

Aurora Preparatory School

Applicant – Aurora Preparatory School, Inc.

A K-6 STEAM Chinese and Spanish
Dual Language Immersion Charter School

Charter Application
Submitted to
The Utah State Charter School Board
November 06, 2020

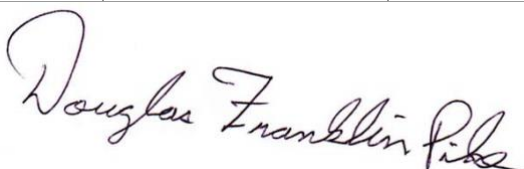

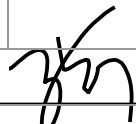
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CHARTER SCHOOL INFORMATION

1. Name of Proposed Charter School: **Aurora Preparatory School**
2. Name of Applicant: Aurora Preparatory School, Inc. / Doug Pike
3. Authorized Agent: Doug Pike
4. Mailing Address: 844 W 2700 N Lehi, Utah, 84043
5. Phone Number: 602-570-0360
6. Email Address: auroraprepschool@gmail.com
7. New School Location and Location's School District(s): West Lehi, Alpine School District
8. Date & To Whom Submitted at the District Office: 11-06-20 / Superintendent Jarman

GOVERNANCE STRUCTURE

Name	Position	Area of Expertise	Any and All Charter Affiliations
Doug Pike	Board Chair	<ul style="list-style-type: none"> - 25 years of charter experience - Administrative - Design & Construction 	<ul style="list-style-type: none"> - EdKey, Arizona - Founder, The Charter Management Group - Previous Governor's Appointee to the Arizona State Charter School Board
 Signature:			
Justin Hsia	Dean	<ul style="list-style-type: none"> - Administration - Early-childhood and Language Educator 	N/A
 Signature:			
Crystal Huang	Board VP	<ul style="list-style-type: none"> - Parent - Previous Charter School Board Member - EdTech Industry - Singapore Presidential Scholar - HR 	<ul style="list-style-type: none"> - Renaissance Academy Parent and Previous Board Member
 Signature:			

<p>Dr. Barbara Hong</p>	<p>Member</p>	<ul style="list-style-type: none"> - Special Ed. - Ph.D. from Columbia University in Disability Studies (Mild-Moderate; Cross-Categorical; K-12). - 3 Masters in Instructional Practices for the Diverse Learners, Leadership Policy & Administration, and as a Learning Specialist 	<ul style="list-style-type: none"> - Board of Directors for the Council for Exceptional Learning - Dean of University College and Professor of Special Education at Texas A&M International University - Speaker Specialist on Disability for US Department of State
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Signature: 

<p>Dr. Dale Cox</p>	<p>Member</p>	<ul style="list-style-type: none"> - Utah Valley University's new Educational Leadership Program - 25 Years of Curriculum and Administrative Experience in Mesa, Arizona - 13 Years of Experience Developing and Leading International Schools in Asia 	<p>Click or tap here to enter text.</p>
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Signature: 

ENROLLMENT

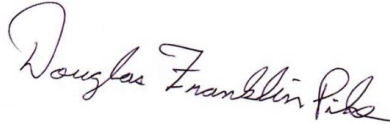
9. Year School will start: 2022-23
 10. Grades Served: K-6
 11. Does the proposed grade configuration match the resident district grade configuration?
 Yes No

11.	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 22	125	100	100	100	75									500
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 23	125	125	100	100	100	75								625
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 24	125	125	125	100	100	100	75							750

WAIVERS

12. Is this proposal seeking special treatment under UCA §53G-5-301?
 Yes No
 13. Is this proposal seeking priority consideration under UCA §53G-6-504?
 Yes No
 14. List any waiver requests here (i.e., Rule numbers and titles). None

SIGNATURES

Signatures
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent Doug Pike
 Signature of Authorized Agent

1. EXECUTIVE SUMMARY

Aurora Preparatory School's founding board understands the increasingly global nature of society; therefore, our mission is to nurture youth to become future leaders and contributors of a globalized world through our STEAM-based dual language immersion education. Through the emphasis of professional development and core teaching processes, we aspire to cultivate a vibrant community of creative thinkers, lifelong learners and value-based leaders.

Aurora Preparatory School stands for the dawn (Latin root of aurora) of a phenomenal (Aurora Borealis phenomenon) education. We are confident our robust programs and global teaching methods will better prepare students for continual learning and provide the proper environment to thrive in their studies.

The dual language immersion programs that we offer in Mandarin Chinese and Spanish will secure for students a competitive edge for a demanding workplace market. Our DLI programs also hope to satisfy the needs of Alpine School District as a feeder program to their current and future middle and high school programs. We believe students have been shown to more rapidly make sense of information, have a stronger focus, have greater mental flexibility, build better social bonds, and demonstrate fewer racial biases through bilingual learning.

We have chosen to use the highly successful and acclaimed Singapore teaching methodology that has been adapted to common core and will be aligned with Utah State Core Standards while assessments will meet all state requirements. Using a blended curriculum, our STEAM-based focus will use the right technological tools to enhance classroom learning and create new teaching methods that assist students with learning in the 21st century.

The board was formed around three thoughts; 1) filling a hole within the existing district programs; 2) providing a different approach to the use of an acclaimed program; 3) providing good access to foreign language teachers. These thoughts were at first observations shared. With eclectic connections, the board has discovered a multitude of "degrees of separation" connections, including that one board member was the grade school principal in Beijing of another board member's new daughter in law. The thoughts of one parent of how school might be different and the asking of a question or two led to discussion, collaboration, the vetting of ideas, a plan, and then commitment.

The commitment matches the Utah State Charter School Board mission in opening opportunity to excellence in education and filling a choice not readily available. The Alpine School District has a geographical "hole" in its provision of Dual Language Immersion programs. The hole is in Lehi, west of I-15. Board members confirmed this in meeting with Alpine District staff. It also has a lot of higher financial priorities. Native speaker teachers are difficult to recruit. Solving this problem while utilizing a curriculum choice, dual language immersion, that helps learning will provide improved student performance. Singapore Math is valued as a curriculum but the results typically do not match the results in Singapore. There are some Singapore connections on the board. It is observed that the teaching methodologies differ and posited that professional development, teacher training in instructional methods originally designed with the curriculum will bring greater results.

If Aurora Preparatory School is performing to concept; students' achievement scores will be noticeably improved by participation in a dual language immersion program, students' achievement scores will be improved by better presentation of a proven curriculum, and access to both programs is provided in an area without dual immersion.

The board brings together theorists, practitioners, and consumers. What better way to start a lively multi-sided conversation? And a school!

2. CHARTER AGREEMENT: EXHIBIT A

Title 53G-5-104 of the Utah State Legislature Code defines seven purposes for charter schools. Several specifically apply to the design of APS as follows:

1. Continue to improve student learning:

The existence of APS will create a great new choice of education for Alpine School District but also create stronger competition that will elevate student learning in the realm of public education within the community.

APS's STEAM-based dual language immersion education focuses on global competitiveness and preparedness. The three languages (Chinese, Spanish and English) we offer will cover the 3 most common spoken languages in the world and help students thrive in a future global workplace. The job markets will continue to become increasingly disruptive and STEAM education will better prepare students to become adaptive, creative and critical thinkers to tackle wide ranging problems.

2. Encourage the use of different and innovative teaching methods:

Our blended curriculum allows students to continually benefit from technology while obtaining necessary learning from direct instruction. A healthy blend of online and offline curriculum will prepare students to integrate the right technology for learning and continue to thrive within the classroom. The STEAM-based focus of APS will also incorporate the use of technology throughout all subjects.

APS will prepare teachers with Singapore teaching methodologies as adapted to common core to present students with an innovative way of learning. A strong emphasis is placed on our professional development programs and this in turn will motivate teachers to innovate their teaching methods. The professional development process contemplated addresses a key observation of the board with regard to the absence of Singaporean teaching methodology when the use of the Singapore curriculums occurs in the United States.

3. Increase choice of learning opportunities for students:

APS was formed to create global learners, not many schools offer two languages for their dual immersion program. With our experienced board, we believe we have the ability to successfully engage in Chinese and Spanish dual language immersion programs for our students as well as the non-DLI English language of instruction pathway. We have already set in place pipelines for teacher recruitment for Chinese and Spanish speakers and are committed to their proper educator licensing before becoming a part of the APS family.

The ability for students to choose from two of the most common languages in the world gives everyone a different learning pathway and outcome from APS. We recognize the obstacles with niche groups and segregation within the school but will implement a series of programs to help integrate all language learners within APS that will be outlined in detail later in the application.

APS's Key Elements

Mission:

APS is committed to nurturing our youth to become future leaders and contributors of a globalized world through a STEAM-based dual language immersion education.

Vision:

A vibrant community of creative thinkers, lifelong learners and value-based leaders.

Curriculum:

The Organization for Economic Cooperation and Development (OECD) rated Singapore as having the best education system in the world. OECD director Andreas Schleicher says that students in Singapore are especially proficient in math and the sciences¹. In English, the average Singaporean 15-year-old student is 10 months ahead of students in Western countries and is 20 months ahead in math. Singaporean students also score among the best in the world on international exams.

The US common core curriculum has adopted much of Singapore's education curriculum without adopting their teacher training (to be addressed later). We will be using the Singapore Math, Science, and English curriculum, as modified with respect to meeting all core state standards. This will allow us to move away from simple rote-learning and to focus instead on teaching children how to problem solve, while delving deeper into each core subject through our accelerated program. We will also use STEAM-based activities to further promote and instill core competencies within each subject.

We will provide a more comprehensive and accelerated program for English and Mathematics. By "accelerated", we will go deeper into each topic, thereby giving students not only a more comprehensive study of each subject but a stronger understanding of the usage of each topic addressed.

Teacher Professional Training and Development:

We believe that if you do not pay attention to your talent, all of the strategy and all of the programs won't make a difference. And that talent attention needs to be placed throughout the system: teacher talent, leadership talent, (which includes executive and middle-level leadership) and board talent. We will focus on 2 things when it comes to our teachers: (1) a strong emphasis on ensuring teachers are professionally developed to be effective instructors; and (2) effective support structures to ensure that every student will benefit from the excellent instruction. We will invest in human resources so as to dream, design and deliver a solid education to every child. We believe strongly that good teachers and effective school leaders form the cornerstone of that system.

¹ <https://www.oecd.org/countries/singapore/46581101.pdf>

Our teachers are entitled up to 100 hours of professional development per year. Given the limited time available while minimizing disruption to the school day, there are a variety of schedules APS will integrate to ensure these 100 hours can be fully utilized and successfully benefited by teachers:

- Before and after school
- During common teacher preparation
- During summer vacation
- Half or full days built into the school calendar where students are not present
- Half or full days covered by substitute teachers when school is in session

After three years of teaching, teachers are assessed annually to see whether they have the potential for three different career paths – master teacher, specialist in curriculum or research, or school leader, each with salary increments. We will bring in top trainers in the different core subjects to train our teachers. For example, we will partner with and use Dimensions Math to conduct workshops in Singapore Math teaching for our teachers.

Accountability and Evaluation:

We will implement the four core Teaching Processes (Positive Classroom Culture, Lesson Preparation, Lesson Enactment, and Assessment and Feedback) at the heart of Pedagogical Practices to make explicit what teachers put into practice and reflect on before, during and after their interaction with students in all learning contexts. When applying and reflecting on the four Teaching Processes, teachers can look into the 24 Teaching Areas with accompanying Teaching Actions or Considerations.

Dual Language Immersion:

APS believe it is important for our students to be prepared bilingually. Bilingual children have been shown to rapidly make sense of information, better ability to focus, have greater mental flexibility, build better social bonds, and demonstrate fewer racial biases. At APS, we will focus on two mainstream foreign languages – Mandarin Chinese and Spanish. In creating a dual-immersion environment for our students, we will be able to help them develop holistically at a stronger pace than their peers. We have the ability to hire from an existing pipeline of experienced school teachers from urban cities in China and are creating the same pipeline for our Spanish teachers.

Building Leaders:

We believe that learning flourishes in caring and safe learning environments. We want to create an environment where both students and teachers feel a strong sense of belonging. We will teach students to be responsible, resilient and take charge of their own learning by taking on leadership roles such as class monitor, group leader, Physical Education (P.E) Captains and student councils. Students learn to be responsible for the class cleanliness and group leaders are assigned to be in charge of collecting and distributing books. We will create an incentive program where staff and teachers can highlight positive behaviors. We will create exchange programs that will allow for exposure to other cultures.

Enrollment Preferences

Under Title 53G-6-502, APS will utilize the following enrollment preferences:

1. A child or grandchild of an individual who has actively participated in the development of the charter school;
2. A child or grandchild of a member of the charter school governing board;
3. A sibling of an individual who was previously or is presently enrolled in the charter school;
4. A child of an employee of the charter school;
5. A student articulating between charter schools offering the similar programs that are governed by the same charter school governing board;

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
STEAM-based Achievements	Project-based learning – project completed	95%	80%	70%	60%
Dual Language Ability	Language Competence with assessments such as ACTFL	90%	75%	60%	50%
Student Performance	Exceeds State Assessment Average	90%	75%	60%	50%
Student Progress	Core Subject Growth Average – 1 Year	90%	70%	55%	45%

3. PROGRAM OF INSTRUCTION

General

Creating a safe and caring learning environment for students is a key element for Aurora Preparatory School. By forming a strong bond of belonging within the school, we can commit to nurturing our youth to becoming leaders and contributors of a globalized world through a STEAM-based dual language immersion education focused on students' needs. Our educational program and curriculum will focus on helping each individual attain and exceed basic proficiencies in all subjects.

APS has a robust vision to become a Utah leader in education, cultivating exceptional thinkers, prepared for the global future. That vision becomes reality each day being grounded in the Desired Student Learning outcomes: Communication, Collaboration, Content Knowledge, Creativity, Character, Critical Thinking and Cultural Competence.

The increasingly globalized economy and society requires disruptive innovation in our instructional goals. Using a Singapore teaching methodology to enhance and facilitate the learning experiences of students will better prepare them for a globalized world. Strong professional development programs to properly execute new teaching methods will allow teachings more effective and efficient instruction that will lead to better student assessments and testing.

Assessment will be regular and varied. For purposes of student promotion, core subject competencies of 75% will be used. Language and programmatic competencies will be assessed on a more holistic basis to assist in ongoing individual classroom placement.

Parent involvement has been shown to increase student success in students. Furthermore, highest performing schools invest higher amounts of time and resources in building a three-way partnership between school, family, and community². APS will create such a synergy and relationship including our Special Ed. students who may require additional attention and care.

STEAM-based Education

Students will be given the opportunity to learn, adopt and evaluate real life uses of Science, Technology, Engineering, Arts, and Math (STEAM) by implementing project-based programs geared towards experiential learning.

In the 20th century, systems were all linear based and education shadowed these systems. 21st learning has shifted to complex non-linear systems³ and STEAM learning has taken a strong position in assisting the assimilation of information across subjects. The elective programs offered at APS will include a MAKER SPACE creativity lab specialty classroom

² Martin, J. D. (2009). *How school practices to promote parental involvement influence student success* (Doctoral dissertation, The Claremont Graduate University and San Diego State University).

³ Boy, G. A. (2013, August). From STEM to STEAM: toward a human-centred education, creativity & learning thinking. In *Proceedings of the 31st European conference on cognitive ergonomics* (pp. 1-7).

that will offer creative learning experiences through donations of materials from commercial organizations.

Taking the STEAM focus and utilizing project-based learning brings a stronger affinity to authentic, real life problems. The higher motivation and thought processes of students undergoing projects creates a more comprehensive approach to classroom teaching and learning⁴. The pathway to being a leader and contributor to a globalized world is to understand, analyze, evaluate and create solutions to real world problems. The addition of the arts element into this focus aims to bring stronger creativity and a more holistic approach to learners.

Language and Learning

APS will offer both Chinese and Spanish dual language immersion programs to students starting at the Kindergarten grade level, unlike most dual language immersion programs in Utah. The program will have one hub, two teachers and one instructional assistant. A hub of two full-curriculum Chinese or Spanish language immersion classes enables teachers to collaborate.

It has been demonstrated through research that dual language immersion learners perform as well as, or better than, their peers in core academic subjects by the time they reach late elementary grade levels⁵. Offering both Chinese and Spanish dual language immersion programs has challenges but it is the belief of APS that we can minimize the challenges and maximize the benefits.

The Universal Design for Learning approach (see “Special Education” below) is not just a methodology to address special needs, but is available to teachers and school administrators to address the variations in curriculum and the needs levels of individuals. The technology availability and blended learning aspects adds to the arsenal of learning management tools to allow the school to manage the diversity in the language curriculum as well as a wide diversity of learners. The choice to offer 2 languages is driven by the community wants and needs. The ability to deliver it will be driven by the ability of the school to provide good hires, instructional support, and organizational focus.

With 3 distinct schedules and programs for the dual language immersion programs (Mandarin, Spanish, and the non-DLI track of English), segregation within the school may arise. Understanding this challenge, APS will create and supervise a variety of programs aimed at desegregation and integration within the school. A few examples that APS may use as an inclusion program are:

- Build strategic cross-sections for school-wide activities and events

⁴ Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational psychologist*, 26(3-4), 369-398.

⁵ Burkhauser, S., Steele, J. L., Li, J., Slater, R. O., Bacon, M., & Miller, T. (2016). Partner-language learning trajectories in dual-language immersion: Evidence from an urban district. *Foreign Language Annals*, 49(3), 415-433.

- Build houses (groups) that cross over during activities and events
- Sports cross sections that mix cohorts and programs
- Similar to a “Leader in Me” student leadership system to support inclusion and incorporation

All of the integration programs aim to desegregate students within the school, to bring about a cohesive, safe and caring environment for everyone. It is also the responsibility of the administration and faculty to help implement and infuse these values. The goal is to minimize the distinction between students in different programs and to exemplify the values of “SPIRIT” at APS:

Service
Productivity
Integrity
Respect
Innovation
Truthfulness

Operations

Administrative Principles

Aurora Preparatory School’s administrative policies are governed by principles of open and active representation. From board members to the faculty, parents and student body, all those involved with the school are invited to participate in the decision-making process. APS intends to comply with Utah State Law in the administrative process being open to all involved.

Board of Directors

Upon approval of the charter, the founding board of Aurora Preparatory School will become the Board of Directors for the new school. Initially, there will be five members of the Board; however, it may be expanded to a total of seven. If a position on the Board is deemed available, elections will be held in order to fill the available position. The Board of Directors will have the Dean serve as an advisor. A member of the Parent Organization may serve as an advisor at the discretion of the Board.

A board member may choose to serve two consecutive terms if reelected by the Board before having to vacate their position. The Board will appoint members to fill the following positions on the board: President, Vice President, Secretary, and Treasurer.

Responsibilities of the Board include:

- Defining Renaissance School Board policy
- Appointing the Executive Director and other key administrators
- Overseeing of school finances and purchases
- Overseeing of school facility management
- Ensuring that required assessments are held
- Ensuring district and state reporting is completed

- Strategic planning in cooperation with the Dean

The Board shall be responsible for evaluating the performance of the school's Director on an annual basis. The Director and the Board will review all contracts periodically. At its discretion and, operating through its Board and the Director, APS shall establish policies, guidelines, and regulations for the operation of the school. When the school, at its discretion, determines that progressive disciplinary steps, or warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment.

Support Services Program

The goal of Aurora Preparatory School support services program is to provide students with learning differences the academic, behavioral, and emotional support they require to reach their potential. APS recognizes the importance of including students, parents and guardians, classroom teachers, support services staff, and administrators in a collaborative process for the delivery of support services.

The support services program includes any of the following but are not limited to these services:

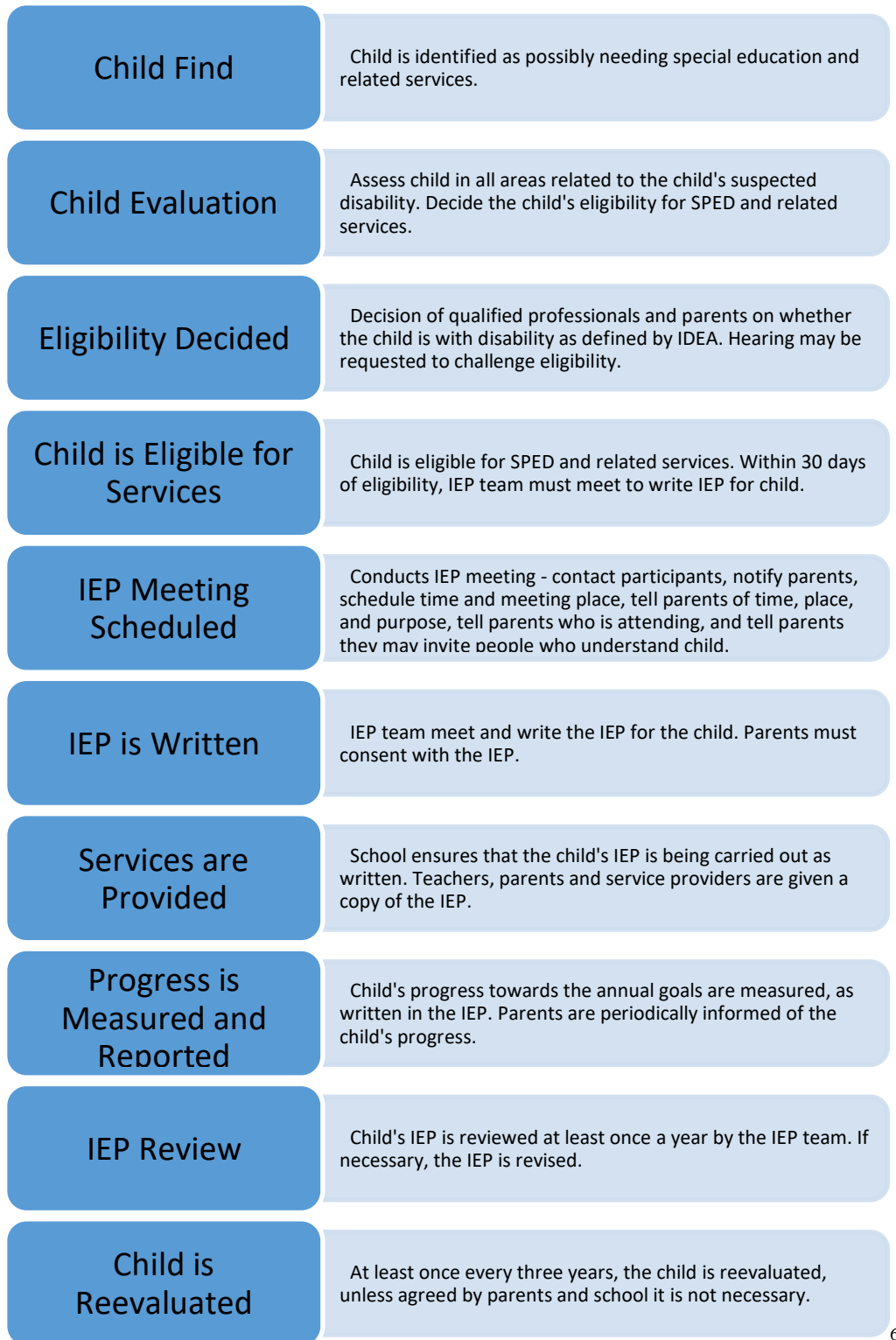
- Inclusion classes
- Learning support classes
- Large and small group instruction
- Monitoring of students in the regular classroom
- Targeted interventions (i.e., ELA [English Language Arts] lab)
- Program and testing accommodations
- Speech and language service referrals
- Counseling
- School psychology
- Advanced Mathematics for Problem Solvers (AMPS)

Special Education

Gifted students identified and needing a specific curriculum, following the guidelines in USOE Rule R277-711-3 will have opportunities to attend pull out programs at Aurora Preparatory School to meet the needs of all students. The Utah Gifted and Talented Handbook will provide additional guidelines for developing personalized plans and goals to meet the needs of gifted students. APS will work with the USOE Gifted and Talented Team in identifying these students and ensure that the strict guidelines for student assessment to determine eligibility for gifted education is adhered to.

