individuals. I am committed to this board for as long as they will allow me.

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

**Employment History:**

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

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

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

2016-Present: Director: Play2Learn Academy, Layton, Utah and Play2Learn Academy on Main, Bountiful, Utah

**Education History:**

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

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

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**

*Mary Kavanaugh*

# Appendix B: Articles of Incorporation

To: 18015306438

Page: 3 of 3

2021-05-14 02:14:47 PDT

LegalZoom.com, Inc.

From: corefilings@legalzoom.com



State of Utah  
 Department of Commerce  
 Division of Corporations & Commercial Code  
 Articles of Incorporation (Profit)

**EXPEDITE**

Date: 05/14/2021  
 Receipt Number: 8893624  
 Amount Paid: \$145.00

RECEIVED  
 MAY 14 2021

Important: Read instructions before completing form

Non-Refundable Processing Fee: \$70.00

1. <b>Name of Corporation:</b>	Quest Prep Academy Inc.		
2. <b>Purpose:</b>	A public charter school for K-12th.		
3. <b>Shares:</b>	Type:	Common	Number of Shares: 50
	Type:		Number of Shares:
4. <b>Who/What is the name of the Registered Agent (Individual or Business Entity or Commercial Registered Agent)?</b> United States Corporation Agents, Inc. The address must be listed if you have a non-commercial registered agent. What is a commercial registered agent? Address of the Registered Agent: 299 S. Main Street, Suite 1300 City: Salt Lake City State UT Zip: 84111 Utah Street Address Required, PO Boxes can be listed after the Street Address			
5. <b>Name, Signature and Address of Incorporator</b> (attach additional page if there is more than 1 incorporator)	Cheyenne Moseley, Assistant Secretary, LegalZoom.com, Inc.		
	Name 101 N. Brand Blvd., 11th Floor Address Signature: <i>CM</i>	City Glendale	State CA
6. <b>Principal Address:</b>	1740 N 440 E Provo UT 84604 Address City State Zip		
Please list the officers and directors of the corporation. Must have at least 1 officer and 1 director within the 1 <sup>st</sup> year of the corporation.			
Amy L. Edwards Name 1740 N 440 E Address	Provo	UT	84604
		City	State Zip
Cameron Curry Name 1740 N 440 E Address	Provo	UT	84604
		City	State Zip
Jessica Ellis Name 1740 N 440 E Address	Provo	UT	84604
		City	State Zip
Amy L. Edwards Name 1740 N 440 E Address	Provo	UT	84604
		City	State Zip
Under GRAMA {63-2-201}, all registration information maintained by the Division is classified as public record. For confidentiality purposes, you may use the business entity physical address rather than the residential or private address of any individual affiliated with the entity.			
<b>Optional Inclusion of Ownership Information: This information is not required.</b>			
Is this a female owned business? <input type="radio"/> Yes <input type="radio"/> No			
Is this a minority owned business? <input type="radio"/> Yes <input type="radio"/> No If yes, please specify: <input type="text" value="Select/Type the race of the owner here"/>			

State of Utah  
 Department of Commerce  
 Division of Corporations and Commercial Code  
 I hereby certified that the foregoing has been filed  
 and approved on this 14 day of May, 2021  
 in this office of this Division and hereby issued  
 This Certificate thereof.

Examiner: *THB* Date: 5/17/2021  
 Leigh Veillette  
 Division Director



MAY 14 '21 AM 7:10

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## **Appendix C: Governing Board Bylaws**

### **ARTICLE I: NAME**

#### **1.01 NAME**

The name of this corporation shall be Quest Prep Academy, Inc. The business of the corporation may be conducted as Quest Prep Academy.

### **ARTICLE II: PURPOSES AND POWERS**

#### **2.01 PURPOSE**

Quest Prep Academy, Inc is a C-Corporation, which will be converted to a nonprofit upon charter approval, which shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Quest Prep Academy provides publicly-funded education for students from Kindergarten through completion of high school, by credentialed teachers and subject area experts.

#### **2.02 POWERS**

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

#### **2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS**

Quest Prep Academy, Inc will be converted, upon charter school approval, to a Utah nonprofit corporation, recognized as a tax exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

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

distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

### ARTICLE III: MEMBERSHIP

#### **3.01 NO MEMBERS**

The corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Except as otherwise provided herein, any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board, and all which would otherwise by law vest in the members, shall vest in the Board.