With the emergence of over 6 million students with diverse needs and disabilities, the key to helping them become independent learners is being proactive in early interventions. These students include those who are at-risk, identified as disabled, transient, or from low, social-economic backgrounds. Each student will be clinically assessed and offered appropriate interventions from the onset in helping them to make meaningful, ambitious, and adequate progress under PL 94-142 IDEA regulations and Section 504 of the Rehabilitation Act of 1973. Parents will also play a pivotal role as advocates for their children under the six

principles of IDEA. Skills training will be offered regularly to engage families as co-partners in their children’s education. Together, the combined effort aims to empower students with diverse needs to become self-determined individuals who know how to take charge of their learning and their lives.



6

⁶ https://www.parentcenterhub.org/wp-content/uploads/repo_items/10steps.pdf

Universal Design for Learning

Universally designed learning (UDL) is developed from inception with flexible options that enable learners with a wide array of needs to be engaged.

Through the UDL approach of lesson designs the teacher is able to consider the needs of every student from those who are struggling to those who are advanced. We will have the optimal usage of the following, while allowing room and flexibility in enhancing learning:

1. **Technology:** We will identify appropriate assistive technology for students with special needs and employ appropriate technology tools to structure learning in the most accessible manner for all diverse learners. Every teacher will be required to upload their lesson plans, homework, and additional resources onto Canvas - our online learning platform. This way, there is a repository of clearing house for discussions of best practices among teachers who may or may not have students with special needs. Teachers will have the ability to create individual student records and monitor their progress on a consistent basis. Student's IEP goals will be uploaded so each teacher may view how the student is making progress. Parents are also able to be added to CANVAS as "guests" to review how their child is performing. The platform allows for more regular communication and resolution of issues that may arise. CANVAS will be used in addition to the district-mandated IEP repository under Federal regulations SS 300.
2. **Individualized Learning/Teaching Approaches:** Teachers will be trained and provided with appropriate resources to employ a variety of pedagogically sound practices such as speech-to-text, captions, alt-text for graphics, and ALLY to convert PDFs into accessible usage under Section 508 of the Technology Accessibility mandate. There are many free software programs that provide services like OCR which uses automatic optical character recognition (OCR) software to convert scanned images to editable Word, Excel, PowerPoint, Text, etc.; with the option for multiple languages like English, Spanish, and simplified Chinese (pdf.wondershare.net). All Chromebooks have assistive technology embedded and software like Amazon Polly turns text to lifelike speech. In addition to physical reading books in the classroom, we will also provide electronic mediums for digital reading. Kindle, Amazon, and Audible all provide audiobook companions to digital readers. A great resource like TechMatrix allows teachers to search a database of over 400 assistive and educational technology tools and resources. The products are searchable by content area, grade level, IDEA disability category, and type of instructional support.
3. **Assignment Options:** In a traditional classroom, there may be only one way for a student to complete an assignment. This might be an essay or a worksheet. With UDL, there are multiple options. For instance, students may be able to create a podcast or a video to show what they know. They may even be allowed to draw a comic strip. There are tons of possibilities for completing assignments, as long as students meet the lesson goals. Our LMS, Canvas, will allow students the ability to upload assignments including creating an e-portfolio using different tools and media. The student becomes an expert not just on the content but on how they learn. Once

the content has faded from their memory, this is the skill that will allow them to acquire the knowledge necessary for whatever endeavor they decide to pursue.

4. **Feedback:** Instead of providing accommodations only to students with an IEP or a 504 plan, we will make adaptations for all students. With UDL, students get feedback — often every day — on how they’re doing via Canvas. At the end of the lesson, teachers may set up individualized conferences with students about lesson goals and learning outcomes. Students are encouraged to reflect on the choices they made in class and whether they met the benchmarks, particularly those identified on the IEP and 504 Plans. Using a tool like Canvas to provide student feedback will get the parents involved with their learning and understand how to supplement or encourage certain behaviors at home.
5. **Flexible classroom setups:** We will create flexible work spaces for students with various needs such as ADHD and Autism. This includes spaces for quiet individual work, small and large group work, and group instruction. If students need to tune out noise, they can choose to wear earbuds or headphones during independent work. The student becomes an expert not just on the content but on how they learn. Once the content has faded from their memory, this is the skill that will empower them to acquire the knowledge necessary for whatever endeavor they decide to pursue. This approach aligns with the federally-funded objective of building self-determination skills for students with special needs.
6. **Creating Universally Designed Assessments:** Students have a wide range of literacy and language skills. Creating universally designed assessments with unbiased topics or ideas that are familiar to all students helps make the information fair to everyone taking the test. When developing assessment items, teachers will be trained to analyze whether the language or context of an item might be viewed as offensive, insensitive, stereotypical, or biased against any particular group of students due to cultural, language, geographical, gender, disability, or other demographic characteristics.

Support Services Program

The goal of Aurora Preparatory School support services program is to provide students with mild-moderate learning differences the academic, behavioral, and emotional support they require to be included in the general classroom. APS recognizes the importance of including students, parents and guardians, classroom teachers, support services staff, and administrators in a collaborative process for the delivery of support services.

The support services program includes any of the following services:

- Inclusion classes
- Learning support classes
- Large and small group instruction

Multi-Tiered System of Supports (MTSS)

- Monitoring of students in the regular classroom
- Targeted interventions (i.e., ELA [English Language Arts] lab)

- Program and testing accommodations
- Speech and language service referrals
- Counseling
- School psychology
- Advanced Mathematics for Problem Solvers (AMPS)

AMPS will be our everyday pullout program designed to serve the needs of students who show a high level of math content knowledge as well as the ability to be creative problem solvers. Using the grade level common core curriculum as our guide, AMPS condenses units of study and moves at a brisk pace in order to provide time for other math-related academic pursuits such as math Olympiads, robotics, and coding.

Depending upon the level of special needs enrollment, the school will hire one or more trained professionals that meet or exceed Utah requirements in Special Education and possibly full-time Special Education Assistants with preferred certification or 2 years of relevant experience. We will build upon identification procedures like Child Find to locate students with mild to moderate learning disabilities in collaboration with the school district and state requirements. Additional aides may be hired as needed or designated to assist in classrooms or with individuals under the direction of our Special Education Professional. Qualifications of aides are listed in the employee hiring section, but additional training will be given to those designated by the IEP team.

For students with severe learning disabilities, we will host a one-to-one information session for the parents and student before formally enrolling them in. We will present what services we can reasonably offer. We will work extremely closely with the school district to understand what services may best be provided by Aurora compared to the student's geographically designed school. This way, parents/guardians will have the most accurate information to make an informed decision on where to enroll their child given the limitations of a charter school.

Involving Parents

1. **Redefining Homework:** Homework is often seen as a solitary practice where students finish a few pages, read for a few minutes, and then get on with their life outside of school. Or worse, parents of students with special needs often end up completing their child's homework. At Aurora Prep, homework is aimed at empowering parents as partners in a child's learning. Hence, "home-work" will be transformed to "home-learning" instead. As such, home-learning is now an interactive experience between the child and the parents as scaffolders. We will let parents know through parent orientation night, emails, newsletters, exactly how we, as a school, strive to include them as partners in their child's educational progress. We will offer additional information/instructions/tips through an interactive notebook, calendar, and via Canvas.
2. **Invite Parents to the Classroom:** We will encourage teachers to provide welcoming opportunities for parents to be involved in the classroom, where they can see what happens there and interact with children and teachers on a regular basis. Parents can also be invited as guest readers, sharing their favorite stories with the class. Sharing stories as a community has great potential to foster your students' appreciation for

literacy. Classroom volunteering will be highly encouraged and we will recognize and award top classroom parent volunteers.

3. Parent Education Sessions - The school will sponsor and host Parent Education Sessions, alongside our parent volunteer organization, that will be held once a month, alternating between morning and evening each month. These sessions will include important topics led by community or topic experts that will help bridge the gap in education between the school and home. Special sessions for SPED families will be held. All sessions will be recorded and broadcast virtually for parents/guardians who cannot physically be there. We will also host virtual tech-support sessions once-a-month to help train parents on the technology we are using and help answer and Q&A's that might surface.
4. Communication: Through our LMS, Canvas, we have the ability to integrate technologies like Remind (text) and messaging to send out live communication to parents. Parents will also be able to interact with teachers via canvas to ask questions or offer comments/suggestions. We will encourage continuous communications between school, classroom, and parents.

School Calendar

A School calendar outlined in semesters, trimesters, or quarters which is compliant with State Board requirements on minimum school days outlined in R277-419. Aurora Preparatory School will open in the Fall of 2022 and follow a Standard School Year, which will include 180 days and a minimum of 990 instructional hours. The School intends to closely align its calendar with that of the Alpine School District's traditional school year calendar. For grades 1-6, the school day will be Monday through Thursday from 8:30 am to 3:00 pm.

Friday will be considered our early out day and the schedule will be 8:30 am to 12:30 pm. The schedule will accommodate provisions for lunch and recess as per statutory requirements. Our morning Kindergarten classes will meet from 8:00am to 11:00am Monday through Friday. Our afternoon Kindergarten classes will meet from 12:00pm to 3:00pm Monday through Friday. Full day Kindergarten shall meet Monday through Friday from 8:30am-3:00pm. The bell schedule and calendar may be modified to the extent allowed by law.

Admissions and Dismissal Procedures

It is the policy of Aurora Preparatory School to provide equal educational opportunity for all individuals. Therefore, APS prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran's status. This policy extends to all aspects of APS educational programs, as well as to the use of all school facilities, and participation in all school-sponsored activities. Admission Procedures Initial enrollment will be based on a first come first serve basis after a 45-day minimum enrollment period has expired. In the event the number of applicants exceeds the established ceiling, the first priority for enrollment will be given to students whose parents participated in the formation of the school (referred to as founders). After which students will be selected by random draw.

The lottery will be held at APS in February. Lottery information and standards will be found on our website including dates, procedure and timelines. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for re enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants. If state and federal guidelines permit, full-time employee's children will receive the same preference as the sibling preference. As long as APS is in existence, founding member's children are given first priority in the enrollment process.

Student Conduct

The following School Rules will be promoted in each classroom:

- Students and teachers will acknowledge the rights of others.
- Students will take responsibility for their learning and behavior.
- Students will respect each other, the teachers and the school.
- Students will use appropriate language and behavior in the school and on the playground.
- Sexual harassment or bullying is not allowed.

APS takes these issues seriously and will take immediate action. Students will comply with school policies.

Discipline Philosophy

Our goal is to promote self-regulation and intrinsic motivation in students. We believe in focusing on the positives and when necessary we will determine the cause of inappropriate behavior and develop appropriate solutions. Our stance is oriented toward problem solving. APS will emphasize respect among students, teachers, and staff, consideration for others, and friendliness. The school will have clear expectations, shared with teachers, parents and students about appropriate behavior.

Discipline Procedures/Dismissal Policy:

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct, breach definitions and corresponding disciplinary actions that may occur.

1. Warning Students that receive warnings from the school will have a conference with their parent/ guardian(s) and the school administrator(s) and the incident will be documented in writing. Warnings are issued when a student's behavior fails to meet school expectations, but falls short of the behavior listed under the suspension and/or expulsion categories listed below.
2. Suspension When a student is suspended, he or she is temporarily removed from courses or a school sponsored program or activity. The Director will determine the duration of a suspension not to exceed 10 days per occurrence. Suspensions will be documented in writing and will become part of a student's permanent record. Violations of student behavior expectations that may lead to suspension include but are not limited to the following:

- Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as his or her own or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. It includes but is not limited to copying material from a book or copying-and-pasting information from the Internet.
- Habitual Truancy: Unexcused absences by a student who is under the age of 18 who is absent from school due to avoidable absences, parental neglect, unapproved family vacations, etc.
- Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- Vandalism: A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agencies.
- Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agencies.
- Sexual harassment: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- Violation of acceptable use policy: Students who violate the acceptable use policy are subject to disciplinary action up to and including suspension.

Expulsion

When a student is expelled, he or she is separated from the school for the duration of the expulsion time period for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record. Violations that may lead to expulsion include, but are not limited to: any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, sale of controlled substances or paraphernalia, or repeated violations of the student behavior expectations

set forth above in suspensions or expulsions for children subject to IDEA will follow all appropriate state and federal policies, regulations, and laws, including Utah Special Education Rules Discipline Procedures (§300.530).

IDEA Disciplinary Procedures School staff may order the removal of a child from school for disciplinary reasons provided the removals do not constitute a change of placement. A change in placement occurs if the child is removed from school for disciplinary reasons for more than 10 consecutive school days or if the child is subjected to a series of removals that constitute a pattern of removal. If a child has been removed from their current placement for more than 10 days during a school year, the school staff will provide services to the child to the extent necessary for the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP.

If an IDEA student carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at school or a school function-school staff may order a change of placement to an appropriate alternative setting for not more than 45 days (provided nondisabled students are also subject to such removal). The interim alternative setting must enable the child to continue to progress in the general curriculum and to continue to receive those services and modifications that will enable the child to progress on the goals set out in their IEP.

If the school staff is considering a disciplinary action that involves changing a child's placement, the parent will be notified of that decision and a review will be conducted to determine the relationship between the child's disability and the behavior subject to the disciplinary action. If the review concludes that the behavior was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner as for their non-disabled counterparts; however, APS will continue to provide services to the extent required by law.

After changing a child's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team. Due Process To ensure compliance with state and federal law, APS will provide the following Due Process protections for each type of disciplinary action:

- Suspension (no more than 10 days): Prior to suspension, students will receive a brief explanation of the reason(s) for suspension and have an opportunity to present their account of the events/actions under review. If the school dean or Chief Administrative Officer determines that the circumstances warrant suspension, a designated school official will provide the parent or guardian of the student the statutory notifications outlined in 53A-11-905(4) without delay.
- Suspension of an additional 10 days, or an Expulsion: Prior to suspension, written notice will be issued to the student and their parent/guardian. The notice will state the school's intent to invoke disciplinary action and provide a brief explanation of the reasons for the disciplinary action to provide notice of the opportunity for formal hearing on the matter. If the student and/or legal guardian request a formal hearing, the parent shall have and receive notice of:
 - names of witnesses against him and opportunity to present witnesses (witnesses'

- names may be protected if school determines they would suffer physical/psychological harm; student cannot compel witnesses);
- reasonable time to prepare the case;
- the opportunity for counsel (If APS will use an attorney);
- the right to notice of procedures for the hearing in writing, in student handbook or school website;
- the right to have the hearing recorded;
- a fair hearing officer (credible and objective person or panel – not necessarily uninformed);

Dress Code

The Administration will determine school dress code policies so as to promote school safety, discipline and an enhanced learning environment. The dress code policies adopted will comply with State and Federal regulations. All clothing requirements will be generic in nature and will be readily available at local stores. Students' and adults' clothing and grooming must be appropriate and conducive to the mission, philosophy and goals of the school.

Attendance

If a student is ill or if there is an emergency, the parent will be required to call the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for teachers and inhibit academic growth for both those absent and those who have to have learning delayed because of make-up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time and not use children for babysitting during the school day. Parents will be encouraged to schedule all student health appointments outside of school time if possible.

Standards

Students may not have more than five excused or unexcused absences per semester. For purposes of this policy, semester dates will be established in the APS annual school calendar. Any unexcused absence, as defined below, shall be counted in this total. Excused Absences The following are excused absences: student illness, family death, approved school activity, absence permitted by a school-age minor's Individualized Education Program, or Section 504 Accommodation Plan. A parent may excuse an absence by sending a note or email within three school days to the school enrollment specialist explaining the reason for the absence. Seven or more days (or equivalent class periods) of excused absences within a school year are considered excessive and may require a doctor's note to excuse subsequent absences. Unexcused Absences: Any absence not excused, as defined above, or any absence exceeding the state allowable total of ten per year is considered unexcused. Enforcement of unexcused or excessive absences or tardies will be enforced according to written attendance policy.

Tardiness

Every student is expected to be punctual for school. Tardiness results in a student missing necessary instruction and interruption of the class. A student is considered tardy if they arrive at school any time after the bell rings commencing school. Students arriving without parent

check-in or note will automatically receive an unexcused tardy. More than three tardies in a two-week period will be considered excessive. Parents will be contacted regarding excessive tardiness and students may be given after school detention.

Complaint Procedures

Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled. See <http://www.usoe.k12.ut.us/sars/rules/NewGrules.pdf> for guidance in preparing this section. 53A-1a-508(3) (g) Parents will voice complaints with the person(s) involved. If it is not resolved, a parent may file a complaint with the Director of Student Support and Admissions. If it is not resolved, a parent may file a complaint with the Dean. If the Dean deems it necessary, the complaint may be elevated for discussion by the governing board at their next monthly meeting. Complaints: If there are state or district policies governing the handling of complaints, they shall take precedence over school procedures. Otherwise, the following shall apply: If parents have a complaint or disagreement concerning the school, the following procedure will guarantee that the problem will be heard:

1. First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level.
2. If the parent prefers, a meeting may be arranged directly with the Director of Student Support and Admissions. The Director is there to help mediate disagreements.
3. If the parent still feels that the problem has not been properly addressed, he/she may appeal to the Dean. The appeal will not be heard unless step #2 has been accomplished. The case should be stated in writing with specifics.
4. If the parent still feels that the problem has not been properly addressed, he/she may appeal to the governing board. The appeal will not be heard unless step #2 and #3 has been accomplished. The case should be stated in writing with specifics. It is recognized that the Utah State Office of Education (USOE) is also a resource that may be approached to help resolve special problems or issues that may arise after steps 1-3.

3A. METHOD OF INSTRUCTION

Aurora Preparatory School's Dean and school leaders recognize some key effective pedagogical practices:

- keep up to date with effective teaching practices
- establish clear expectations regarding the use of effective teaching strategies throughout the school
- appropriate feedback on teaching and modeling effective teaching strategies
- promote a range of evidence-based teaching strategies
- provide teachers with ongoing detailed feedback on classroom practices

In order to satisfy these methods of instruction, APS aims to empower the dean and school leaders to accept personal responsibility for driving improvements in teaching throughout the school. Teachers must identify, understand and implement effective teaching methods, and place a high priority to evidence-based teaching strategies. School leaders must also spend time working with teachers to improve teaching practices, including modeling, evaluating and feedback on classroom teaching.

Teachers will be trained in the curriculum that has been adopted by APS to maintain high academic standards. APS will abide by Utah State code 53E-4-303 for all standard assessments on a yearly basis. Likewise, APS will align its curriculum standards to Utah core standards.

At the beginning of each school year, students will be assessed in Reading and Math to establish a baseline for each student's progress throughout the year. Assessments such as DIBELS, Star Reading, Star Math, as well as state assessments will be used to perform these measures. To ensure the students' academic success is the foremost focus for the school, 2-3 similar assessments will be performed throughout the year to better gauge students' progress and, if necessary, intervention and support services may be used to assist the students' progress.

In a self-contained classroom, our teachers plan and execute instruction (50/50 instruction in 2 languages for our DLI program cohorts). Teachers will engage students in active collaborative learning, requiring response. Project-based instruction as well as increased hands-on activities provide additional stimulation for students to apply their understanding of subject material.

3B. CURRICULUM

Aurora Preparatory School intends to use curriculum that has already been developed. Using existing curriculum that are consistent with our mission of nurturing our youth to become leaders and contributors of a globalized world has been and will continue to be a key focus. APS' emphasis on STEAM and dual language immersion has led us to fine tune our selection of curriculum.

The director of Curriculum/Professional Development will oversee and work with the board and Dean to evaluate, recommend and implement curriculum for APS. Upon the approval of this charter, a more complete rubric will be created and implemented in assessing that the curriculums selected to approve are consistent with the school's mission and vision, cost effective, quality in helping students achieve academic success, aligned with Utah State Core Standards and are easily implemented with professional development programs/training available for better pedagogy.

English/Language Arts

Our English/Language Arts curriculum may use Columbia Readers' and Writers' Workshop or a similar curriculum to focus on the development, reinforcement and extension of language skills in the primary years through an enjoyment of the language and the promotion of extensive reading; and leveraging oracy, reading and writing skills to develop knowledge and independent use of the language.

We emphasize effective reading, writing, spelling, listening, and speaking skills through an integrated multicultural, literature-based curriculum. This curriculum encourages a diversity of genres, time periods, and perspectives to foster critical and creative thinking, quality communication, independence, and reflection at developmentally appropriate levels.

Students experience information literacy and language in meaningful contexts for a variety of purposes and audiences. In English language arts, a balanced literacy approach is used to help children with the acquisition of vocabulary, phonetic patterns, reading strategies, oral language skills, comprehension skills, and writing skills.

Elementary teachers provide a variety of language learning opportunities to meet all students' developmental levels, experiences, abilities, and learning styles. Teachers use flexible grouping to organize their classrooms for more effective instruction. There is a balance of individual, group, and whole-class activities.

Lessons are consistent in each grade level. Reading and writing instruction is primarily through the workshop model that starts with a mini-lesson, continues with independent practice, and ends with sharing. In addition to workshops, reading instruction involves teachers reading aloud, shared reading, guided reading, or partner- or small-group reading. Writing instruction includes modeled, interactive, shared, and guided writing.

Teachers monitor student progress through developmental reading assessments, ongoing anecdotal record keeping, and quarterly formal assessments of leveled texts and writing samples. Assessment procedures are aligned with grade levels and are available for viewing at specific times during the year.

Our accelerated ELA curriculum structure:

AREA OF LANGUAGE LEARNING	FOCUS AREAS	ELEMENTARY					
		LOWER ELEMENTARY		MIDDLE ELEMENTARY		UPPER ELEMENTARY	
		1ST	2ND	3RD	4TH	5TH	6TH
Listening and Viewing	Listening and Viewing Closely with a Positive Disposition	Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately in a range of communicative contexts and interactions. Develop perception and recognition of sounds and words in context through phonological awareness and identification of key words, prosodic features and non-fluency features of spoken language. Listen and view for understanding by drawing on prior knowledge and contextual clues, including semiotic features, and applying a range of listening and viewing skills and learner strategies to interpret texts.					
	Listening and Viewing Critically			Listen and view critically by making connections between parts of texts.	Listen and view critically by analysing different semiotic features in texts, determining the credibility of sources and relevance of information, and using comprehension monitoring strategies while listening and viewing.		
	Listening and Viewing Extensively	Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.			Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions) in a variety of contexts for enjoyment and understanding to other areas of language learning.		

AREA OF LANGUAGE LEARNING	FOCUS AREAS	ELEMENTARY					
		LOWER ELEMENTARY		MIDDLE ELEMENTARY		UPPER ELEMENTARY	
		1ST	2ND	3RD	4TH	5TH	6TH
Reading and Viewing	Reading and Viewing Closely	Develop beginning reading and viewing to achieve accuracy and fluency through word recognition and acquiring a positive disposition.					
		Develop close reading and viewing at literal and inferential levels by using prior knowledge, contextual clues and comprehension skills and strategies.			Strengthen close reading and viewing by using a range of comprehension, and information and media literacy skills and strategies to construct meaning from diverse and multiple texts.		
	Reading and Viewing Critically	Respond to implied meaning and make personal connections with texts read and/or viewed using higher-order thinking and metacognitive strategies.		Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies, making the connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning.			
	Reading and Viewing Widely and Extensively for Different Purposes	Respond to a wide and extensive range of high-interest and age-appropriate texts, including selections of multimodal and hybrid texts, for different purposes – to examine the impact of different semiotic modes on text and meaning, to facilitate application of skills to other areas of language learning and subject areas, and for enjoyment.					

AREA OF LANGUAGE LEARNING	FOCUS AREAS	ELEMENTARY					
		LOWER ELEMENTARY		MIDDLE ELEMENTARY		UPPER ELEMENTARY	
		1ST	2ND	3RD	4TH	5TH	6TH
Speaking and Representing	Knowledge Base for Speaking and Representing	Develop knowledge of the basic features of spoken language and recognise that language is used to fulfil different purposes.			Attain deeper knowledge of the features of spoken language, including variation in register according to situation.		
		Develop fluency and accuracy in pronunciation with use of appropriate prosodic features.			Recognise the conventions of speech and the roles of speakers in different situations.		
	Speaking and Representing Confidently and Effectively for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively	Plan and set goals.			Plan and set goals.		
		Explore, gather and develop ideas from a variety of texts combining linguistic and other semiotic modes.			Gather, select and evaluate information.		
		Participate respectfully in discussion by upholding agreed-upon rules of exchange.			Develop and organise ideas from a variety of texts combining linguistic and other semiotic modes.		
		Participate respectfully in discussion by upholding agreed-upon rules of exchange.			Participate respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s).		
Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes.							
Pay increasing attention to producing texts that recount, entertain, instruct and respond.			Pay increasing attention to producing texts that recount, entertain, instruct, describe, inform, respond and evaluate.				
Monitor self and others in order to correct mispronounced words and adjust inappropriate use of prosodic features.			Self-adjust planned speech, monitor and revise speech to adjust and improve communication based on intended purposes and response of the listener immediately after and upon reflection.				
AREA OF LANGUAGE LEARNING	FOCUS AREAS	ELEMENTARY					
		LOWER ELEMENTARY		MIDDLE ELEMENTARY		UPPER ELEMENTARY	
		1ST	2ND	3RD	4TH	5TH	6TH
Writing and Representing		Develop a positive disposition towards writing and representing.					
	Acquiring the Mechanics of Writing*	Develop writing readiness and write in print script. Apply spelling skills and strategies accurately for writing age-/year level-appropriate words.		Write neatly, legibly and fluently. Apply spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words.			
	Writing and Representing Creatively and Critically for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively	Learn to write and represent by generating, selecting, organising, developing, expressing and revising ideas.		Apply skills for idea generation, selection, organisation, development, expression and revision so as to address the writer's purpose, needs of the audience, context and culture in writing and representing. Pay increasing attention to the use of semiotic modes in text creation.			
		Create a variety of texts for different purposes, using an appropriate tone and register. Understand how the skills and knowledge of writing and representing specific types of texts can inform and be applied to the creation of other increasingly sophisticated texts of different types and/or forms.					
Learn to write and represent with some attention to the appropriate organisational structures and language features of texts for different purposes.		Write and represent with an explicit awareness of the appropriate organisational structures and language features of texts for different purposes.		Apply knowledge of appropriate organisational structures and language features to create a variety of increasingly sophisticated texts for different purposes.			
				Pay increasing attention to writing and representing texts that respond, argue, evaluate and/or persuade.			

*Support also the use of keyboarding and word processing skills to create texts.

AREA OF LANGUAGE LEARNING	FOCUS AREAS	ELEMENTARY					
		LOWER ELEMENTARY		MIDDLE ELEMENTARY		UPPER ELEMENTARY	
		1ST	2ND	3RD	4TH	5TH	6TH
Vocabulary	Developing Rich Vocabulary Knowledge	Focus on learning words through experience and enjoyment.		Develop and strengthen vocabulary knowledge, and take an active role in learning new vocabulary items.			
		Develop vocabulary knowledge and take an active role in learning new vocabulary items.					
		Develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context.					
	Use various learner strategies to develop rich vocabulary.						
	Using Vocabulary	Use words suitable for purpose, audience, context and culture.					
		Use fixed expressions accurately and appropriately.					
		Recognise, appreciate and use words for literary effect meaningfully.					
Use words meaningfully in conjunction with semiotic modes.							

Math

The mathematics curriculum is based on the Common Core State Standards and is designed to achieve a balance among concepts, skills, and problem solving. The curriculum stresses rigorous concept development, realistic and relevant tasks, and computational and procedural skills. The program used to support student learning in kindergarten through sixth grade will be either Singapore Math/Dimensions Math adopted to common core standards or enVision Math Common Core. It includes an extensive digital presence, comprehensive parent support, differentiated lesson design, and home learning. We will further adjust and revise the math curriculum to be consistent with Utah core standards and standardized tests.




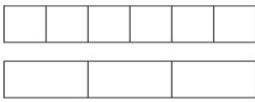
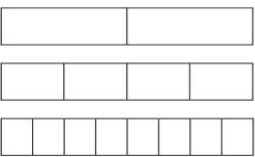
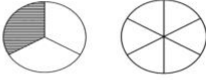
The Mathematics Practice Standards for all students to develop are to:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

The Singaporean curriculum generally not only focuses on the foundation of topics but in greater depth. Students don't just learn equations to reach an answer; they learn how the equation works. Singapore Math generally covers 13 to 15 concepts per grade level.

The Utah 3rd Grade curriculum, for example, covers 6 topics. The Singapore Dimensions Math curriculum divides them up further into 8 topics with about 14 concepts taught, allowing each topic to be taught with deeper understanding.

This pictorial example consists of the hardest questions covered in Utah’s 3rd Grade Math topic on “Fractions”:

<p>(Monday) Jonathan bought an 8 pack of candy canes. 3 of them were broken. What fraction of the candy canes were broken. <u>Draw a picture to solve.</u></p>		<p>(Tuesday) There were 12 cookies on the plate. Jessica ate 2 of them and her brother ate 5. What fraction of the cookies did Jessica eat? What fraction of the cookies did her brother eat? <u>Draw a picture to solve.</u></p>	
<p>(Wednesday) Emma has a pack of 12 cookies. She eats 3 of them. What fraction of cookies did she eat? <u>Use the number line to solve.</u></p> 		<p>(Thursday) Grace has six crayons. She broke 3. What fraction of her crayons are broken? <u>Use the number line to solve.</u></p> 	
<p>Label the fractions below. Are these fractions equivalent?</p> 	<p>Color in the fraction bars to make 2 equivalent fractions.</p> 	<p>Color in the fraction bars to make 3 equivalent fractions.</p> 	<p>Create an equivalent fraction for $\frac{1}{3}$.</p>  <p>How can you tell if two fractions are equivalent?</p>

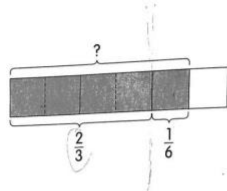
In addition to what is being taught/required in Utah’s 3rd grade math curriculum, we will supplement it further by going deeper in the topic. In this example, we will again use fractions as the example topic. Here, you will see that it covers questions that deepens the student’s understanding and usage of fractions and allows the student to see how fractions can be used in a real-life situation:

6 Word Problems

Worked Example 3

Fu Min ate $\frac{1}{6}$ of a pie. Leon ate $\frac{2}{3}$ of the same pie. What fraction of the pie did they eat altogether?

Solution



$$\frac{2}{3} = \frac{4}{6}$$

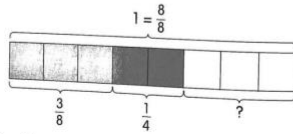
$$\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$$

They ate $\frac{5}{6}$ of the pie altogether.

Worked Example 4

Melli ate $\frac{3}{8}$ of a cake. Her brother took $\frac{1}{4}$ of the same cake. What fraction of the cake was left?

Solution



$$1 - \frac{3}{8} - \frac{1}{4} = \frac{8}{8} - \frac{3}{8} - \frac{2}{8}$$

$$= \frac{3}{8}$$

$\frac{3}{8}$ of the cake was left.

WORKED EXAMPLE 2

Mr Zhou bought $\frac{7}{8}$ l of fruit juice.

He drank $\frac{3}{40}$ l of it while his son drank some of it. After they had finished drinking, $\frac{2}{5}$ l of the fruit juice remained. How much fruit juice did his son drink?

Solution:

Amount of fruit juice bought = $\frac{7}{8}$ l

Amount of fruit juice Mr Zhou drank = $\frac{3}{40}$ l

Amount of fruit juice left after Mr Zhou had drunk = $\frac{7}{8}$ l - $\frac{3}{40}$ l

$$= \frac{35}{40}$$
 l - $\frac{3}{40}$ l
$$= \frac{32}{40}$$
 l

Amount of fruit juice left after Mr Zhou and his son had drunk = $\frac{2}{5}$ l

Amount of fruit juice his son drank = $\frac{32}{40}$ l - $\frac{2}{5}$ l

$$= \frac{32}{40}$$
 l - $\frac{16}{40}$ l
$$= \frac{16}{40}$$
 l
$$= \frac{2}{5}$$
 l

Therefore, his son drank $\frac{2}{5}$ l of the fruit juice.

QUESTION 3

Ailing cooked 1 kg of pepper crabs. After she and her husband had eaten, there was still $\frac{2}{7}$ kg of crabs left. How much crabs did Ailing eat if her husband ate $\frac{16}{35}$ kg of it?

QUESTION 4

Baoshan bought a packet of balloons. She used $\frac{3}{16}$ of it to decorate her room. She threw away the spoilt ones and $\frac{23}{32}$ of the balloons were left. What fraction of the balloons did Baoshan throw away?

In addition, Singapore Math also uses solving methods that take only 1-2 steps to solve versus 4-6 steps as seen in local Utah schools. By teaching students a simpler way to solve problems, it not only simplifies Math concepts for them, but allows them to move faster through each topic. The teacher's guide in Dimensions Math allows a student to go through the same topic but with supplementary harder problems the same amount of time as it would using a more traditional curriculum.

Social Studies

Our social studies curriculum prepares students to become compassionate, responsible, and effective citizens in their local and global communities. Powerful social studies learning encourages students to think critically and consider multiple perspectives as they interpret the world and develop understandings that endure beyond the classroom.

Through systematic inquiry into meaningful and relevant content that integrates history, geography, civics, and economics, our goal is to empower students with:

- Knowledge of the past
- Understanding of the present
- Planning for the future
- Skills to make educated personal and civic decisions
- Dispositions to innovate, collaborate and contribute to a just and global world

Students also have opportunities to apply and develop interdisciplinary skills relating to areas such as English language arts, math, research, and technology while working both independently and collaboratively.

Science

APS is currently looking into a variety of science curriculum but have included example from FOSS’s Next Generation Science program.

6	 Weather and Water	 Diversity of Life	 Human Systems Interactions*	
---	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	--

*Half-length course

† STEM course can be purchased as a supplement to the FOSS curriculum or purchased separately for STEM electives or extracurricular activities.

 Engineering Design
  Physical Science
  Earth Science
  Life Science

GRADE	PHYSICAL SCIENCE	EARTH SCIENCE	LIFE SCIENCE	STEM
5	Mixtures and Solutions	Earth and Sun	Living Systems	Sound Design*†
4	Energy	Soils, Rocks, and Landforms	Environments	
3	Motion and Matter	Water and Climate	Structures of Life	Forces in Action*†
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants	
1	Sound and Light	Air and Weather	Plants and Animals	
K	Materials and Motion	Trees and Weather	Animals Two by Two	

The elementary science program at APS is an inquiry-based curriculum that aims to stimulate students’ natural curiosity, build their interest in their world and themselves, and provide opportunities to practice the scientific method. Hands-on experiences emphasize the important scientific processing skills of observing, questioning, inferring, predicting, measuring, communicating, and classifying. These experiences are introduced and investigated as students explore the life, physical, and earth sciences.

Our students are actively engaged in constructing ideas and explanations about the world around them. We will use the Full Option Science System (FOSS) in both the classroom and science lab. Additional explorations are carried out in the elementary science lab to support the existing program and provide enrichment opportunities for all students. Many science activities are integrated by classroom teachers into units that involve math, social studies, reading, writing, and home connections.

Our dedicated science laboratories create an oasis of scientific study and research and provide engaging, enriching, and challenging experiences for students. Open-ended activities and hands-on experimentation encourage creative thinking and the lateral exploration of ideas. Students are invited to present a scientific investigation at an annual elementary school science fair.

After-school science club opportunities are available and allow students to be engaged in a variety of activities to further heighten their scientific and environmental awareness.

⁷ <https://www.deltaeducation.com/foss/buy>

Arts, Music and Physical Education

Elementary students receive instruction in physical education, music, and art on a three-day rotational calendar. A portion of each student's physical education program is swimming. These specialist class calendars are hosted on teacher blogs, which remind families of what lesson they will be participating in on each specific day and whether students should wear the PE uniform or regular school uniform.

Students receive art instruction once every three days. They experience a variety of media, including ceramics, drawing, painting, printmaking, sculpture, and textiles. Students are exposed to art of other cultures, works of famous artists, and basic elements and principles of art and design.

Students in elementary music classes engage in a wide range of activities such as singing, dancing, music technology, listening to music from all genres, creating music, and playing instruments. Students gain a dynamic exposure to music from other cultures and are assessed on their ability to sing on pitch and perform simple rhythms. The goal of music education in K-grade 6 is musicianship.

The physical education (PE) program is designed around a belief in a lifetime of activity. It involves lessons in aquatics, cooperative games, ball skills, kicking and striking skills, wall climbing, dance and rhythm, gymnastics, fitness games, and manipulative skills. The elementary health curriculum recognizes health education as fundamental to supporting lifelong wellness and addresses topics in physical, social, and mental health. The health curriculum is integrated into various subject areas and contexts with classroom teachers, PE teachers, counselors, and nurses.

World Language Program

The goal of our DLI program is to assist students in the following areas:

- Bilingualism
- Biliteracy
- Cultural Proficiency
- Global Citizenship
- Academic Success in all subject areas
- 21st Century Skills

Our Chinese DLI program will use the Utah state adopted curriculum for public school DLI programs, Mandarin Matrix or a similar type of curriculum. The curriculum will allow for differentiation in all grade levels with ample supplementary materials for individualization and be a blended curriculum. Similarly, the Spanish curriculum chosen will possess the same qualities as the Chinese DLI program. APS is currently still in the research and selection phase for the Spanish curriculum and have not made any selections for this full application. Students who select the DLI programs will be assessed with ACTFL or similar standardized assessments for language proficiency.

A sample of the Mandarin Matrix curriculum and a simple guideline for teachers is shown below:

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – NOVICE 3



Week (5 Days)	Week 1	Week 2	Week 3
Unit	Review	Review	Review
Title	Novice 2 Unit 7	Novice 2 Unit 4, 6	Novice 2 Unit 7, 10
Supplementary Books	-	-	-
Workbook Page number	NP Unit 6-8	NP Unit 4-6	NP Unit 7-10
Key Characters	我最好的朋友是胡安。胡安活泼可爱，心地善良。 胡安是我的好朋友。胡安活泼可爱，心地善良。	胡安是我的好朋友。胡安活泼可爱，心地善良。	胡安是我的好朋友。胡安活泼可爱，心地善良。
Oral Language	Classroom procedures, communication skills, fluency, and accuracy expectations for the oral skills reading procedures for whole group, small group, and partners.		
Grammar Patterns & Language Features	View Novice 2 Curriculum Map for grammar patterns learned in Novice 2 Unit 7.	View Novice 2 Curriculum Map for grammar patterns learned in Novice 2 Unit 4, 6.	View Novice 2 Curriculum Map for grammar patterns learned in Novice 2 Unit 7, 10.
Suggested Common Core Language Arts Standard			
The performance indicators and standards provided below should be used as a guide for the teacher's progress for the student's novice Mandarin progress. Your students will have many opportunities throughout the Mandarin Year curriculum to demonstrate their abilities in each mode to all address these. This annually evaluate the Mandarin proficiency base indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Year books and units.			
Suggested Common Core Language Arts Standards			
Progression of the standards is based on the student's novice Mandarin proficiency base indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Year books and units.			
Suggested ACTFL Can Do Statements			
The ACTFL Can Do Statements and performance indicators provided below should serve as a guide for the teacher's progress for the student's novice Mandarin progress. Your students will have many opportunities throughout the Mandarin Year curriculum to demonstrate their abilities in each mode to all address these. This annually evaluate the Mandarin proficiency base indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Year books and units.			
ACTFL Can Do: Interpretive (Reading/Listening)	Novice High can identify the topic and some isolated facts from simple sentences in formal oral texts.	Novice High can identify the topic and some isolated elements from simple oral texts in short oral texts.	Novice High can understand familiar questions and statements from simple sentences in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	Novice High can recount and provide information by asking and answering simple questions, as well as on familiar everyday topics, using simple sentences most of the time.	Novice High can interact with others to meet basic needs related to social experiences, utilizing simple oral forms and questions most of the time.	Novice High can discuss, ask about, and react to experiences, topics, or situations in formal contexts. They can employ the most of the time the asking questions to expand the conversation topics.
ACTFL Can Do: Presentational (Speaking/Writing)	Novice High can present personal information about self, family and activities, using simple sentences most of the time.	Novice High can express preferences on familiar and everyday topics of interest, using simple sentences most of the time.	Novice High can present on familiar and everyday topics, using simple sentences most of the time.

15 DAY UNIT GENERAL GUIDE



Language and communication are at the heart of the human experience and individual identity. Therefore, it is imperative that all students have opportunities to become equipped both linguistically and culturally in other languages to establish and maintain relationships, and to function confidently within a global society.

Library

The library works collaboratively with teachers to support the curriculum and to encourage a lifelong love of reading. The collection offers a diverse range of quality and engaging print and electronic items. Special events, such as the PTL (Parent-Teacher Liaison)-sponsored academic visitors-in-residence program, as well as division-wide literacy events, encourage our learners to celebrate and enjoy all things book-related.

All students, teachers, and parents are welcome to use the elementary library to find information and check out books. Each kindergarten through sixth-grade class comes to the library regularly for information literacy lessons as well.

Our elementary library also hosts an innovation loft where students can work with their hands and create a variety of personalized projects.

Technology Integration

We constantly look through the lens of how technology can enhance learning and make it more personalized, collaborative, and relevant. In elementary school, every student starting in kindergarten may have an iPad/Chromebook outfitted with a suite of core apps that becomes a scaffold for learning. With significant guidance from teachers and educational technology coaches, students set goals and monitor their progress, and use technology to express themselves, demonstrate their learning, and support the development of critical skills and core knowledge. Students may use their iPads/Chromebooks in a variety of ways, from measuring their heart rate in physical education, mastering math facts, building vocabulary, attempting new art techniques, and creating reflections of learning. Digital citizenship and internet safety are woven into the curriculum at each grade and collaboratively taught by counselors, educational technology coaches, and teachers.

Kindergarten through third grade students leave their iPads at school; beginning in fourth grade, students take iPads/Chromebooks home each day.

Kindergarten Perpetual Motion Program

The kindergarten perpetual motor program develops movement skills, sensory system stimulation and development, and learning in all domains (cognitive, social, and language). Curricular components include gross and fine motor skills, exploratory and creative play, and the acquisition of fundamental loco motor and non-loco motor skills. Such expressive movement activities aim at helping students develop spatial and kinesthetic awareness, acquire perceptual and visual discrimination, and correspondingly, increase muscular endurance and strength. Efficient movement and body management skills go a long way in developing coordination and psychomotor competence, and lay the foundation of sports and recreational skills. Such success builds confidence and self-esteem, enhancing students' cognitive activities in the classroom.

Service Learning

Putting others before themselves from a young age, students in all grades take part in service learning opportunities in school, in their community, and in regional and global communities. They will find meaning in benefiting others when they brainstorm, research, interview, plan activities, build connections, and contribute to communities' areas of need. Service learning is integrated into our curriculum as we support local charities.

Field trips are spaced throughout the year to punctuate the curriculum with cultural interest and to offer students interdisciplinary learning opportunities outside the classroom. They are often tied to topics such as English language arts, science, mathematics, and music, and enable students to put our core values of Creative Thinkers, Lifelong Learners, and Value-based Leaders into practice in the community in which they live. Students navigate new regions, gain budgeting, scheduling, and cultural competency skills, and become flexible, independent learners as real-world learning and leadership tasks are put into their hands. Communicating in a diverse environment, they also practice self-regulation and reflection.

3C. SELECT PROGRAMS

Aurora Preparatory School's initial intentions for distance and online education were to implement these select programs a few years into operation. In light of the Covid-19 pandemic, APS will adjust the timeline for implementation of the distance and online education programs and offer these select programs at the start of our first year in 2022-23 facilitated by blended curriculum technology integration into most of the classrooms.

Initially viewed as a backstop program to provide a safe alternative for families to choose in an era of quarantines, online education processes provide opportunities for more common coverage and use at such events and circumstances as long-term illness and family displacement. Having a tool box of skills and programs that meet the immediate needs of students and families strengthens everyone. Training the teachers, the responsible party for instructional delivery, and parents and increasing the mutual comfort with technology will open their communication channel options. The students will be exposed to and have available more instructional methodologies increasing the likelihood of touching a more diverse set of learners with pathways to success.

APS is in discussions with Canvas, an LMS with a strong history of delivering curriculum to students seamlessly through their online platform. A budget conscious alternative is Google classrooms, that offer the same online platform but free of charge. These LMS platforms allow APS to create and adjust curriculum necessary to use effective teaching methods to reach distance and online learners.

As with APS' on-campus curriculum, the content will be determined by combined decision making between the governing board, Dean, Director of Curriculum/Professional development as well as teachers themselves. Little to no variation in the curriculum and assessment would occur from the on campus in person learning experience but the method of delivery would be targeted in the professional development allowing teachers to develop their skill and success.

Faculty will go through additional training programs to prepare to instruct virtually. Teachers will also be responsible for accurate and proper assessments of student progress compliant with Utah state standards. Virtual classroom evaluations will be administered just as it would be for regular classroom teaching evaluations, although slight adjustments may need to be made to these policies.

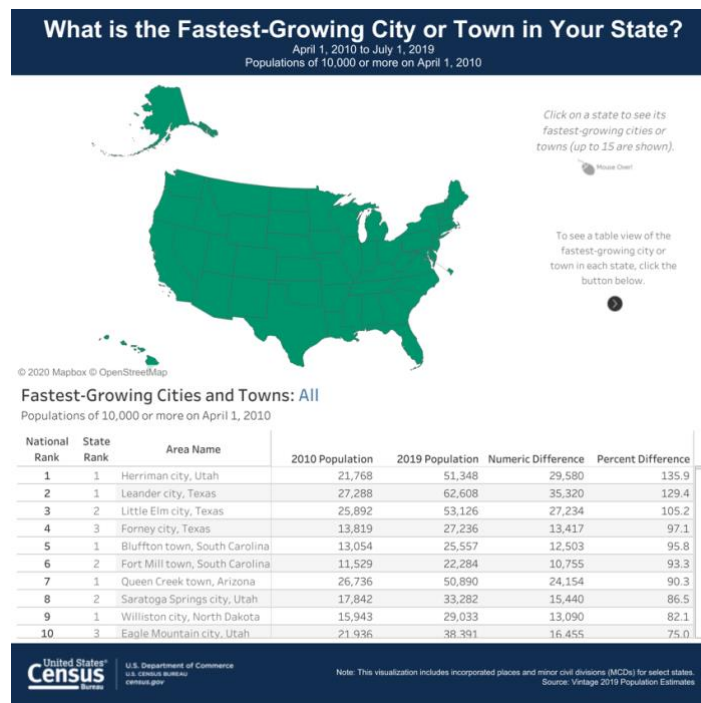
Innovation and creativity are key elements to APS, the challenges that come along with distance and online education can be resolved with new teaching methods and creative instruction. Many existing curricula that APS is contemplating using offer a blended or online program consistent with the content of the offline version.

Class sizes will be reduced to provide the necessary engagement and attention for each student. The class schedules will also need to be split and a mix of pre-recorded and live instruction may be implemented to counter the reduced class sizes and class scheduling adjustments made for an online education. Uncertainty needs to be planned for and the state of the world and the Corona Virus is certainly not within our Boards scope of competence. However, by planning the availability of online learning the school will be prepared for eventualities.