#### **3.02 AFFILIATES**

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation.

### ARTICLE IV: MEETINGS OF MEMBERS

#### **SECTION 4.01 REGULAR MEETINGS**

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. In accordance with Utah Open and Public Meetings law, 24 hours notice and the meeting agenda will be posted on the [Utah.pmn.gov](http://Utah.pmn.gov) website

#### **SECTION 4.02 SPECIAL MEETINGS**

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

### ARTICLE V: BOARD OF DIRECTORS

#### **5.01 GENERAL POWERS**

Subject to limitations of the Utah Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board.

#### **SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS**

The authorized number of Board Members shall be no fewer than five (5) and no more than seven (7), unless changed by amendment of these Bylaws.

Board Members are to be elected by the current Board of Directors and may be elected for up to

three (3) four-year terms.

### **SECTION 5.03 FEES AND COMPENSATION**

Board Members shall not receive any compensation for their services. The Board may approve the reimbursement of a Member's actual and necessary expenses incurred in the conduct of the corporation's business. No one who receives compensation, directly or indirectly, from Quest Prep Academy, Inc. shall be eligible to serve on the board.

### **SECTION 5.05 CHAIR**

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

### **SECTION 5.06 SECRETARY**

The Secretary shall keep a record of minutes of all meetings, proceedings, and actions of the Board. The Secretary shall keep the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give notice of all meetings of the Board, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings. The Secretary shall see that all reports, statements, and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer.

### **SECTION 5.08 TREASURER**

The Treasurer shall keep and maintain adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board Member. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and of the financial condition of the corporation.

## **ARTICLE VI: OFFICERS**

### **SECTION 6.01 OFFICERS**

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the President of the corporation, with approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation, unless other individuals are appointed by the Board.

### **SECTION 6.02 REMOVAL**

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

### **SECTION 6.03 RESIGNATION**

Any Board Member may resign at any time by giving notice to the Board. Such resignation may not prejudice any contract to which the Board Member is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall not be necessary to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

### **SECTION 6.04 VACANCIES**

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

## **ARTICLE VII. COMMITTEES**

### **SECTION 7.01 BOARD COMMITTEES**

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

## **ARTICLE VIII: AMENDMENTS AND CORPORATE CHANGES**

### **SECTION 8.01 BYLAWS**

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

### **SECTION 8.02 ARTICLES OF INCORPORATION**

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



**CERTIFICATE OF ADOPTION OF BYLAWS**

I certify that I am the duly elected and acting Secretary of Quest Prep Academy, Inc; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on June 15, 2021 and that these bylaws have not been amended or modified since that date.


IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on June 15, 2021, UTAH.

*Jessica Ellis*

\_\_\_\_\_  
Jessica Ellis, Board Secretary



## Appendix D: Minutes from Governing Board meetings

	<p><i>Quest Prep Academy</i> 1740 N 440 E, Provo, UT 84604 858-775-4012 board@questprep.academy</p>
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### Board Meeting Minutes

Date & Time: June 15, 2021. 7:30pm (MDT)

Location: Virtual, via Zoom

#### Attendance:

- Amy Edwards, Cameron Curry, Jessica Ellis, Mary Kavanaugh, Tyler Nelson

#### Call to order:

- Called to order by: Amy Edwards
- Time: 7:38pm

#### Review and Approval of Meeting Minutes for April 8, 2021

- Motion to approve: Cameron Curry
- Second: Tyler Nelson
- Unanimously approved

#### Approval of Quest Prep Academy, Inc, Articles of Incorporation

- Motion to approve: Cameron Curry
- Second: Jessica Ellis
- Unanimously approved

#### Approval of Board Bylaws

- Motion to approve: Tyler Nelson
- Second: Mary Kavanaugh
- Unanimously approved

#### Proposal Items for Discussion

- Instructional Platform
- Fidelity to Program
  - Sketchbooks
  - Teacher Teams & Partners, Contracts
- Members with implementation experience & data

Schedule next board meeting July 21, 2021, 7:30pm (MDT)

#### Meeting Adjourned

- Adjourned by: Amy Edwards, at 8:34pm