4. MARKET ANALYSIS

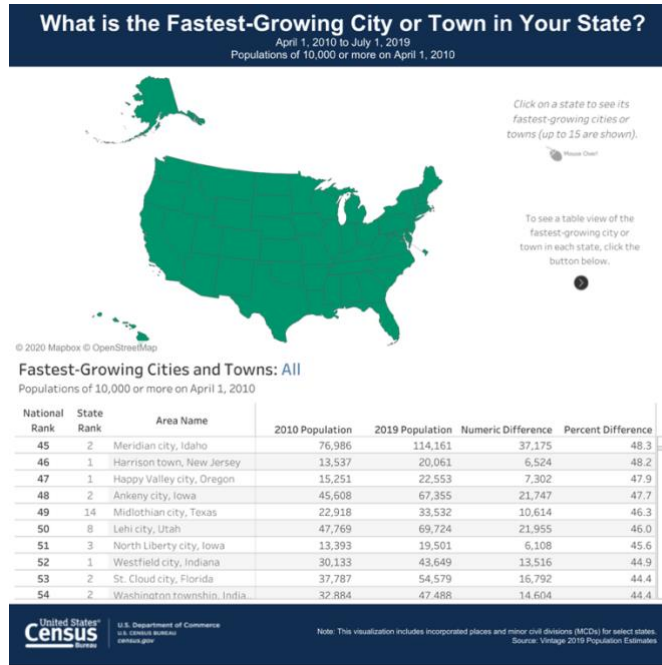
Market Background

Lehi City is the fiftieth and Saratoga Springs is the eighth fastest growing city in the country according to the U.S. Census Bureau⁹. The population has more than doubled since 2000 with the technology industry pushing growth in this area with companies such as Adobe, I.M, Flash, Xactware, Microsoft, Vivint, Oracle and Xango making their regional offices home in Lehi.¹⁰



⁹ <https://www.census.gov/library/visualizations/interactive/fastest-growing-city.html>

¹⁰ <https://www.lehi-ut.gov/community/about-lehi/>



The demographics of Lehi in Utah County show high education standards with 97% high school graduates or higher for individuals over the age of 25 between 2014-2018. Similarly, 45% of the same demographics have obtained a bachelor’s degree or higher over the same years¹¹. The median household income has topped \$100,000 in this area and continues to rise. The education standards and household income of this area’s population are partly attributed to its location, right along the I-15 and located in the heart of the silicon slopes’ surging tech community. Lehi is also located inside Utah’s largest school district, Alpine School District, serving over eighty thousand students across 86 (public) schools¹².

¹¹ <https://www.census.gov/quickfacts/lehicityutah>

¹² <https://www.publicschoolreview.com/utah/alpine-school-district/4900030-school-district>



SITE FEASIBILITY ANALYSIS

PRESENTED BY

TODD NOEL CCIM

Executive Vice President
National Director -
Education Services Group

DIRECT +1 602 222 5190

EMAIL todd.noel@colliers.com

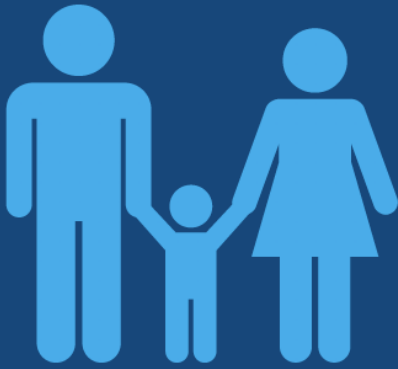
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DEMOGRAPHICS





Pioneer Springs & Jordan River - Saratoga Springs, Utah

DEMOS



2019
POPULATION
5-14 %

1 Mile	3 Mile	5 Mile
22.7%	23.5%	23.3%



AVERAGE
HOUSEHOLD
INCOME

1 Mile	3 Mile	5 Mile
\$81,948	\$84,479	\$86,866



2019 TO 2024
POPULATION
CHANGE %

1 Mile	3 Mile	5 Mile
19.9%	16.9%	17.2%



2019
POPULATION
5-14 #

1 Mile	3 Mile	5 Mile
1,024	11,556	26,808



COLLEGE
ATTAINMENT
%

1 Mile	3 Mile	5 Mile
19.9%	16.9%	17.2%

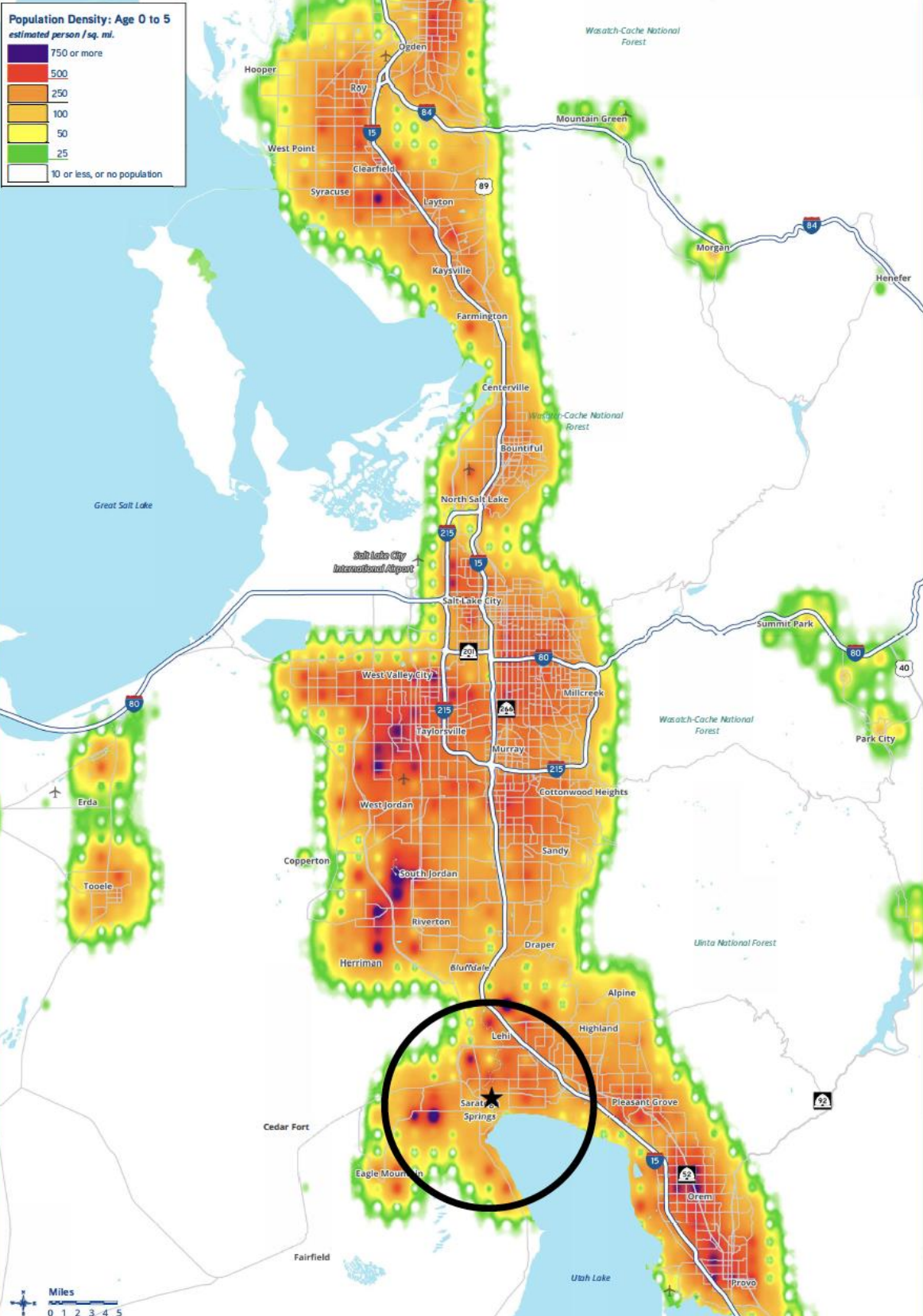


2019 to 2024
POPULATION
CHANGE #

1 Mile	3 Mile	5 Mile
974	8,927	21,274

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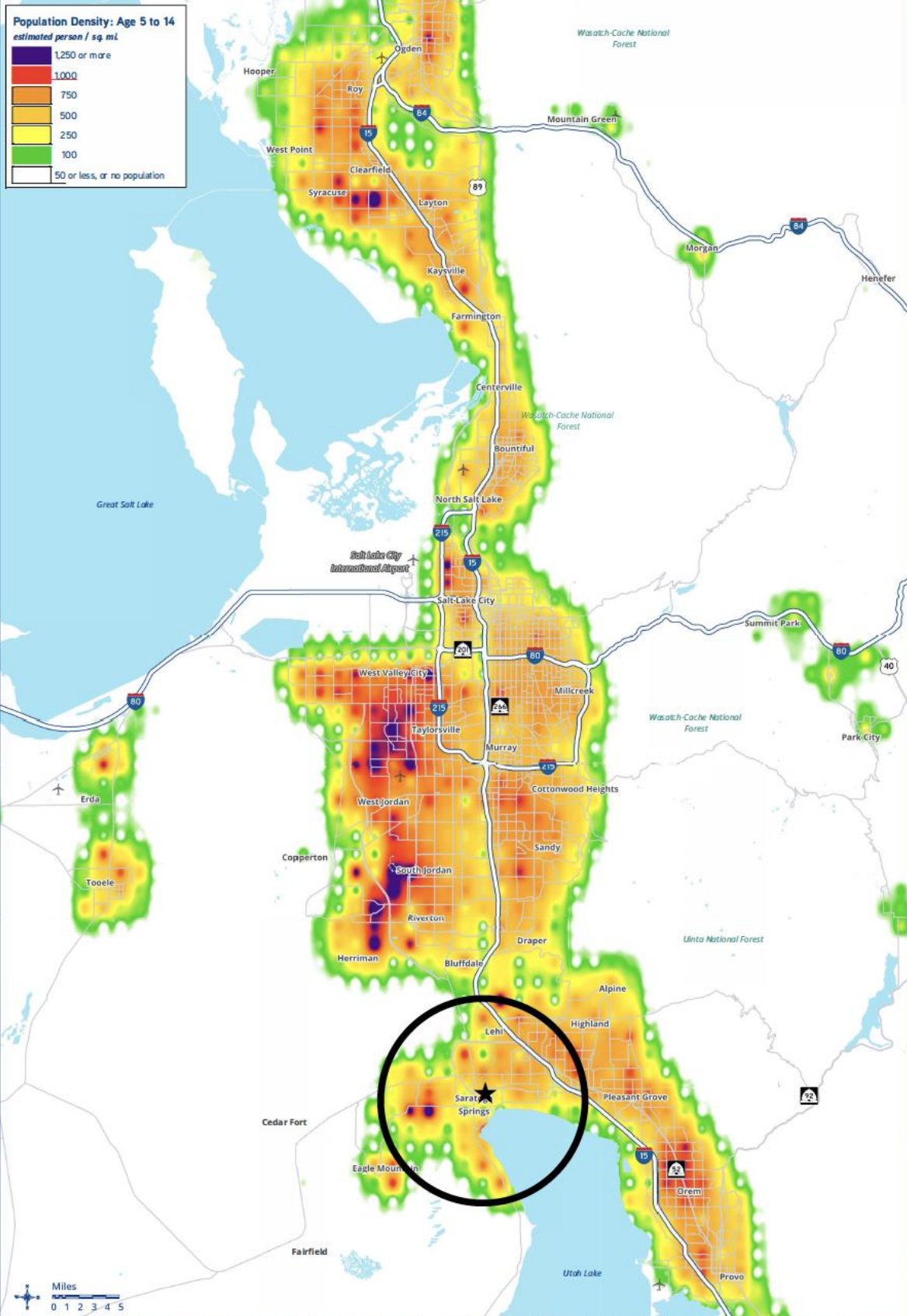
POPULATION DENSITY: AGE 0 TO 5
Greater Salt Lake City, UT



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POPULATION DENSITY: AGE 5 TO 14

Greater Salt Lake City, UT

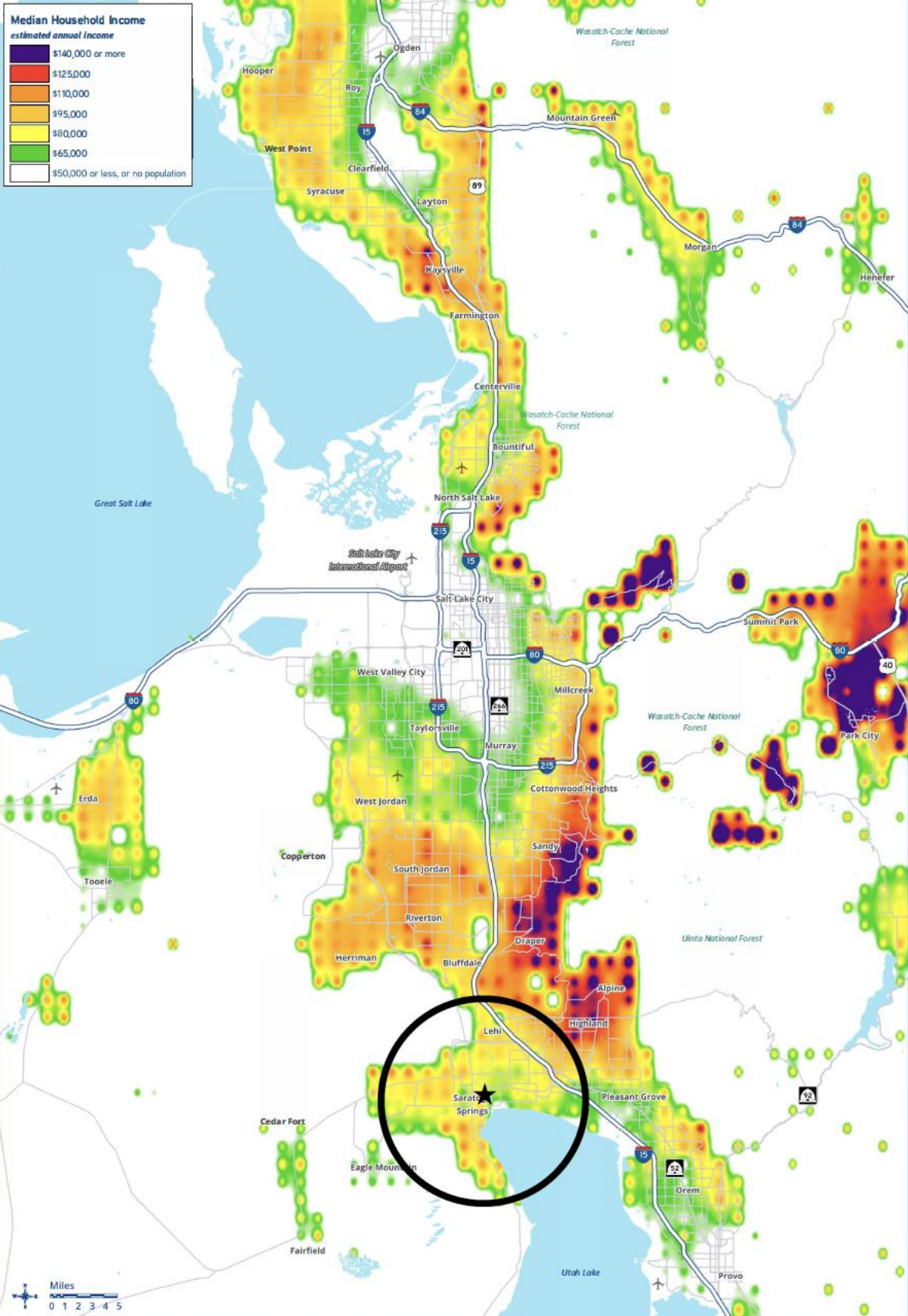


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MEDIAN HOUSEHOLD INCOME

Greater Salt Lake City, UT

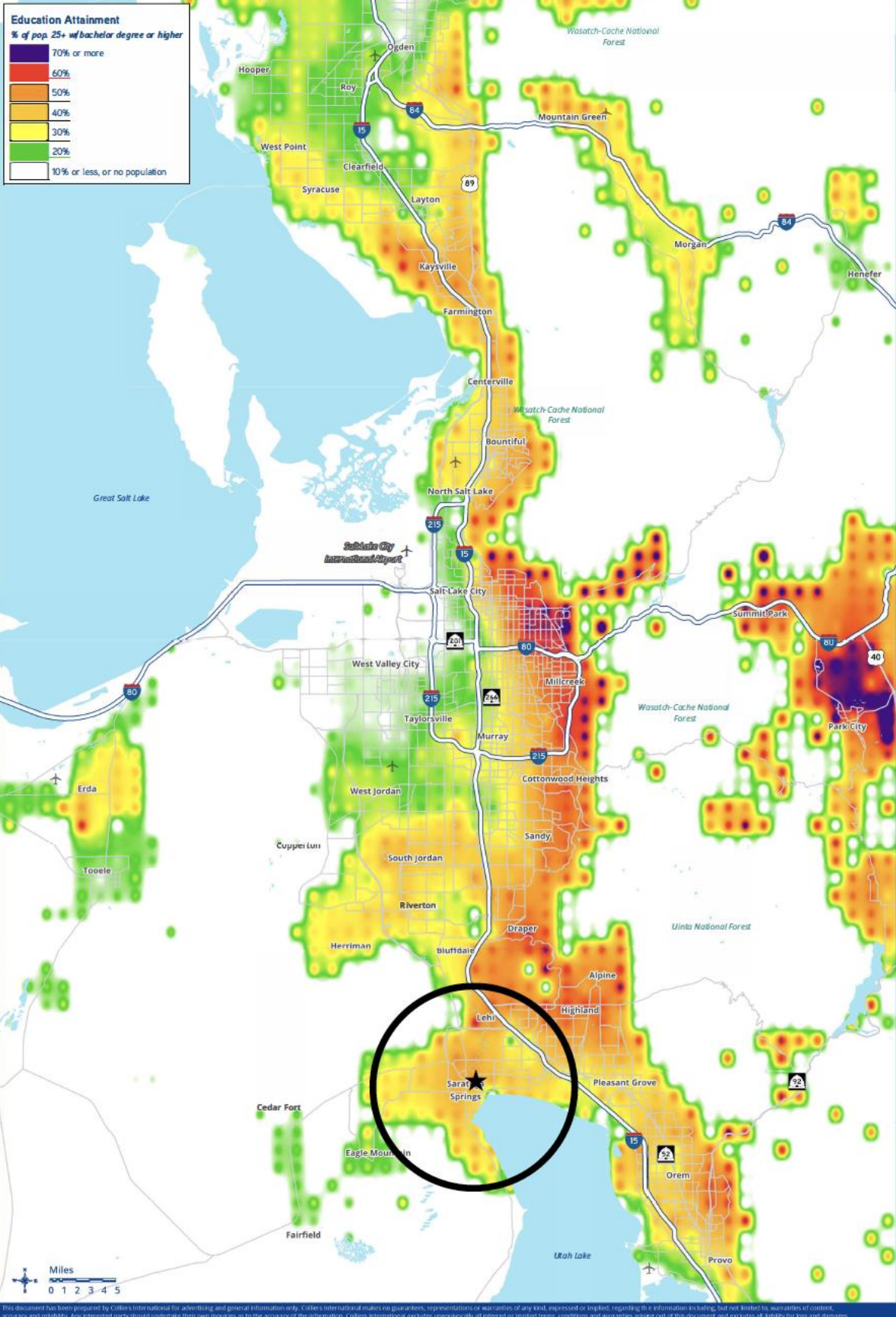
Aurora Preparatory School



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EDUCATIONAL ATTAINMENT

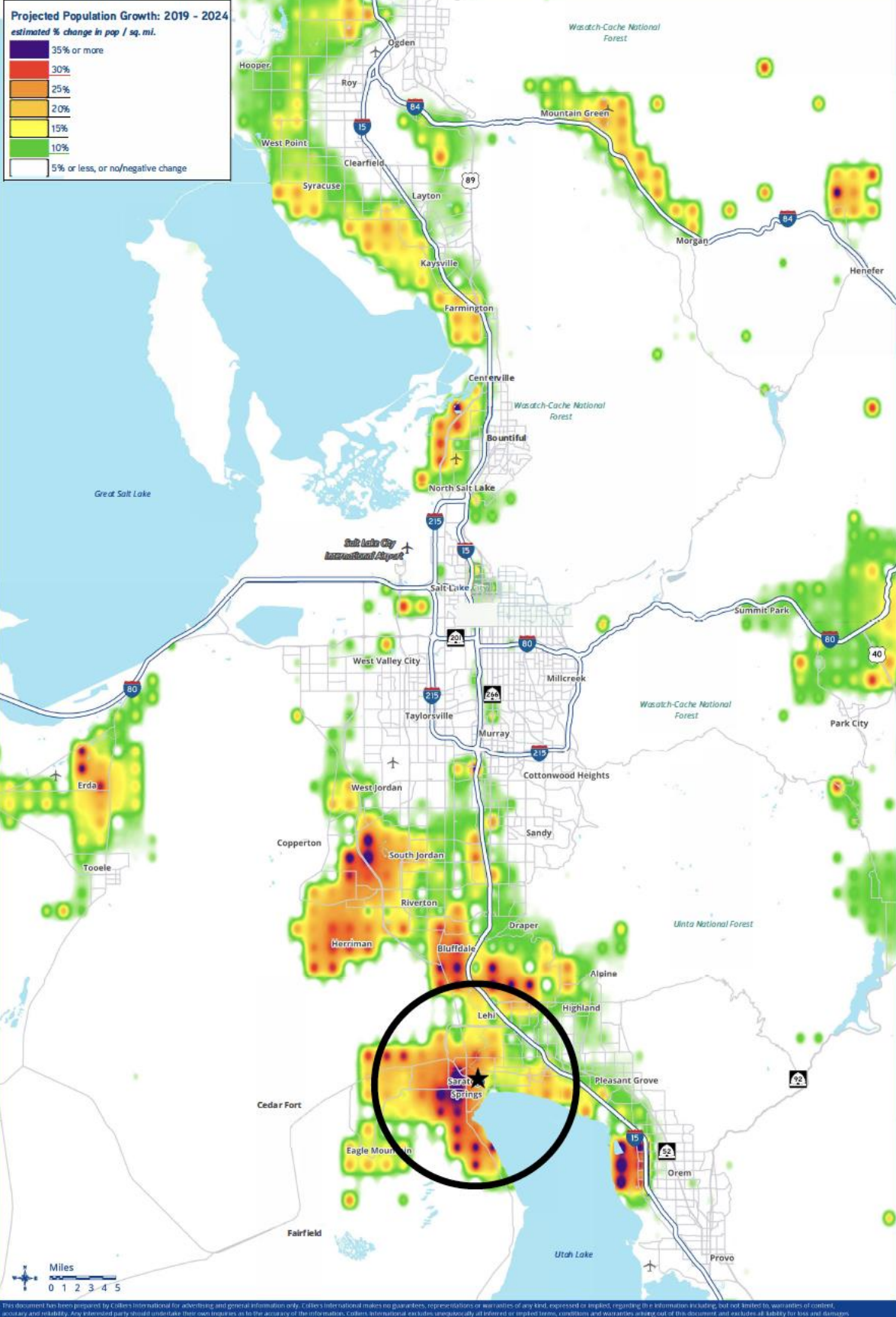
Greater Salt Lake City, UT



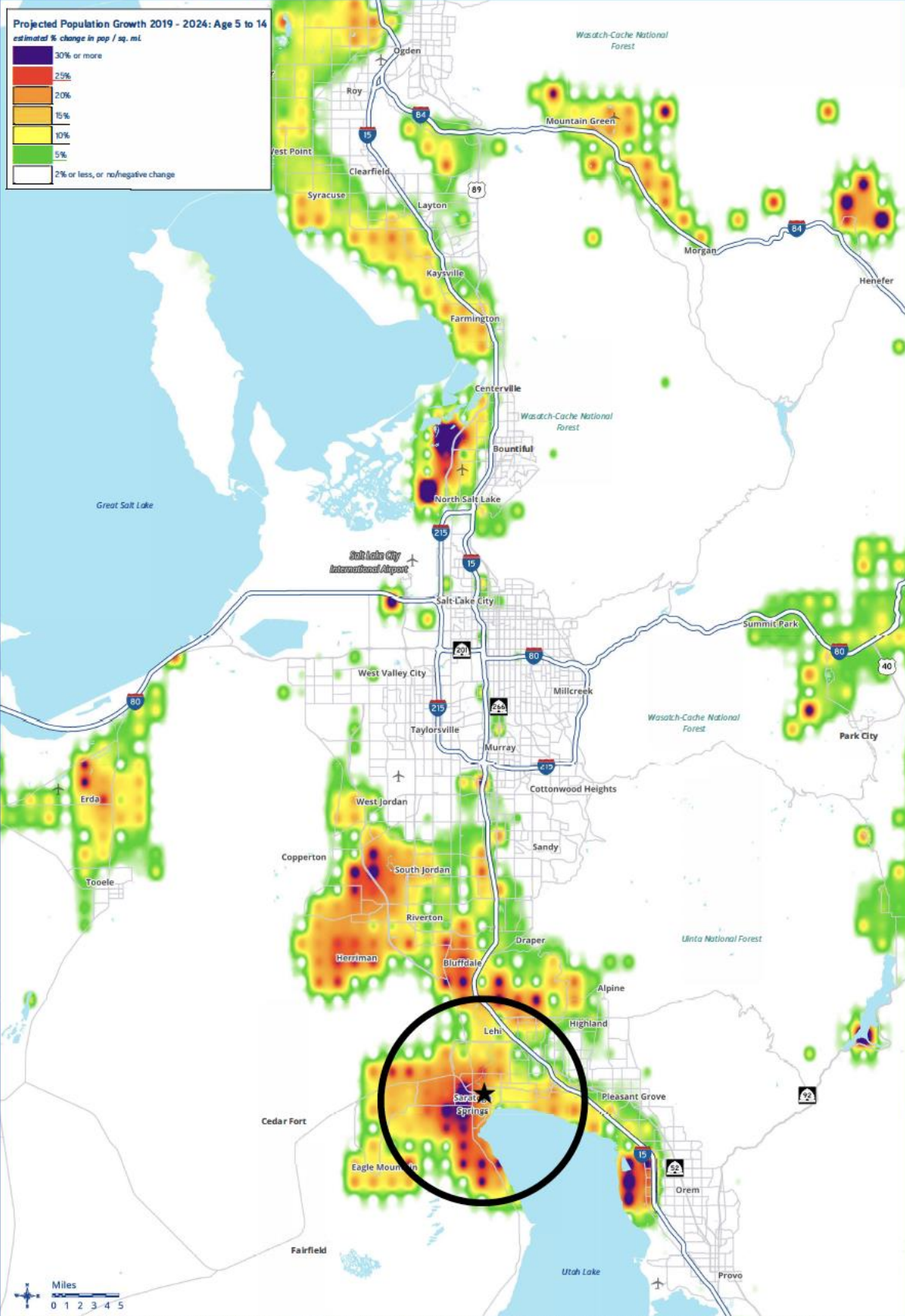
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PROJECTED POPULATION GROWTH: 2019 - 2024

Greater Salt Lake City, UT



PROJECTED POP. GROWTH 2019 - 2024: AGE 5 TO 14 Greater Salt Lake City, UT

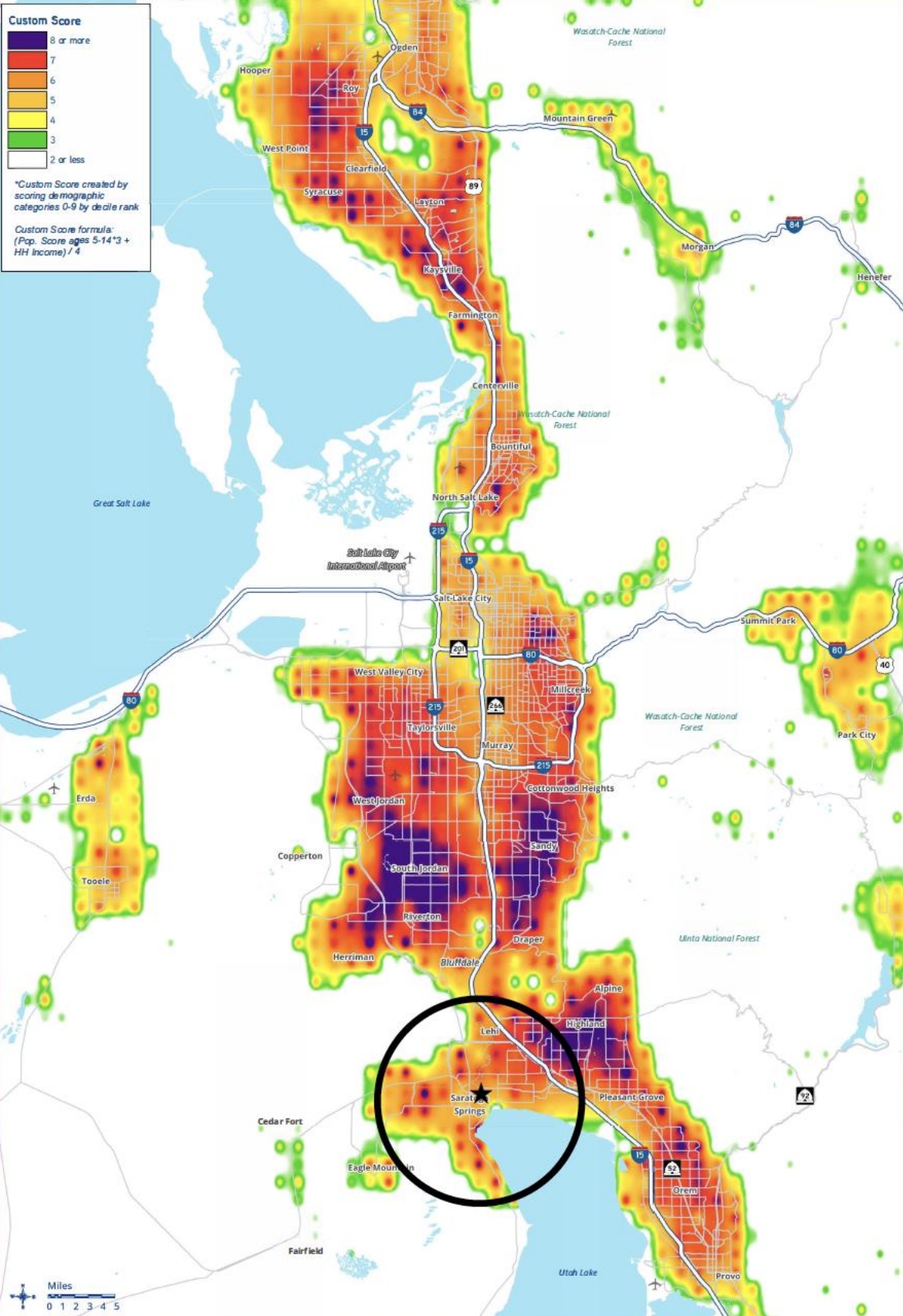


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CUSTOM SCORE

Greater Salt Lake City, UT

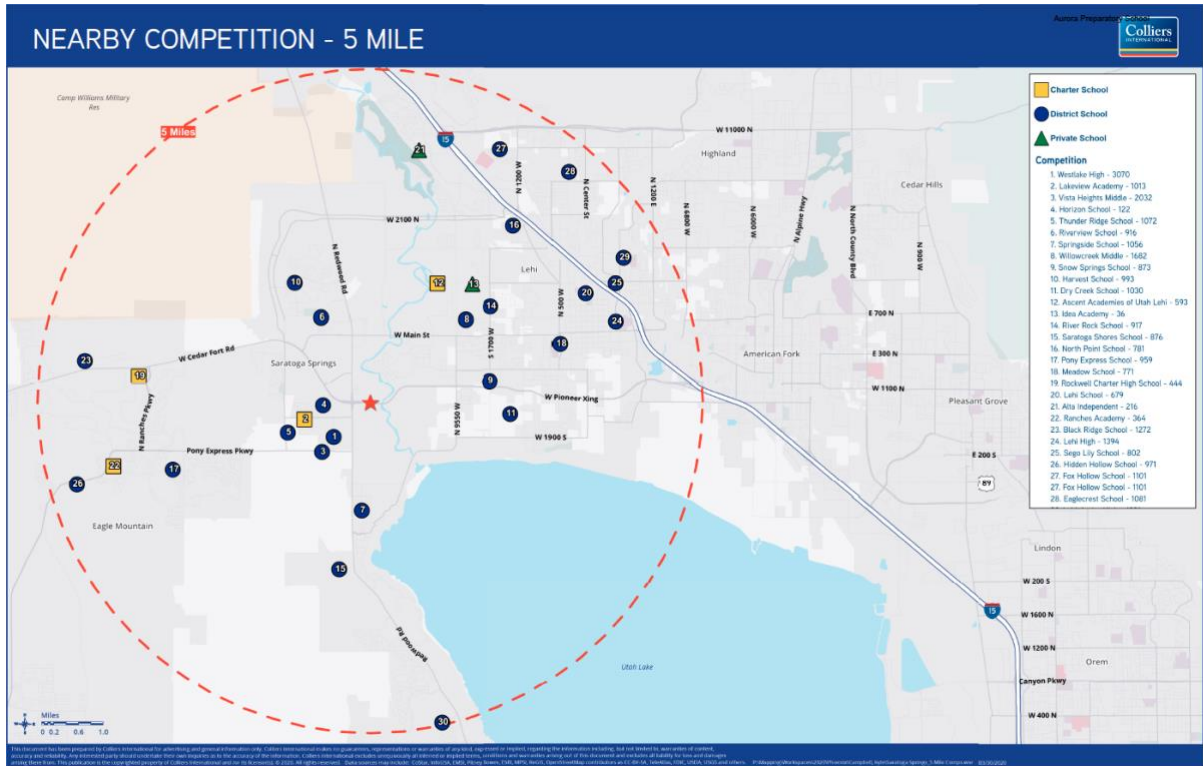
Aurora Preparatory School



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NEARBY COMPETITION





NICHE REPORTS





NICHE REPORTS

Lakeview Academy

Saratoga Springs, UT | K-9 | Charter

C+

Overall Niche Grade

B- Teachers

C- Academics

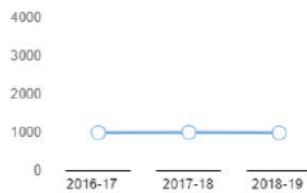
B- Diversity

Address
527 W 400 N Saratoga
Springs, UT

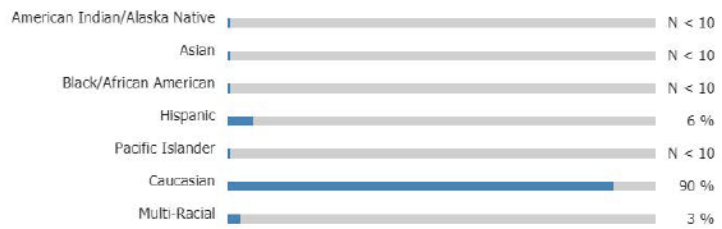
Telephone (801) 331-6788

STUDENT ENROLLMENT

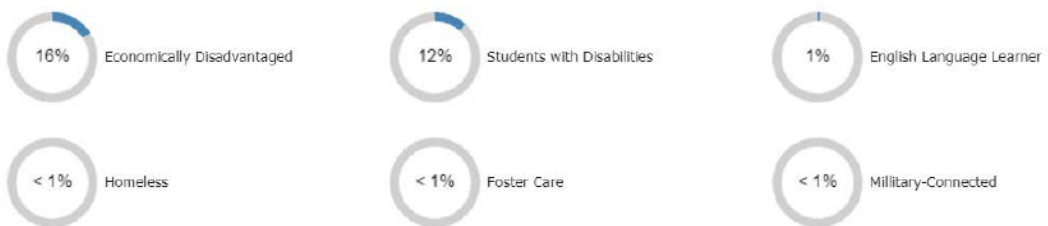
STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS





NICHE REPORTS

Lakeview Academy

Saratoga Springs, UT | K-9 | Charter

STUDENTS



Diversity



Based on racial and economic diversity and survey responses on school culture and diversity from students and parents.

Students

1,013

ACHIEVEMENT

English Language Arts	46.4%
Mathematics	41.4%
Science	56.5%

[View Details](#)




GROWTH


English Language Arts	50.6%	High
Mathematics	35.2%	Low
Science	50.4%	High
Growth of Lowest 25%	64.6%	Average

[View Details](#)



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	ND
English Learners Reaching Proficiency	N < 10



EARLY LITERACY

Students Reading on Grade Level	52.0%
Students Making Typical or Better Progress	73.8%

[View Details](#)



NICHE REPORTS

Lakeview Academy
Saratoga Springs, UT | K-9 | Charter

POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	27 points earned
Growth	37% (56 points possible)	25 points earned
English Learner Progress	9% (13 points possible)	NA
Growth of the Lowest 25%	17% (25 points possible)	16 points earned
Total:	137 points possible	68 points earned

[View more info on the system >](#)

[View more info on the calculation >](#)

Market Trends

The site feasibility study included in this application notes that the preferred location area will experience 5-year growth rates of 10 to 35% (averaging 17-18%). It further noted that the 5 to 14-year-old age group growth rate in the same area will run at least 5% higher in the same time period (averaging 23%). The additional 20% growth of the over 10,000 school age students within the study's delineated 3-mile radius will more than provide an adequate pool

of potential enrollees, however, the sought for students will also come from the existing pool as parents continually evaluate the available opportunities. Multiple charter schools attest to the reach of their enrollment as being well beyond the typical enrollment boundaries set by districts for their elementary schools. Though the site feasibility operates in the language of 3- and 5-mile radii it is expected that APS will serve numerous students within a twenty-minute route accessibility and some up to and beyond a forty-minute drive.

The high growth rate of population increase as well as commercial development within the identified area for location has driven land prices upward. It is an integral part of the startup budget that a high price will be paid for the location. Consultation with development professionals has led to a number of potential sites that have been figured into the budget.

Alpine School District, originally planned to approve a bond in 2020 has now moved this ballot to 2022¹³. The original bond for 2020 would allow ASD to build their planned elementary school in Saratoga Springs may be postponed due to the economic downturn caused by the Covid-19 pandemic. The thriving student population and budget difficulties lead to over 5 elementary schools in ASD having over 1000 students enrolled¹⁴ and many classes over 40 students in size.

The increasing student population within ASD and the budget constraints in the current Covid-19 pandemic period is creating stresses in class sizes for current schools. Without construction plans in place for new schools in West Lehi, there lies a gap in schooling to be filled for these children without causing addition stress on school populations.

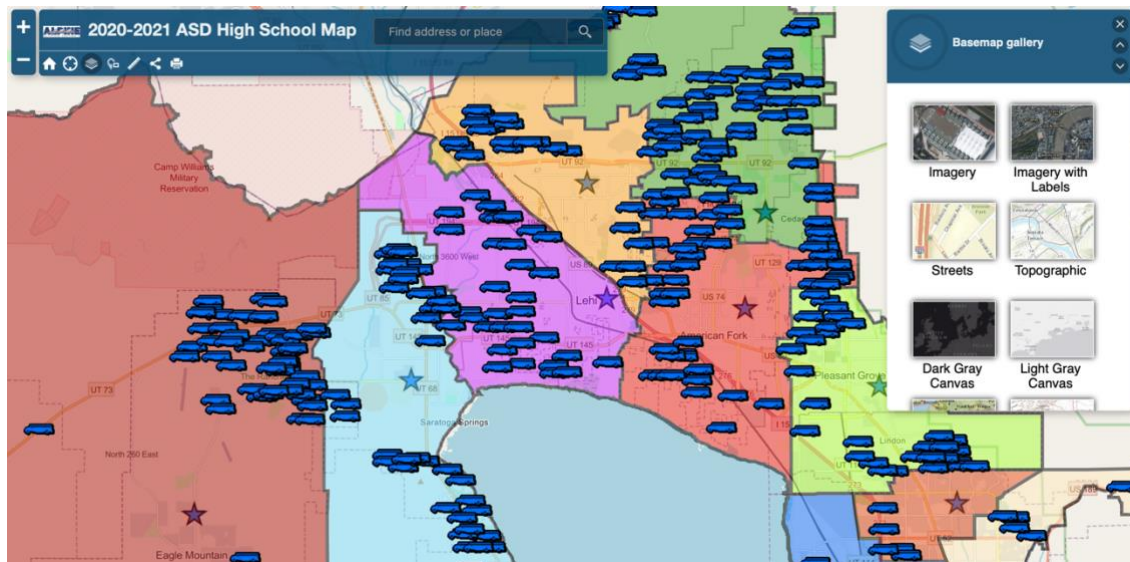
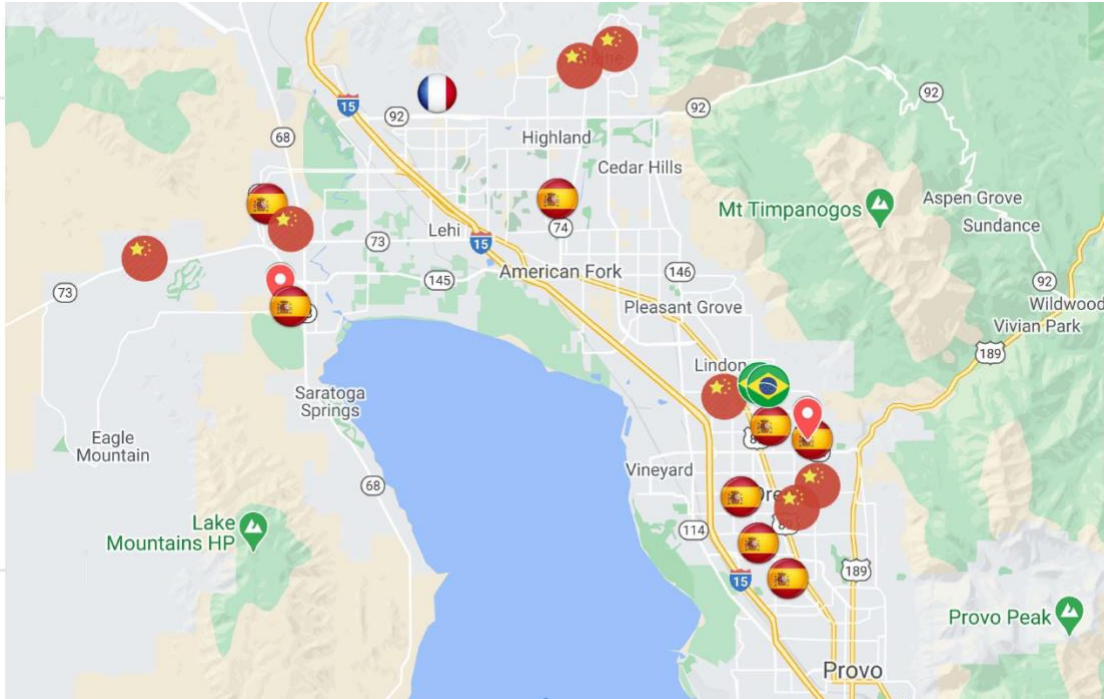
There are a number of public schools in ASD that have dual language immersion programs with many having wait lists. The DLI gap that APS is trying to fill is in West Lehi, which will become a feeder program for Lehi High School's anticipated Chinese DLI program as well as Skyridge High School's Chinese DLI program. A meeting with ASD November 2019 confirmed they are desperately needing more elementary DLI feeder programs in West Lehi.

The Alpine School District states in their website that they currently offer 20 Dual Language Immersion (DLI) programs across the district's 60 elementary, 13 jr. hi/middle schools and 10 traditional high schools. A map of these program locations follows. These programs include four languages (Spanish, Mandarin, Portuguese and French) with 9 being Spanish and 8 Mandarin. Of the ten high school boundaries, 9 contain schools with DLI and 1 does not. One high school attendance boundary area contains 6 programs (Timpanogas). The one high school attendance boundary area not offering any DLI program is Lehi. The adjacent American Fork boundary offers Spanish DLI at Legacy Elementary. As can be seen on the attached map of these two high school attendance boundaries (noting and including the intervening wedge of the Skyridge High area) that with the exception of Legacy an area bounded approximately by Utah Lake on the south, the mountains on the east, Timpanogas Highway on the north and about the Jordan River on the west lies a greatly underserved area of tens of thousands of students.

¹³ <https://www.lehifreepress.com/2020/08/11/alpine-school-district-delays-bond-to-2022-votes-to-increase-property-taxes/>

¹⁴ <https://www.sltrib.com/news/education/2018/09/09/almost-students-here/>

Central in this underserved area is the preferred location for the Aurora Preparatory School, bounded approximately by Utah lake to the south, I-15 to the east, 900 North, Lehi on the north and approximately 2300 West, Lehi on the west.



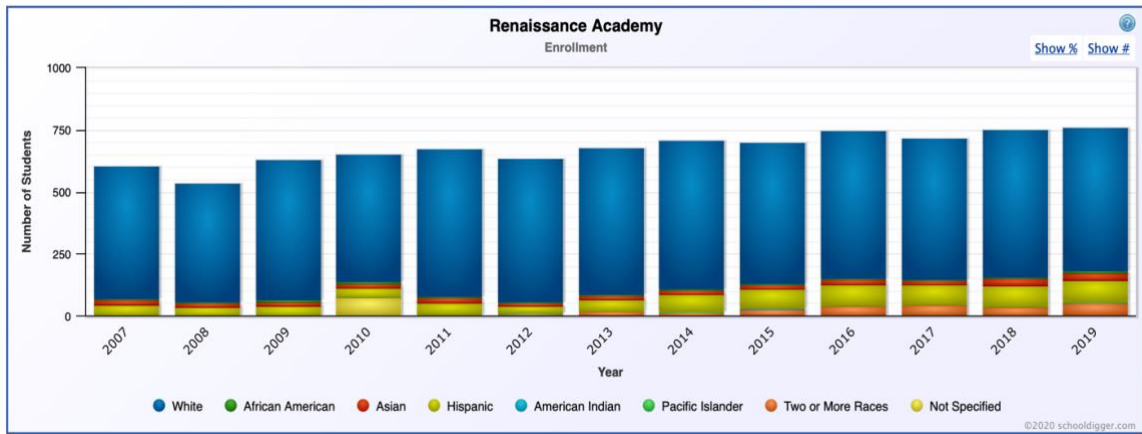
16

There is currently only one charter school in Alpine School District and the state of Utah that offers Chinese as a dual language immersion program, Renaissance Academy. They have an active wait list every year for their Chinese DLI program. Renaissance Academy's 2006-2007, enrollment numbers had reached 600+. Their ensuing years saw gradual and steady growth. With the introduction of their Chinese DLI program in 2012, their enrollment

¹⁵ <https://alpinesthools.org/dual-immersion/>

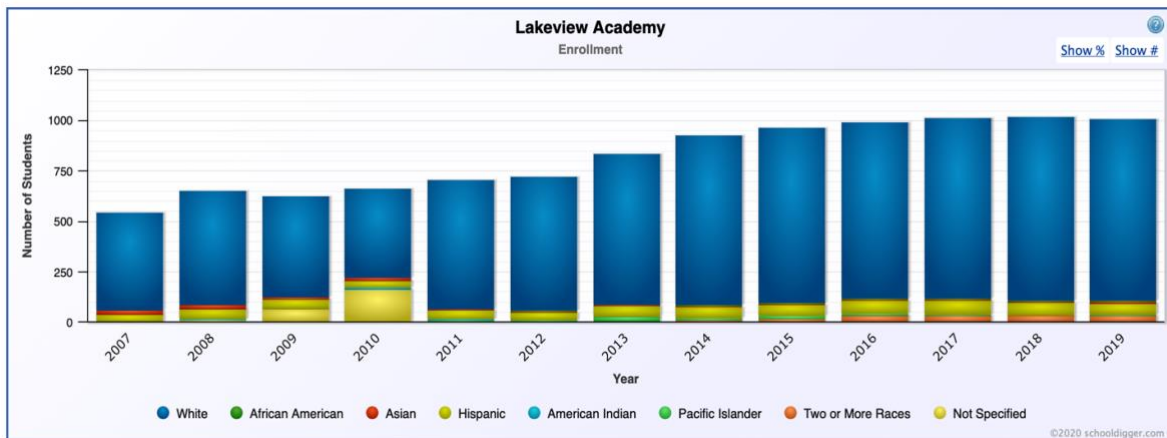
¹⁶ <https://www.arcgis.com/apps/Viewer/index.html?appid=d0c339f7306945a689cdd756bbf7ae82>

numbers continued to grow up to maximum enrollment numbers with the abovementioned wait lists each year.



17

Lakeview Academy, in ASD’s Saratoga Springs, does not have a DLI program but also shows similar first year enrollment numbers and a steady and gradual growth eventually reaching maximum enrollment by their 10th operational year.



18

Science, technology, engineering and math (STEM) and science, technology, engineering, arts and math (STEAM) based learning is a strong curriculum focus in many Utah schools. There were 1236 schools in Utah in 2019 and almost half (602) were participating in STEM based learning¹⁹. In the same year, ASD had 33 schools received grants from STEM Action Center Utah and 51% of teachers participated in this professional development program²⁰. Aurora Preparatory School’s hopes to bring this focus to light with our STEAM-based curriculum and strive to prepare our students through project focused learning and insights through STEAM.

¹⁷ <https://www schooldigger.com/go/UT/schools/0003801128/school.aspx?t=tbStudents#aDetail>

¹⁸ <https://www schooldigger.com/go/UT/schools/0004301144/school.aspx?t=tbStudents#aDetail>

¹⁹ <https://stem.utah.gov/partners/reports/>

²⁰ <https://stem.utah.gov/leas/alpine-district/>

Marketing Plan

The Aurora Preparatory School (APS) recognizes that the target enrollment goal for the school's first year is aggressive; likewise, the advertising and promotion plan is an aggressive approach that takes advantage of existing short fall of classroom space in the Alpine School District and the shortage of language feeder schools to the upper grade levels. Additionally, the breadth of grades that APS will cover in the first year – a total of five between kindergarten and 4th grade – broadens the target audience and will facilitate APS meeting enrollment projections. The marketing program presented here demonstrates that the all students and families within reasonable reach of the identified methods will hear of the school and have the opportunity to decide to attend. The school maintains strict non-discrimination in the groups it is reaching out to.

Advertising & Promotion Plan

Once the Aurora Preparatory School reaches full capacity, the school will have 125 scholars in kindergarten and 125 scholars in each grade 1st – 6th for a total enrollment of 875. This enrollment will not be reached until the 2025 school year; however, by the start of year three the school will be approximately 85% full. The chart below outlines the target enrollment projections for the first three years.

Aurora Preparatory School Enrollment Goals Year 1-3			
Grade Level	Year 1: 2022-2023	Year 2: 2023-2024	Year 3: 2024-2025
Kindergarten	125	125	125
1 st	100	125	125
2 nd	100	100	125
3 rd	100	100	100
4 th	75	100	100
5 th		75	100
6 th			75
TOTALS	500	625	750

In year one, almost 50% of the target enrollment will be derived from kindergarten and first grade alone. Advertising and public relations efforts will blanket the whole of Lehi; however, special grass roots marketing efforts will be directed at reaching families with children ageing out of Pre-K and Kindergarten programs in schools and day care centers that serve an infant/toddler/pre-k/kindergarten community.

In year two, the enrollment projections allow for the following assumptions:

- Limited attrition
- Higher levels of interest as the community knowledge of the school increases

Based on the above assumptions, the year two marketing plan requires steady focus on the feeder school relationships (see below).

In year three, the enrollment projections allow for the following assumptions:

- Limited attrition, gaps from which are filled with new students

- Enrollment focus remains heavy on feeder schools that conclude at Pre-K

The marketing plan for year three focuses again on feeder school relationships with pre-k programs and communicating to the program successes to the community (through PSAs, advertising and direct mail).

Segmenting the Target Audience by Age

Recruiting Kindergarten and First Grade

Developing relationships with potential feeder schools in the start-up year and beyond is essential to laying the ground work for enrollment at APS – both in year one and beyond. Recognizing that many preschool programs offer Kindergarten, APS marketing efforts will be sensitive to only approach families with students who are aging out of a feeder school's program. APS seeks to establish long-term relationships with potential feeder schools and recognizes that competing for a schools potential Kindergarten class will undermine efforts for a healthy and long-term feeder school relationship. The targets include day care, pre-school and pre-school / kindergarten programs. Particular emphasis will be placed on developing relationships with programs that end at Pre-K and in the long run will be the primary sources for rising kindergarteners – which will be the primary point of entry to APS by year three.

A letter of introduction will be sent to each prospective feeder school with an emphasis on the fact that APS is only interested in reaching students who are aging out of the school's program. The letter will include information about the APS philosophy and program goals, and an offer to have a school representative speak at the school. Each letter will be followed up with a phone call to secure a date to address the families of the Lehi preschool and Kindergarten parents who are in the process of looking for a new school. The hosting school receives the benefit of offering a unique speaker to their parent body in a small and intimate environment. Simultaneously, the Aurora Preparatory School has the benefit of a relevant audience for a limited cost.

These speaking engagements will not only provide information about the Aurora Preparatory School to an appropriate audience but will also start to generate word of mouth marketing for the school. When possible, invitations to these speaking events will link through the hosting school's Facebook page and RSVPs will be captured on the APS Facebook page, which will enable the social media conversation about APS to continue long after the speaking engagement is over.

In addition to developing and fostering strong feeder school relationships, to build enrollment in the kindergarten and first grade classrooms at APS, a direct mail campaign will enable APS to reach this target audience.

Elementary-Aged Scholars

The greater challenge for meeting enrollment goals at APS will be in grades 2-4; this span of ages represents more than 50% of the student body in year one. While there is not an obvious feeder pattern for these students, there is greater variety of reasons a family may be looking to a new school. The chart on the following page aligns marketing tactics with circumstances that would position APS as the right educational choice for families.

Circumstances that Result in School Choice Aligned with APS Marketing Tactics	
Family Circumstances that Position APS as the Right Education Choice	Marketing Tactic to Reach this Audience
Dissatisfied with current school	<ul style="list-style-type: none"> ● Direct Mail ● Google Ad Words purchase with Lehi geographical range: “new schools, elementary schools”
Drawn to Language Education and /or Singapore Math	<ul style="list-style-type: none"> ● Direct mail ● Google Ad Word & Facebook Ads purchase with Lehi geographical range: “Language Education, Singapore Math” ● Advertising (more below)
Moving into the area / new to Lehi	<ul style="list-style-type: none"> ● Working with real estate agents to provide information to new home buyers ● Working with developers building new communities ● Working with HR departments of major employers to include information about APS to new employees / transfers / relocation packages
Looking for a long-term school choice that includes language	<ul style="list-style-type: none"> ● Direct Mail ● Google Ad Words / Facebook Ads purchase with Lehi geographical range: “elementary schools, charter schools, language schools”

In addition to efforts that are targeted by age group and family circumstance, Aurora Preparatory School advertising and promotion plan includes outreach to the broader community to reinforce our message throughout Lehi.

- Fliers / Community Notices at Lehi Community Outlets
 - Youth Sports groups
 - Parks & Recreation
 - Churches & Synagogues
 - Chamber of Commerce
- Internet & Social Media
 - Website development
 - Facebook Page
- Radio & Television Advertising

- Specific stations / shows that reach APS's audience

Advertising & Promotion Costs

In the Start-Up budget, \$15,000 has been allocated to marketing APS. Recognizing how essential marketing is to attracting students and meeting enrollment goals, the three-year operating budget sustains marketing at the \$15,000 investment in year one. In year two, the marketing budget drops by 20% to \$12,000 and in year three it is further reduced to \$10,000. APS founders believe that after three years of intense marketing and public relations efforts to solidify LAE's presence in the community, a marketing budget needs to be maintained to strengthen the APS brand and ensure the school remains relevant and recognizable.

The break down for the start-up year budget of \$15,000 is:

\$5,000	Direct mail, households in a 10-mile radius with children under 10
\$3,500	Web based marketing to include - Search Engine Optimization - Facebook.
\$2,500	Radio advertising
\$1,500	Printing and brochure/welcome package design
\$2,500	Cable TV

Rationale for Advertising & Promotion Costs

A media group will be selected to work on APS's marketing plan; preferably that works exclusively with local businesses and has extensive experience in buying advertising and targeting marketing programs using the latest market research and firsthand experience in the north Utah Valley market. The promotion costs and rationale for APS's advertising was developed under the guidance of previous charter school marketing campaigns.

The management team has developed mock-ups of the APS logo and web site as well as a projected year one marketing campaign. Utah County has a population of over 1 million people but given the geographic location of APS, we propose a combination of targeted advertising and very specific broadcast media buys. The goal of the marketing campaign is to reach households with children ages 4 to 10. An advertising consultant has determined that the woman of the household is the primary decision maker and will target their design and messaging towards young mothers. Key marketing points of the campaigns will include key features of APS to include its focus on the entire learning experience with emphasis on Singapore education principals, state of the art campus and technologies, and safety and values-based education.

Direct Mail

APS will use a series of mailings targeted at families with school age children age 4 to 10. The goal is to send at least 2 and up to 4 mailings to the APS target population within a 10-mile radius of our school campus. Within a 5-mile radius of our target location Collier's has identified 26,808 children under the age of 14. With a preliminary cost per mailing of \$1,710 it is estimated that a budget of \$5,130 will allow for three targeted mailings prior to opening.

Television

Lehi and adjacent communities are the key feeder markets for APS. With a budget of \$2,300, a run of schedule starting in early May through late July will provide 6 to 10 views per target demographic. For maximum value we are proposing popular daytime programs.

Printing – Brochure and Hand Outs

APS is proposing a \$1,500 fee for design and printing of leave behind materials promoting the APS. Contact will be made with a number of community organizations for speaking/recruitment opportunities and these materials will be made available.

Radio Advertising

Radio advertising options that are included in APS’ proposal have a budget of \$1,500 and include FM stations with large family focused listenership in Utah Valley, and all talk radio stations with a loyal listenership and a strong reach into the Utah Valley markets.

Social Media – Web Based Advertising

APS will use online banner advertising targeted at zip codes surrounding the APS. The online banner program will include key word ad placement and search word tracking to target our key demographic, mothers of school age children. The budget of \$3,800 will include a targeted Facebook, banner ad and key word program beginning in February of 2023 and continuing through June of 2023.

Timeline for Advertising and Promotion

The chart below outlines the narrative above by month, activity and responsible party.

Aurora Preparatory School Timeline for Advertising & Promotion		
Month / Timeframe	Activity	Responsible Party
Winter 2020	<ul style="list-style-type: none"> Conduct focus group conversations with parents in target population. 	APS Board & Volunteers
Spring / Summer 2021	<ul style="list-style-type: none"> Website development Facebook Page development 	APS Board & Volunteers
Fall 2021	<ul style="list-style-type: none"> Letters sent to prospective feeder schools Follow up calls and scheduling dates 	APS Board & Volunteers
Winter 2021	<ul style="list-style-type: none"> APS begins speaking engagements at local preschools (Goal: 7 events scheduled) 	APS Board & Volunteers
January 2022	<ul style="list-style-type: none"> Radio advertising begins 	Media Group
February 2022	<ul style="list-style-type: none"> First Direct Mail Piece Sent (advertises Open House) Radio Advertising continues 	Media Group

	<ul style="list-style-type: none"> • Social Media web-based advertising begins 	
March 2022	<ul style="list-style-type: none"> • Radio advertising ends • Social Media web-based advertising continues • First of two Open Houses <p>Enrollment Goal: 75</p>	Media Group
April 2022	<ul style="list-style-type: none"> • Second Direct Mail Piece Sent • Social Media web-based advertising campaign ends <p>Enrollment Goal: 175</p>	Media Group
May 2022	<ul style="list-style-type: none"> • Cable Ads begin • Second Open House <p>Enrollment Goal: 275</p>	Media Group
June 2022	<ul style="list-style-type: none"> • Third Direct Mail Piece sent • Cable ads continue <p>Enrollment Goal: 400</p>	Media Group
July 2022	<ul style="list-style-type: none"> • Cable campaign ends <p>Enrollment Goal: 500</p>	Media Group

Aurora Preparatory School has selected to be located within Alpine School District’s West Lehi location for a number of educational and enrollment reasons:

- Dual language immersion acceptance in ASD
- Strong STEAM acceptance
- Large target population
- High percentage projected population growth of children between 5-14 years old
- High residential developments
- Feeder program for ASD’s middle and high school DLI programs

The proposed board of the Aurora Preparatory School has two members that currently reside in the Alpine School District with children attending elementary schools and a member whose children have attended schools within the district. Each is, as noted in their resumes, actively involved in education and participates in their community. These three specifically sat down with the administrators of the Alpine School District Dual Language Immersion programs to discuss the growth and potential expansion of the district’s DLI programs.

The Alpine District is experiencing a rapid growth curve, which is expected to extend well into the future and stress the district’s ability to provide buildings, let alone program expansion. The identified inner area of the district is not scheduled to receive a heavily subscribed and desirable program in the near future. Other factors, such as the hiring and maintenance of expertise also weigh in the decision making. As discussed elsewhere the proposed board for APS brings expertise in the hiring of language teachers to the proposal. The education landscape within the Alpine District is one of excellence, high growth, and opportunity. The continued growth of the population within the district, as well as the

excellence expected and delivered requires those seeking the opportunity to serve with the best of their abilities. A task APS seeks and feels competent to fulfill.

Though the emphasis presented thus far has focused on the physical location of students that are underserved by Dual Language Immersion programs, Aurora Preparatory School will use Singapore curriculum which delivers content in a specific way shown to allow students to excel. The language arts and math focus with this curriculum will be delivered by teachers with intensive training through continuous professional development in the peculiarities of the Singapore methods. It has been observed by our proposed board member Crystal Huang in the education of her own children that having a curriculum but not being trained in a delivery true to its origin does not generate the same results. It is the intention of APS to show the high level of results available through such professional development.

5. GOVERNANCE

The board of directors of Aurora Preparatory School will be in two phases. The first (pre-operational) phase will be governed by the Founding Board whose goals and roles will be to create and implement the school. This includes but is not limited to the marketing, construction, ESP selection and cooperation, hiring and formation of the school. It is understood that the Founding Board should consist of members with varying expertise to guarantee the successful startup of the school. The Founding Board will create members of committees to assist and help bring the mission, vision and values of APS throughout the startup phase.

Founding Board Members

Doug Pike – has a Bachelor’s Degree in Civil Engineering and graduate studies in Public Administration. He has over 25 years of experience working with charter schools, from administrative role to the design and construction of campuses. He is also the founder of a charter management group in Arizona and was appointed to the Arizona State Charter School Board.

Dr. Dale Cox – has a Doctorate in Educational Leadership and is Utah Valley University’s new Educational Leadership Program Director. He has over 25 years of experience in education curriculum and administration and 13 years of experience developing and leading international schools in Asia.

Crystal Huang – has a Bachelor’s of Arts from Brigham Young University and has been on the board for Renaissance Academy for the last 2.5 years and also the board for a non-profit youth sports organization. She is currently the founder and CEO of a HR platform used by many Forbes 500 companies.

Justin Hsia – has a Bachelor’s Degree in Cell Biology and Genetics and an MBA in International Business. He has experience in DLI schools and has spent the last 6 years as an educational management consultant.

Dr. Barbara Hong – has a doctorate in Disabilities; Psycho-educational Assessment; Health & Behavioral Sciences and 3 Masters’ in Instructional Practices for Diverse Learners, Leadership Policy & Administration. She is currently the Dean of University College and professor of special education at Texas A&M International University. She has taught and worked in Special Education for over 15 years.

During the second phase, the operational phase, the Governing Board will consist of 5 trustees, expanding to no more than seven. These members will work together to ensure the success of the school financially and academically. The governing board will take over the role of fulfilling the mission, vision and values of the school. They will work to create cohesive relationships with parents, the community, staff, business partners, Alpine School District, and other organizations or individuals that help with the success of the school. The Dean will report directly to the Governing Board and in turn, the Governing Board will be responsible to Utah State Charter School Board and Utah State Board of Education.

Legal Compliance

Aurora Preparatory School is registered with the State of Utah's Division of Corporations as a non-profit corporation (see Appendix B). APS continues to work to file as a 501(c)3 nonprofit entity by the Internal Revenue Service and is anticipated that this application will be submitted no later than February 30, 2021.

The Founding Board of APS has approved bylaws that will ensure the continued efforts in the governing and management of the school. The Found Board and Governing Board will guarantee that the school will operate and be managed in compliance with all laws, rules and regulations pertaining to charter schools, including Title 16, Chapter 6A, Utah Revised Non Profit Corporation Act. This assurance includes the completion of background checks of all board members within 30 days of charter authorization. Annual training will be implemented if required for professional development of board members to ensure continual compliance with legal requirements.

Utah's Open and Public Meetings Act

As a public body, APS will be compliant with Utah's Open and Public Meetings Act and accept annual training on the requirements of [the Open and Public Meetings Act] (Section 52-4-104) and the Robert's Rules of Order. As per Section 52-4-203, APS will be responsible also for keeping written minutes and a recording of all meetings and posted within 3 business days of the public meeting.

Financial Responsibility

The proper use and allocation of these funds are fully understood by the Board of Directors of Aurora Preparatory School. The Board will ensure that the funds will be used properly and efficiently through proper selection methods, bids for proposals and best practices.

Annual budgets and approval, receiving and reviewing quarterly financial reports, legal and proper purchasing and procurement procedures, rules and laws, and annual financial audits through third-parties are a number of procedures the Board will guarantee are met.

Organizational Structure

Please refer to Section 6 – Staffing for an organizational chart. The Dean will directly report to the Governing Board.

Training for all board members and administrative staff on each of these areas will occur annually and metrics of success will be implemented within Board Policy including frequency of inclusion for discussion in regular board meetings.

6. STAFFING

Staffing is at the forefront of Aurora Preparatory School's focus. Understanding the importance of personnel and their roles in raising a successful charter school is integral to our mission and vision to cultivating global leaders. However, we realize the complexity and difficulty in recruiting, training and retaining highly qualified employees for all of our programs, specifically our dual language immersion teachers.

An early start to the hiring process has given us a strong foundation in this process. Our prospective Dean, Justin Hsia is currently fully involved in the start-up and development of APS from the ground up. Three of the founding members of APS currently reside in Utah, two whom will be directly involved in the planning, design and operation phases of APS.

APS is anticipated to fill the Director of Student Support, Director of Curriculum/ Professional Development, and Director of Global Language months before the beginning of the 2022-23 school year as our key hires. This is to give sufficient time for the Dean and directors to coordinate further staffing for APS; this includes our support staff, teaching staff and administrators.

Our emphasis on professional development and training is a key component to the retention of our staff and their ability to progress in their profession. Our option to hire foreign DLI teachers under an H1B work visa instead of a J1 visa will assist in extending our foreign teachers' maximum tenure at APS from 2 years to 6 years and beyond. Our future agreement with an ESP will include this talent recruitment.

APS will hire teachers (including DLI teachers) who possess valid Professional Educator Licenses or Associate Educator Licenses through LEA-alternate pathway to licensure for Professional Educator Licenses within 3 years of hiring. APS is an Equal Opportunity Employer and will operate in compliance with the Americans with Disabilities Act (ADA); we will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability.

Justin Hsia is currently employed as an educational management consultant for MegaBrain. MegaBrain established two offices, in Shanghai and Utah in 2017 with business scopes in early childhood learning (MegaBrain China), professional developmental pathways for Chinese teachers (MegaBrain China) and teacher recruitment (US MegaBrain). They have currently created pipelines for Chinese and Spanish teacher recruitment specifically for dual language immersion programs in Utah. The pipeline encompasses the following processes:

- Application for DLI teaching
- Qualification and acceptance into DLI pipeline
- Teacher training (Utah common core and US classroom management)
- Professional Development (Utah elementary education licensing, world language endorsement, and DLI endorsement)
- Cross-cultural integration program (facilitate relocation and US culture acclimation)

APS will utilize MegaBrain's pipeline in foreign countries and the United States for DLI teaching recruitment. China, Taiwan and Hong Kong are foreign countries APS is targeting for Chinese DLI teachers with strongest emphasis in China. Spain, Mexico, South American countries are the targeted foreign countries that APS is recruiting Spanish DLI teachers. Pipelines in the United States are targeting both Chinese and Spanish DLI teachers whom are already American citizens and eligible for longer tenures at the school. All of these pipelines focus not only on qualified teacher recruitment but also provide training and cultural integration programs to help facilitate the transition to Utah schools.

Dale Cox has many years of experience in dual language school settings leading the development of hybrid school models linking American and Chinese national curriculum. He has also been principal and head of school at multiple public schools. His expertise in educational leadership and administration will assist in the recruitment and hiring process.

These same experiences and expertise will apply to the process of reaching out to all resources and likely conduits of contact for teachers of all needed areas. The hiring practices will be non-discriminatory.

APS already has contact with 3 DLI teachers who are preparing their elementary Utah teaching license and world language endorsements. These individuals will then apply for their DLI endorsements in their target language using one of the 4 routes outlined by USBE DLI endorsement guidelines.

The mission and vision shared at APS should ripple throughout the school's employees and students and thus, we will be seeking, recruiting and developing teachers who are:

- Familiar with DLI programs
- Skilled in blended curriculum
- Have previous teaching experience in Utah or DLI programs
- Be receptive to learning new teaching methods and philosophies
- Skilled in the use of the proper technology in the classroom

An offer of employment will be given to candidates; it is not a binding contract but a document that outlines the conditions and agreement of employment. The offer letter will include but is not limited to job description, evaluation standards, required hours, pay, benefits, certification and licensing requirements, background check requirement, and mandatory training for the position.

Upon approval and acceptance of the offer letter, all staff will be required to participate in a selection of training programs. These training programs ensure the mission and vision, as well as necessary preparations are made prior to the opening of each school year.

Aurora Preparatory School will be led by a Dean, directly accountable to the Board of Directors. The Dean will oversee all school operations, including but not limited to the following:

- Legal Compliance
- Reporting

- Financial Oversight
- Sustainable Funding
- Community / Public Relations
- Strategic planning
- World Language program oversight
- Administrative oversight

The Dean in turn will directly oversee several key positions:

- Director of Curriculum and Professional Development
- Director of Student Support and Admissions
- Director of World Language

A Director of Curriculum and Professional Development shall oversee:

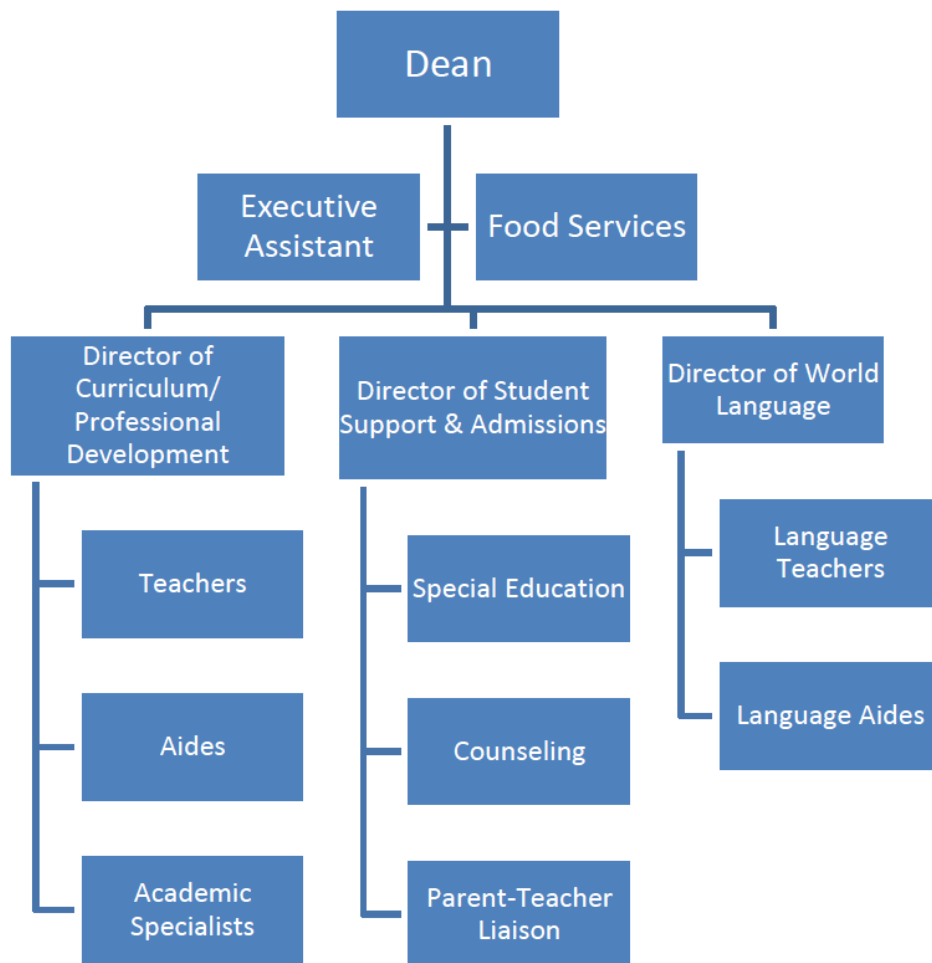
- Implementation and standardization of all general curriculum outside of World Language
- Standardize and oversee all professional development and evaluation/assessments for all teachers
- Work collaboratively with teachers to implement new and innovative methods of teaching
- Find avenues of new professional development opportunities for all teachers
- Faculty/Staff Support

A Director of Student Support & Admission shall oversee:

- All support for students under the support services program
- All parent communication
- Create and implement an organized method for admissions
- Disciplinary Actions
- Testing
- Academic Programs Management

A World Language Program Director to oversee the development and implementation of world language programs. The Director shall also:

- Collaborate in hiring, training, and evaluating a team of qualified and proficient language specialists from each targeted language, with a mix of native and non-native speakers
- Effective correlation with the parent organization to support school-wide and classroom
- language activities and events
- Thorough evaluation of language choices with consideration for teacher availability.
- Coordination in scheduling, trans-disciplinary methods, and feeding into nearby schools (Jr. High and High schools)



All staff at APS will be required to sign an employment agreement that states, "At Will" Employment. The Parties acknowledge and agree that Employee's employment by the School is "at will" employment; that is, Employee and the School have the right to terminate the employment relationship under this Agreement at any time for any cause or for no cause at all and at any time. Although the Parties intend that the employment relationship created by this Agreement will last for the entire Term set forth above, both Parties acknowledge this intention is an aspirational goal and not a guarantee of employment for the entire school year or any time thereafter. However, the culture at APS will be such that the Employee will not be worried or concerned about their employment.

6A. REQUIRED EMPLOYMENT POLICIES

The board of Aurora Preparatory School will create policies that dictate the hiring process. This includes permission and authorization for the school to run background checks before they are employed; if this authorization is denied, the individual will be dismissed immediately. APS will have no tolerance for non-compliance with background checks in compliance with Utah Code 53G-5-408. Employee evaluations will also be required in compliance with Utah code 53G-5-302(f)(2). Evaluations will be evaluated with, and consistent with, the Utah Effective Teaching Standards and Utah Teacher Observation Tool.

Employment of Relatives

The following guidelines have been developed to help us avoid any real, potential and/or perceived conflicts of interest with regard to hiring. The definition of "relative" includes: spouse, child, parent, brother, sister, niece, nephew, aunt, uncle, cousin, grandparent, grandchild, in-laws or any person sharing the same household with the person in question. No person may work under the direct supervision of a relative. Indirect supervision is allowed and refers to situations where one relative supervises another through one or more levels of management. These guidelines will also meet compliance with Utah Code 53G-5-407 and 53G-5-409.

7. BUSINESS & OPERATIONS PLAN

The business plan is divided into time periods. The details of the Pre-Opening Phase are placed in Section 7D, while both a description of the facilities and the plan for acquiring them are placed in 7C.

7A. BUDGET

Pre-Opening Phase (see Section 7D)

Aurora Preparatory School	FY 2021	
Pre- Operational Year	100% Enrollment	Breakeven Enrollment
Number of Students:	0	0
Grade Configuration:	Enter Grade Range	Enter Grade Range
Revenue		
Child Nutrition Program (CNP) and Lunchroom Sales	0	\$0
Student Activities	\$0	\$0
Other	\$0	\$0
Total Revenue From Local Sources (1000)	\$0	\$0
Estimated Total All State Funding	\$ -	\$ -
Charter School Revolving Loan	\$125,000	
Charter School Startup and Implementation Grant	\$175,000	
Total Revenue from State Sources (3000)	\$300,000	\$0
Lunch and Breakfast Reimbursement	0	\$0
Restricted Federal Through State	\$0	\$0
Programs for the Disabled (IDEA)	\$0	\$0
Elementary and Secondary Education Act (ESEA)	\$0	\$0
Total Revenue from Federal Sources (4000)	\$0	\$0
Private Grants & Donations:	\$0	\$0
Source(s) <i>(specify)</i>	\$0	\$0
Loans:	\$0	\$0
Commercial	\$0	\$0
Other <i>(specify)</i>	\$0	\$0
Pre-Operational Carryforward	\$0	\$0
Total Revenue from Other Sources (5000)	\$0	\$0
Total Revenue	\$300,000	\$0

Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	0.00	\$45,000	\$0	0.00	\$45,000	\$0
10.132	Salaries - Substitute Teachers	0.00	\$1,000	\$0	0.00	\$1,000	\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0	0.00	\$0	\$0
10.100	Salaries - Other 1000-Instruction	0.00	\$1,000	\$0	0.00	\$1,000	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$0			\$0
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$32,000	\$0	0.00	\$35,000	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$0			\$0
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$35,000	\$0	0.00	\$35,000	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.121	Salaries - Principals and Assistants	0.50	\$75,000	\$37,500	0.00	\$90,000	\$0
24.152	Salaries - Secretarial and Clerical	0.50	\$32,000	\$16,000	0.00	\$35,000	\$0
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$53,500			\$0
26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$31,334	\$0	0.00	\$31,334	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$0			\$0
31.100	Salaries - Food Services	0.00	\$22,000	\$0	0.00	\$22,000	\$0
	Total -FOOD SERVICES Salaries (100)			\$0			\$0
	TOTAL - ALL SALARIES (100)			\$53,500			\$0

Aurora Preparatory School

--- BENEFITS ---							
10.210	Retirement - Instruction	6%	\$0	\$0	6%	\$0	\$0
21.210	Retirement - Student Support	6%	\$0	\$0	6%	\$0	\$0
22.210	Retirement - Instructional Staff Support	6%	\$0	\$0	6%	\$0	\$0
24.210	Retirement - School Administration	6%	\$53,500	\$3,210	6%	\$0	\$0
26.210	Retirement - Operation & Main of Facilities	6%	\$0	\$0	6%	\$0	\$0
31.210	Retirement - Food Services	6%	\$0	\$0	6%	\$0	\$0
	Total - All Retirement			\$3,210			\$0
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$0	\$0	10%	\$0	\$0
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$0	\$0	10%	\$0	\$0
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$53,500	\$5,350	10%	\$0	\$0
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maint	10%	\$0	\$0	10%	\$0	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0	\$0	10%	\$0	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp			\$5,350			\$0
10.240	Insurance (Health/Dental/Life) - Instruction	13%	\$0	\$0	13%	\$0	\$0
21.240	Insurance (Health/Dental/Life) - Student Support	13%	\$0	\$0	13%	\$0	\$0
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$53,500	\$6,955	13%	\$0	\$0
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$0	\$0	13%	\$0	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	13%	\$0	\$0	13%	\$0	\$0
	Total- All Insurance(Health/Dental/Life)			\$6,955			\$0
10.200	Other Benefits (<i>specify</i>) - Instruction	1%	\$0	\$0	1%	\$0	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	1%	\$0	\$0	1%	\$0	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	1%	\$53,500	\$417	1%	\$0	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	1%	\$0	\$0	1%	\$0	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	1%	\$0	\$0	1%	\$0	\$0
	Total - All Other Insurance			\$417			\$0
	TOTAL ALL BENEFITS (200)			\$15,932			\$0
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$15,000			\$15,000
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$61,000			\$61,000
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$76,000			\$76,000
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$0			\$0
26.441	Rental of Land & Buildings			\$0			\$0
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$0			\$0
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			\$0
45.521	Property Insurance			\$0			\$0
45.522	Liability Insurance			\$3,000			\$3,000
10.530	Communication (telephone and other)			\$0			\$0
21.530	Communication (telephone and other)			\$0			\$0
24.530	Communication (telephone and other)			\$5,400			\$5,400
26.530	Communication (telephone and other)			\$1,500			\$1,500
24.540	Advertising			\$28,000			\$28,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$0			\$0
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$0			\$0
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$37,900			\$37,900

--- SUPPLIES ---							
10.600	Instructional Supplies			\$0	\$0	\$0	\$0
10.641	Textbooks			\$0	\$0	\$0	\$0
21.600	Supplies - Student Support Services			\$0	\$0	\$0	\$0
22.644	Library Books			\$0	\$0	\$0	\$0
22.650	Periodicals			\$0	\$0	\$0	\$0
24.600	Supplies - School Administration	6		\$200	\$1,200	\$0	\$0
26.600	Supplies - Operation & Maintenance of Facilities			\$0	\$0	\$0	\$0
31.600	Supplies - Food Service			\$0	\$0	\$0	\$0
31.630	Food - Food Service				\$0		\$0
TOTAL - ALL SUPPLIES (600)					\$1,200		\$0
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$0			\$0
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0	\$ -	7	\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$2,400			\$2,400
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction			\$0			\$0
24.734	Technology Equipment - School Administration			\$0			\$0
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0
24.739	Other Equipment - School Administration			\$0			\$0
TOTAL - ALL PROPERTY (700)					\$2,400		\$2,400

Operational Phase, Years 1-4

The budgets that follow illustrate how APS will allocate educators, administrators, support staff and resources to fulfill its mission and ensure a quality school program and community. APS’s instructional model requires a teacher-to-student ratio of 1 to 20. The educational support team includes a contracted special education coordinator, counselor, registrar, IT specialist, paraprofessionals, office staff and volunteers.

First Operational Year

Our first-year budget is based on operations for 5 cohorts for grades K-4, totaling 500 students. This will give us just under \$3,000,000 in state funding, as well as about \$140,000 in federal funds. Revenue from full-day kindergarten tuition will run approximately \$250,000, based on 125 kindergarten students at \$200 per student per month. Based on the budget template, our CNP/food sales will be slightly over \$200,000. In addition, we will receive approximately \$100,000 in rental fees from an on-site pre-K, and approximately \$24,000 from donations/fees. This will give us a total revenue stream of just under \$4.34M.

Our largest annual expense is salaries and benefits, accounting for approximately 45% of our first-year budget. Our budget includes annual salaries for 23 full-time teachers, 3 members of the administrative team, 1 administrative assistant. It also includes 3 maintenance/landscape positions, and a kitchen aide.

Each teaching position is budgeted to have 6 days off each year, in which a substitute will be engaged. The budget includes a 403b option for all full-time employees, with a 6% employer match, and 14% of salary expenses for all insurances (health, dental, life, vision, gap).

Our next largest expenditure will consist of supplies, accounting for about 14.5% of our budget. The largest portion of that is food expenses, coming to \$202,000. New curricula will amount to \$125,000 while Chromebooks for each student will cost \$100,000. Maintenance supplies will cost \$55,200, while administrative and instructional supplies will come to \$70,000.

Purchased professional services will account for about 11.7% of our budget. We have put aside \$7,500 for professional development in year one, as the board feels strongly that ongoing education creates better teachers. \$25,000 will be spent on SpEd services, and the remainder on back office, audit and legal expenses.

Other purchased services will amount to 1.5% of our budget, using \$18,000 for advertising, \$26,000 for insurances, \$16,200 for communications/internet, and \$3,000 for travel and printing costs. Purchased property services will amount to 1.3% of our budget, which will cover water and waste disposal as well as building maintenance costs.

The breakeven column, with enrollment of 516, shows the retention of the reserve funds and is an increase in enrollment over the first-year projection. Because the template does not provide a line to account for the closure reserve, the net asset balance has been reviewed in each year and noted to exceed the amount of the required set aside.

Aurora Preparatory School	FY 2022			
First Operational Year	100% Enrollment		Breakeven Enrollment	
Number of Students:	500		516	
Grade Configuration:	Enter Grade Range		Enter Grade Range	
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales	500	\$203,400	516	\$209,909
Student Activities	\$158		\$163	
Other	\$384,811		\$384,811	
Total Revenue From Local Sources (1000)	\$588,369		\$594,883	
Estimated Total All State Funding	\$ 2,993,099.63		\$ 3,091,710.06	
Charter School Revolving Loan	-\$125,000			
Charter School Startup and Implementation Grant	\$125,000			
Total Revenue from State Sources (3000)	\$2,993,100		\$3,091,710	
Lunch and Breakfast Reimbursement	500	\$203,400	516	\$209,909
Restricted Federal Through State	\$0		\$0	
Programs for the Disabled (IDEA)	\$72,800		\$75,130	
Elementary and Secondary Education Act (ESEA)	\$67,920		\$70,093	
Total Revenue from Federal Sources (4000)	\$140,720		\$145,223	
Private Grants & Donations:	\$0		\$0	
Source(s) (specify)	\$0		\$0	
Loans:	\$0		\$0	
Commercial	\$0		\$0	
Other (operational funds from bond)	\$500,000		\$500,000	
Pre-Operational Carryforward	\$112,168		\$112,168	
Total Revenue from Other Sources (5000)	\$612,168		\$612,168	
Total Revenue	\$4,334,357		\$4,443,984	

Aurora Preparatory School

Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	23.00	\$42,000	\$966,000	23.00	\$42,000	\$966,000
10.132	Salaries - Substitute Teachers	23.00	\$600	\$13,800	23.00	\$600	\$13,800
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0	0.00	\$0	\$0
10.100	Salaries - Other 1000-Instruction	10.00	\$1,000	\$10,000	10.00	\$1,000	\$10,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$989,800			\$989,800
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$35,000			\$35,000
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$35,000			\$35,000
24.121	Salaries - Principals and Assistants	1.00	\$90,000	\$90,000	1.00	\$90,000	\$90,000
24.152	Salaries - Secretarial and Clerical	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$125,000			\$125,000
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$31,334	\$94,002	3.00	\$31,334	\$94,002
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$94,002			\$94,002
31.100	Salaries - Food Services	1.00	\$22,000	\$22,000	1.00	\$22,000	\$22,000
	Total -FOOD SERVICES Salaries (100)			\$22,000			\$22,000
	TOTAL - ALL SALARIES (100)			\$1,300,802			\$1,300,802

--- BENEFITS ---							
10.210	Retirement - Instruction	6%	\$989,800	\$59,388	6%	\$989,800	\$59,388
21.210	Retirement - Student Support	6%	\$35,000	\$2,100	6%	\$35,000	\$2,100
22.210	Retirement - Instructional Staff Support	6%	\$35,000	\$2,100	6%	\$35,000	\$2,100
24.210	Retirement - School Administration	6%	\$125,000	\$7,500	6%	\$125,000	\$7,500
26.210	Retirement - Operation & Main of Facilities	6%	\$94,002	\$5,640	6%	\$94,002	\$5,640
31.210	Retirement - Food Services	6%	\$22,000	\$1,320	6%	\$22,000	\$1,320
	Total - All Retirement			\$78,048			\$78,048
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$989,800	\$98,980	10%	\$989,800	\$98,980
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$35,000	\$3,500	10%	\$35,000	\$3,500
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$125,000	\$12,500	10%	\$125,000	\$12,500
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$94,002	\$9,400	10%	\$94,002	\$9,400
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$22,000	\$2,200	10%	\$22,000	\$2,200
	Total - Social Security/FICA/Unemployment/Workers Comp			\$126,580			\$126,580
10.240	Insurance (Health/Dental/Life) - Instruction	13%	\$989,800	\$128,674	13%	\$989,800	\$128,674
21.240	Insurance (Health/Dental/Life) - Student Support	13%	\$35,000	\$4,550	13%	\$35,000	\$4,550
24.240	Insurance (Health/Dental/Life) - School Administration	13%	\$125,000	\$16,250	13%	\$125,000	\$16,250
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	13%	\$94,002	\$12,220	13%	\$94,002	\$12,220
31.240	Insurance (Health/Dental/Life) - Food Services	13%	\$22,000	\$2,860	13%	\$22,000	\$2,860
	Total- All Insurance(Health/Dental/Life)			\$164,554			\$164,554
10.200	Other Benefits (specify) - Instruction	1%	\$989,800	\$7,720	1%	\$989,800	\$7,720
21.200	Other Benefits (specify) - Student Support	1%	\$35,000	\$273	1%	\$35,000	\$273
24.200	Other Benefits (specify) - School Administration	1%	\$125,000	\$975	1%	\$125,000	\$975
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	1%	\$94,002	\$733	1%	\$94,002	\$733
31.200	Other Benefits (specify) - Food Services	1%	\$22,000	\$172	1%	\$22,000	\$172
	Total - All Other Insurance			\$9,873			\$9,873
	TOTAL ALL BENEFITS (200)			\$379,056			\$379,056
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$32,500			\$32,500
21.300	Purchased Prof & Tech Services - Student Support			\$4,000			\$4,000
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$409,092			\$409,092
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$445,592			\$445,592
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$49,376			\$49,376
26.441	Rental of Land & Buildings			\$0			\$0
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$49,376			\$49,376

Aurora Preparatory School

--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0			\$0
45.521	Property Insurance			\$14,500			\$14,500
45.522	Liability Insurance			\$9,500			\$9,500
10.530	Communication (telephone and other)			\$16,200			\$16,200
21.530	Communication (telephone and other)			\$0			\$0
24.530	Communication (telephone and other)			\$0			\$0
26.530	Communication (telephone and other)			\$0			\$0
24.540	Advertising			\$18,000			\$18,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$600			\$600
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$2,400			\$2,400
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$61,200			\$61,200

--- SUPPLIES ---							
10.600	Instructional Supplies	10	\$3,238	\$32,380	10	\$3,238	\$32,380
10.641	Textbooks	1	\$125,000	\$125,000	1	\$125,000	\$125,000
21.600	Supplies - Student Support Services	12	\$30	\$360	12	\$30	\$360
22.644	Library Books	0	\$0	\$0	0	\$0	\$0
22.650	Periodicals	0	\$0	\$0	0	\$0	\$0
24.600	Supplies - School Administration	12	\$3,167	\$38,000	12	\$3,167	\$38,000
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$55,200	0	\$0	\$55,200
31.600	Supplies - Food Service	10	\$100	\$1,000	10	\$100	\$1,000
31.630	Food - Food Service			\$202,500			\$208,980
TOTAL - ALL SUPPLIES (600)				\$454,440			\$460,920

--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$0			\$0
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$	- 7	\$0	\$	- 7	\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction (500/516 chromebooks)			\$100,000			\$103,200
24.734	Technology Equipment - School Administration			\$0			\$0
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0
24.739	Other Equipment - School Administration			\$0			\$0
TOTAL - ALL PROPERTY (700)				\$100,000			\$103,200

--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction			\$1,500			\$1,500
21.800	Other Objects- Student Support			\$0			\$0
24.800	Other Objects- School Administration			\$19,800			\$19,800
26.800	Other Objects - Operation & Maintenance of Facilities			\$0			\$0
31.800	Other Objects - Food Services			\$0			\$0
45.800	Other Objects - Building Acquisition			\$0			\$0
	Total - All Other Objects			\$0			\$0
10.810	Dues and Fees - Instruction			\$0			\$0
21.810	Dues and Fees - Student Support			\$0			\$0
24.810	Dues and Fees - School Administration			\$2,000			\$2,000
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0			\$0
	Total - All Dues and Fees			\$825			\$825
TOTAL - OTHER OBJECTS (800)				\$24,125			\$24,125

Total Building Acquisition & Instruction (4500)				
45.830	Interest		\$1,002,093	\$1,002,093
45.840	Redemption of Principal		\$0	\$0
Total other financing sources (uses) and other items			\$1,002,093	\$1,002,093
1000	Total Local		\$588,369	\$594,883
3000	Total State		\$2,993,100	\$3,091,710
4000	Total Federal		\$140,720	\$145,223
TOTAL REVENUES			\$3,722,189	\$3,831,816
100	Salaries		\$1,300,802	\$1,300,802
200	Employee Benefits		\$379,056	\$379,056
300	Purchased Professional and Technical Services		\$445,592	\$445,592
400	Purchased Property Services		\$49,376	\$49,376
500	Other Purchased Services		\$61,200	\$61,200
600	Supplies		\$454,440	\$460,920
700	Property		\$100,000	\$103,200
800	Other Objects		\$1,026,218	\$1,026,218
TOTAL EXPENDITURES			\$3,816,684	\$3,826,364
Excess or Deficiency of Revenues over Expenditures			-\$94,495	\$5,452
Other Sources of Funding (5000)			\$612,168	\$612,168
Net Asset Balance (Fund Balance)			\$517,673	\$617,620
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			14%	16%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			-3%	0%

Second Operational Year

We intend to grow the school’s enrollment by 1 class grade each year, or 125 students. In our second year, we will add 5th grade, and increase enrollment to 625. Using the budget template, this will give us \$3,868,522 in state revenue, \$175,900 in federal revenue, and \$254,250 in CNP/food sales. Our additional local revenue from full-day kindergarten, Pre-K rental, and donations will remain virtually constant at \$376,000.

Salaries and benefits increase to approximately 51% of our second-year budget. Our budget includes annual salaries for 30 full-time teachers, 4 members of the administrative team, 1 administrative assistant. It also includes 3 maintenance/landscape positions, and a kitchen aide.

Our next largest expenditure is purchased professional services, which will account for about 12% of our budget. We have put aside \$15,600 for professional development in year two. \$31,250 will be spent on SpEd services, and the remainder on back office, audit and legal expenses.

Our supply budget will drop from year one, due to the extra costs in year one to set up the school, accounting for about 9% of our budget. The largest portion of that is food expenses, coming to \$253,125. New curricula will amount to \$31,250 while Chromebooks for each student will cost \$25,000. Maintenance supplies will cost \$55,920, while administrative and instructional supplies will come to \$62,200.

Other purchased services will amount to 2% of our budget, comprising \$18,000 for advertising, \$36,250 for insurances, \$18,600 for communications/internet, and \$15,000 for travel and printing costs. Purchased property services will amount to 1.1% of our budget, which will cover water and waste disposal as well as building maintenance costs.

Aurora Preparatory School

Aurora Preparatory School		FY 2023					
Second Operational Year		100% Enrollment			Breakeven Enrollment		
Number of Students:		625			610		
Grade Configuration:		Enter Grade Range			Enter Grade Range		
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		625	\$254,250		610	\$248,148	
Student Activities			\$198			\$193	
Other			\$376,815			\$376,815	
Total Revenue From Local Sources (1000)			\$631,263			\$625,156	
Estimated Total All State Funding			\$ 3,686,521.97	\$		3,597,152.25	
Charter School Revolving Loan			\$0				
Charter School Startup and Implementation Grant			\$50,000				
Total Revenue from State Sources (3000)			\$3,736,522			\$3,597,152	
Lunch and Breakfast Reimbursement		625	\$254,250		610	\$248,148	
Restricted Federal Through State			\$0			\$0	
Programs for the Disabled (IDEA)			\$91,000			\$88,816	
Elementary and Secondary Education Act (ESEA)			\$84,900			\$82,862	
Total Revenue from Federal Sources (4000)			\$175,900			\$171,678	
Private Grants & Donations:			\$0			\$0	
Source(s) (specify)			\$0			\$0	
Loans:			\$0			\$0	
Commercial			\$0			\$0	
Other (specify)			\$0			\$0	
Pre-Operational Carryforward			\$517,673			\$517,673	
Total Revenue from Other Sources (5000)			\$517,673			\$517,673	
Total Revenue			\$5,061,358			\$4,911,660	
Expenditures							
		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	30.00	\$43,138	\$1,294,140	30.00	\$43,681	\$1,310,430
10.132	Salaries - Substitute Teachers	30.00	\$600	\$18,000	30.00	\$600	\$18,000
10.161	Salaries - Teacher Aides and Paraprofessionals	1.00	\$28,000	\$28,000	1.00	\$28,000	\$28,000
10.100	Salaries - Other 1000-Instruction (stipends)	1.00	\$13,000	\$13,000	1.00	\$13,000	\$13,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,353,140			\$1,369,430
21.141	Salaries - Attendance and Social Work Personnel	2.00	\$37,450	\$74,900	2.00	\$37,450	\$74,900
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$74,900			\$74,900
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.121	Salaries - Principals and Assistants	2.00	\$71,125	\$142,250	2.00	\$71,125	\$142,250
24.152	Salaries - Secretarial and Clerical	1.00	\$32,960	\$32,960	1.00	\$32,960	\$32,960
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$175,210			\$175,210
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$32,273	\$96,819	3.00	\$32,273	\$96,819
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$96,819			\$96,819
31.100	Salaries - Food Services	1.00	\$22,660	\$22,660	1.00	\$22,660	\$22,660
	Total -FOOD SERVICES Salaries (100)			\$22,660			\$22,660
	TOTAL - ALL SALARIES (100)			\$1,722,729			\$1,739,019

Aurora Preparatory School

--- BENEFITS ---							
10.210	Retirement - Instruction	6%	\$1,353,140	\$81,188	6%	\$1,369,430	\$82,166
21.210	Retirement - Student Support	6%	\$74,900	\$4,494	6%	\$74,900	\$4,494
22.210	Retirement - Instructional Staff Support	6%	\$0	\$0	6%	\$0	\$0
24.210	Retirement - School Administration	6%	\$175,210	\$10,513	6%	\$175,210	\$10,513
26.210	Retirement - Operation & Main of Facilities	6%	\$96,819	\$5,809	6%	\$96,819	\$5,809
31.210	Retirement - Food Services	6%	\$22,660	\$1,360	6%	\$22,660	\$1,360
	Total - All Retirement			\$103,364			\$104,341
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,353,140	\$135,314	10%	\$1,369,430	\$136,943
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$74,900	\$7,490	10%	\$74,900	\$7,490
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$175,210	\$17,521	10%	\$175,210	\$17,521
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$96,819	\$9,682	10%	\$96,819	\$9,682
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$22,660	\$2,266	10%	\$22,660	\$2,266
	Total - Social Security/FICA/Unemployment/Workers Comp			\$172,273			\$173,902
10.240	Insurance (Health/Dental/Life) - Instruction	14%	\$1,353,140	\$189,440	14%	\$1,369,430	\$191,720
21.240	Insurance (Health/Dental/Life) - Student Support	14%	\$74,900	\$10,486	14%	\$74,900	\$10,486
24.240	Insurance (Health/Dental/Life) - School Administration	14%	\$175,210	\$24,529	14%	\$175,210	\$24,529
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	14%	\$96,819	\$13,555	14%	\$96,819	\$13,555
31.240	Insurance (Health/Dental/Life) - Food Services	14%	\$22,660	\$3,172	14%	\$22,660	\$3,172
	Total- All Insurance(Health/Dental/Life)			\$241,182			\$243,463
10.200	Other Benefits (specify) - Instruction	1%	\$1,353,140	\$10,554	1%	\$1,369,430	\$10,682
21.200	Other Benefits (specify) - Student Support	1%	\$74,900	\$584	1%	\$74,900	\$584
24.200	Other Benefits (specify) - School Administration	1%	\$175,210	\$1,367	1%	\$175,210	\$1,367
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	1%	\$96,819	\$755	1%	\$96,819	\$755
31.200	Other Benefits (specify) - Food Services	1%	\$22,660	\$177	1%	\$22,660	\$177
	Total - All Other Insurance			\$13,437			\$13,564
	TOTAL ALL BENEFITS (200)			\$530,256			\$535,270
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$46,875			\$46,875
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$487,320			\$478,473
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$534,195			\$525,348
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$49,376			\$49,376
26.441	Rental of Land & Buildings			\$0			\$0
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$49,376			\$49,376
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (student accident)			\$6,250			\$6,100
45.521	Property Insurance			\$16,000			\$16,000
45.522	Liability Insurance			\$14,000			\$14,000
10.530	Communication (telephone and other)			\$0			\$0
21.530	Communication (telephone and other)			\$0			\$0
24.530	Communication (telephone and other)			\$18,600			\$18,600
26.530	Communication (telephone and other)			\$0			\$0
24.540	Advertising			\$18,000			\$18,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$600			\$600
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$14,400			\$14,400
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$87,850			\$87,700

Aurora Preparatory School

--- SUPPLIES ---							
10.600	Instructional Supplies	10	\$1,760	\$17,600	10	\$1,760	\$17,600
10.641	Textbooks	125	\$250	\$31,250	125	\$250	\$31,250
21.600	Supplies - Student Support Services	12	\$50	\$600	12	\$50	\$600
21.600	Supplies - Student Support Services - attendance system	1	\$4,000	\$4,000	1	\$4,000	\$4,000
22.644	Library Books	0	\$0	\$0	0	\$0	\$0
22.650	Periodicals	0	\$0	\$0	0	\$0	\$0
24.600	Supplies - School Administration	12	\$3,250	\$39,000	12	\$3,250	\$39,000
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$55,920	0	\$0	\$55,920
31.600	Supplies - Food Service	0	\$0	\$1,000	0	\$0	\$1,000
31.630	Food - Food Service			\$253,125			\$247,050
TOTAL - ALL SUPPLIES (600)				\$402,495			\$396,420

--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$0			\$0
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0	\$ -	7	\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction (125/110 chromebooks)			\$25,000			\$22,000
24.734	Technology Equipment - School Administration			\$0			\$0
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0
24.739	Other Equipment - School Administration			\$0			\$0
TOTAL - ALL PROPERTY (700)				\$25,000			\$22,000

--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction			\$1,500			\$1,500
21.800	Other Objects- Student Support			\$0			\$0
24.800	Other Objects- School Administration			\$19,800			\$19,800
26.800	Other Objects - Operation & Maintenance of Facilities			\$0			\$0
31.800	Other Objects - Food Services			\$825			\$825
45.800	Other Objects - Building Acquisition			\$0			\$0
Total - All Other Objects				\$0			\$0
10.810	Dues and Fees - Instruction			\$7,950			\$7,950
21.810	Dues and Fees - Student Support			\$0			\$0
24.810	Dues and Fees -School Administration			\$2,000			\$2,000
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0			\$0
Total - All Dues and Fees				\$0			\$0
TOTAL - OTHER OBJECTS (800)				\$32,075			\$32,075

Total Building Acquisition & Instruction (4500)							
45.830	Interest			\$1,002,093			\$1,002,093
45.840	Redemption of Principal			\$0			\$0
Total other financing sources (uses) and other items				\$1,002,093			\$1,002,093

1000	Total Local			\$631,263			\$625,156
3000	Total State			\$3,736,522			\$3,597,152
4000	Total Federal			\$175,900			\$171,678
TOTAL REVENUES				\$4,543,685			\$4,393,987

100	Salaries			\$1,722,729			\$1,739,019
200	Employee Benefits			\$530,256			\$535,270
300	Purchased Professional and Technical Services			\$534,195			\$525,348
400	Purchased Property Services			\$49,376			\$49,376
500	Other Purchased Services			\$87,850			\$87,700
600	Supplies			\$402,495			\$396,420
700	Property			\$25,000			\$22,000
800	Other Objects			\$1,034,168			\$1,034,168
TOTAL EXPENDITURES				\$4,386,069			\$4,389,301

Excess or Deficiency of Revenues over Expenditures				\$157,616			\$4,686
Other Sources of Funding (5000)				\$517,673			\$517,673
Net Asset Balance (Fund Balance)				\$675,289			\$522,359
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				15%			12%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)				3%			0%

Third Operational Year

Year three will see the addition of 6th grade, increasing enrollment to 750. Using the budget template, this will give us \$4,468,218 in state revenue, \$211,080 in federal revenue, and \$305,100 in CNP/food sales. Our additional local revenue from full-day kindergarten, Pre-K rental, and donations will remain virtually constant, increasing slightly to \$381,000.

Salaries and benefits increase to approximately 54.5% of our third-year budget. Our budget includes annual salaries for 37 full-time teachers, 1 para-professional FTE, 5 members of the administrative team, 2 administrative assistants. It also includes 3 maintenance/landscape positions, and 2 kitchen aides.

Our next largest expenditure is purchased professional services, which will account for about 13.2% of our budget. We have put aside \$18,750 for professional development in year three. \$37,250 will be spent on SpEd services, and the remainder on back office, audit and legal expenses.

Our supply budget will account for about 9.7% of our budget. The largest portion of that is food expenses, coming to \$303,750. New curricula will amount to \$31,250 while Chromebooks for each student will cost \$25,000. Maintenance supplies will cost \$57,974, while administrative and instructional supplies will come to approximately \$67,000.

Other purchased services will amount to 1.9% of our budget, comprising \$18,000 for advertising, \$38,700 for insurances, \$25,200 for communications/internet, and \$16,200 for travel and printing costs. Purchased property services will amount to 1.2% of our budget, which will cover water and waste disposal as well as building maintenance costs.

Aurora Preparatory School	FY 2024			
Third Operational Year	100% Enrollment		Breakeven Enrollment	
Number of Students:	750		690	
Grade Configuration:	Enter Grade Range		Enter Grade Range	
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales	750	\$305,100	690	\$280,692
Student Activities	\$237		\$218	
Other	\$381,300		\$381,300	
Total Revenue From Local Sources (1000)	\$686,637		\$662,210	
Estimated Total All State Funding	\$ 4,468,218.42		\$ 4,094,945.00	
Charter School Revolving Loan				
Charter School Startup and Implementation Grant	\$0			
Total Revenue from State Sources (3000)	\$4,468,218		\$4,094,945	
Lunch and Breakfast Reimbursement	750	\$305,100	690	\$280,692
Restricted Federal Through State	\$0		\$0	
Programs for the Disabled (IDEA)	\$109,200		\$100,464	
Elementary and Secondary Education Act (ESEA)	\$101,880		\$93,730	
Total Revenue from Federal Sources (4000)	\$211,080		\$194,194	
Private Grants & Donations:	\$0		\$0	
Source(s) (specify)	\$0		\$0	
Loans:	\$0		\$0	
Commercial	\$0		\$0	
Other (specify)	\$0		\$0	
Pre-Operational Carryforward	\$675,289		\$675,289	
Total Revenue from Other Sources (5000)	\$675,289		\$675,289	
Total Revenue	\$6,041,225		\$5,626,638	

Aurora Preparatory School

Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	37.00	\$43,972	\$1,626,964	34.00	\$43,972	\$1,495,048
10.132	Salaries - Substitute Teachers	37.00	\$600	\$22,200	34.00	\$600	\$20,400
10.161	Salaries - Teacher Aides and Paraprofessionals	1.00	\$28,840	\$28,840	1.00	\$28,840	\$28,840
10.100	Salaries - Other 1000-Instruction (stipends)	1.00	\$16,000	\$16,000	1.00	\$16,000	\$16,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,694,004			\$1,560,288
21.141	Salaries - Attendance and Social Work Personnel	2.00	\$38,573	\$77,146	2.00	\$38,573	\$77,146
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$77,146			\$77,146
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.121	Salaries - Principals and Assistants	2.00	\$73,259	\$146,518	2.00	\$73,259	\$146,518
24.152	Salaries - Secretarial and Clerical	2.00	\$34,474	\$68,948	2.00	\$34,474	\$68,948
24.100	Salaries - Other 2400-School Administration	1.00	\$35,000	\$35,000	1.00	\$35,000	\$35,000
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$250,466			\$250,466
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$33,241	\$99,723	3.00	\$33,241	\$99,723
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$99,723			\$99,723
31.100	Salaries - Food Services	2.00	\$22,670	\$45,340	2.00	\$22,670	\$45,340
	Total -FOOD SERVICES Salaries (100)			\$45,340			\$45,340
	TOTAL - ALL SALARIES (100)			\$2,166,679			\$2,032,963

--- BENEFITS ---							
10.210	Retirement - Instruction	6%	\$1,694,004	\$101,640	6%	\$1,560,288	\$93,617
21.210	Retirement - Student Support	6%	\$77,146	\$4,629	6%	\$77,146	\$4,629
22.210	Retirement - Instructional Staff Support	6%	\$0	\$0	6%	\$0	\$0
24.210	Retirement - School Administration	6%	\$250,466	\$15,028	6%	\$250,466	\$15,028
26.210	Retirement - Operation & Main of Facilities	6%	\$99,723	\$5,983	6%	\$99,723	\$5,983
31.210	Retirement - Food Services	6%	\$45,340	\$2,720	6%	\$45,340	\$2,720
	Total - All Retirement			\$130,001			\$121,978
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,694,004	\$169,400	10%	\$1,560,288	\$156,029
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$77,146	\$7,715	10%	\$77,146	\$7,715
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$250,466	\$25,047	10%	\$250,466	\$25,047
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$99,723	\$9,972	10%	\$99,723	\$9,972
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$45,340	\$4,534	10%	\$45,340	\$4,534
	Total - Social Security/FICA/Unemployment/Workers Comp			\$216,668			\$203,296
10.240	Insurance (Health/Dental/Life) - Instruction	14%	\$1,694,004	\$237,161	14%	\$1,560,288	\$218,440
21.240	Insurance (Health/Dental/Life) - Student Support	14%	\$77,146	\$10,800	14%	\$77,146	\$10,800
24.240	Insurance (Health/Dental/Life) - School Administration	14%	\$250,466	\$35,065	14%	\$250,466	\$35,065
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	14%	\$99,723	\$13,961	14%	\$99,723	\$13,961
31.240	Insurance (Health/Dental/Life) - Food Services	14%	\$45,340	\$6,348	14%	\$45,340	\$6,348
	Total- All Insurance(Health/Dental/Life)			\$303,335			\$284,615
10.200	Other Benefits (specify) - Instruction	1%	\$1,694,004	\$13,213	1%	\$1,560,288	\$12,170
21.200	Other Benefits (specify) - Student Support	1%	\$77,146	\$602	1%	\$77,146	\$602
24.200	Other Benefits (specify) - School Administration	1%	\$250,466	\$1,954	1%	\$250,466	\$1,954
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	1%	\$99,723	\$778	1%	\$99,723	\$778
31.200	Other Benefits (specify) - Food Services	1%	\$45,340	\$354	1%	\$45,340	\$354
	Total - All Other Insurance			\$16,900			\$15,857
	TOTAL ALL BENEFITS (200)			\$666,904			\$625,746

Aurora Preparatory School

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$56,250			\$56,250
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$628,857			\$586,849
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$685,107			\$643,099
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$64,900			\$64,900
26.441	Rental of Land & Buildings			\$0			\$0
26.450	Construction and Remodeling			\$0			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$64,900			\$64,900
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (student accident)			\$7,500			\$6,900
45.521	Property Insurance			\$16,600			\$16,600
45.522	Liability Insurance			\$14,600			\$14,600
10.530	Communication (telephone and other)			\$0			\$0
21.530	Communication (telephone and other)			\$0			\$0
24.530	Communication (telephone and other)			\$25,200			\$25,200
26.530	Communication (telephone and other)			\$0			\$0
24.540	Advertising			\$18,000			\$18,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$600			\$600
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$15,600			\$15,600
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
TOTAL - OTHER PURCHASED SERVICES (500)				\$98,100			\$97,500

--- SUPPLIES ---							
10.600	Instructional Supplies	10	\$1,875	\$18,750	10	\$1,875	\$18,750
10.641	Textbooks	125	\$250	\$31,250	125	\$250	\$31,250
21.600	Supplies - Student Support Services	12	\$50	\$600	12	\$50	\$600
21.600	Supplies - Student Support Services - attendance system	1	\$4,000	\$4,000	1	\$4,000	\$4,000
22.644	Library Books	0	\$0	\$0	0	\$0	\$0
22.650	Periodicals	0	\$0	\$0	0	\$0	\$0
24.600	Supplies - School Administration	12	\$3,633	\$43,596	12	\$3,633	\$43,596
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$57,974	0	\$0	\$57,974
31.600	Supplies - Food Service	0	\$0	\$1,800	0	\$0	\$1,800
31.630	Food - Food Service			\$303,750			\$279,450
TOTAL - ALL SUPPLIES (600)				\$461,720			\$437,420

--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$0			\$0
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0	\$ -	7	\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction (125/65 chromebooks)			\$25,000			\$13,000
24.734	Technology Equipment - School Administration			\$0			\$0
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0
24.739	Other Equipment - School Administration			\$0			\$0
TOTAL - ALL PROPERTY (700)				\$25,000			\$13,000

--- OTHER OBJECTS ---				
10.800	Other Objects- Instruction		\$1,500	\$1,500
21.800	Other Objects- Student Support		\$0	\$0
24.800	Other Objects- School Administration		\$19,800	\$19,800
26.800	Other Objects - Operation & Maintenance of Facilities		\$0	\$0
31.800	Other Objects - Food Services		\$825	\$825
45.800	Other Objects - Building Acquisition		\$0	\$0
	Total - All Other Objects		\$0	\$0
10.810	Dues and Fees - Instruction		\$9,200	\$9,200
21.810	Dues and Fees - Student Support		\$0	\$0
24.810	Dues and Fees -School Administration		\$2,000	\$2,000
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0	\$0
	Total - All Dues and Fees		\$0	\$0
	TOTAL - OTHER OBJECTS (800)		\$33,325	\$33,325
Total Building Acquisition & Instruction (4500)				
45.830	Interest		\$1,002,193	\$1,002,193
45.840	Redemption of Principal		\$0	\$0
	Total other financing sources (uses) and other items		\$1,002,193	\$1,002,193
1000	Total Local		\$686,637	\$662,210
3000	Total State		\$4,468,218	\$4,094,945
4000	Total Federal		\$211,080	\$194,194
	TOTAL REVENUES		\$5,365,936	\$4,951,349
100	Salaries		\$2,166,679	\$2,032,963
200	Employee Benefits		\$666,904	\$625,746
300	Purchased Professional and Technical Services		\$685,107	\$643,099
400	Purchased Property Services		\$64,900	\$64,900
500	Other Purchased Services		\$98,100	\$97,500
600	Supplies		\$461,720	\$437,420
700	Property		\$25,000	\$13,000
800	Other Objects		\$1,035,518	\$1,035,518
	TOTAL EXPENDITURES		\$5,203,928	\$4,950,146
	Excess or Deficiency of Revenues over Expenditures		\$162,008	\$1,203
	Other Sources of Funding (5000)		\$675,289	\$675,289
	Net Asset Balance (Fund Balance)		\$837,297	\$676,492
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		16%	14%
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)		3%	0%

Fourth Operational Year

Year four will see increasing enrollment to our capacity of 875. Using the budget template, this will give us \$5,244,524 in state revenue, \$246,260 in federal revenue, and \$355,950 in CNP/food sales. Our additional local revenue from full-day kindergarten, Pre-K rental, and donations will remain virtually constant, increasing slightly to \$383,000.

Salaries and benefits increase to 56.1% of our fourth-year budget. Our budget includes annual salaries for 43 full-time teachers, 1 para-professional FTE, 5 members of the administrative team, 2 administrative assistants. It also includes 3 maintenance/landscape positions, and 2 kitchen aides.

Our next largest expenditure is purchased professional services, which will account for about 13.7% of our budget. We have put aside \$21,875 for professional development in year three. \$43,750 will be spent on SpEd services, and the remainder on back office, audit and legal expenses.

Our supply budget will account for about 9.4% of our budget. The largest portion of that is food expenses, coming to \$354,375. New curricula will amount to \$31,250 while Chromebooks for each student will cost \$25,000. Maintenance supplies will cost \$60,543, while administrative and instructional supplies will come to approximately \$69,000.

Aurora Preparatory School

Other purchased services will amount to 1.8% of our budget, using \$18,000 for advertising, \$42,350 for insurances, \$25,200 for communications/internet, and \$17,200 for travel and printing costs. Purchased property services will amount to 1.1% of our budget, which will cover water and waste disposal as well as building maintenance costs.

Aurora Preparatory School	FY 2025			
	100% Enrollment		Breakeven Enrollment	
Fourth Operational Year				
Number of Students:	875		726	
Grade Configuration:	Enter Grade Range		Enter Grade Range	
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales	875	\$355,950	726	\$295,337
Student Activities	\$277		\$230	
Other	\$363,172		\$363,172	
Total Revenue From Local Sources (1000)	\$719,399		\$658,739	
Estimated Total All State Funding	\$	5,244,523.54	\$	4,319,987.32
Charter School Revolving Loan				
Charter School Startup and Implementation Grant				
Total Revenue from State Sources (3000)	\$5,244,524		\$4,319,987	
Lunch and Breakfast Reimbursement	875	\$355,950	726	\$295,337
Restricted Federal Through State	\$0		\$0	
Programs for the Disabled (IDEA)	\$127,400		\$105,706	
Elementary and Secondary Education Act (ESEA)	\$118,860		\$98,620	
Total Revenue from Federal Sources (4000)	\$246,260		\$204,325	
Private Grants & Donations:	\$0		\$0	
Source(s) (specify)	\$0		\$0	
Loans:	\$0		\$0	
Commercial	\$0		\$0	
Other (specify)	\$0		\$0	
Pre-Operational Carryforward	\$837,297		\$837,297	
Total Revenue from Other Sources (5000)	\$837,297		\$837,297	
Total Revenue	\$7,047,479		\$6,020,348	

Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
--- SALARIES ---							
10.131	Salaries - Teachers	43.00	\$44,741	\$1,923,863	36.00	\$44,741	\$1,610,676
10.132	Salaries - Substitute Teachers	43.00	\$600	\$25,800	36.00	\$600	\$21,600
10.161	Salaries - Teacher Aides and Paraprofessionals	1.00	\$29,633	\$29,633	1.00	\$29,633	\$29,633
10.100	Salaries - Other 1000-Instruction - stipends	1.00	\$19,000	\$19,000	1.00	\$19,000	\$19,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,998,296			\$1,680,909
21.141	Salaries - Attendance and Social Work Personnel	2.00	\$39,731	\$79,462	2.00	\$39,731	\$79,462
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - STUDENT SUPPORT Salaries (100)			\$79,462			\$79,462
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	\$0	\$0	0.00	\$0	\$0
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$0			\$0
24.121	Salaries - Principals and Assistants	2.00	\$75,457	\$150,914	2.00	\$75,457	\$150,914
24.152	Salaries - Secretarial and Clerical	2.00	\$35,058	\$70,116	2.00	\$35,058	\$70,116
24.100	Salaries - Other 2400-School Administration	1.00	\$36,050	\$36,050	1.00	\$36,050	\$36,050
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$257,080			\$257,080
26.100	Salaries - Operation & Maintenance of Facilities	3.00	\$34,239	\$102,717	3.00	\$34,239	\$102,717
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$102,717			\$102,717
31.100	Salaries - Food Services	2.00	\$23,350	\$46,700	2.00	\$23,350	\$46,700
	Total -FOOD SERVICES Salaries (100)			\$46,700			\$46,700
	TOTAL - ALL SALARIES (100)			\$2,484,255			\$2,166,868

Aurora Preparatory School

--- BENEFITS ---							
10.210	Retirement - Instruction	6%	\$1,998,296	\$119,898	6%	\$1,680,909	\$100,855
21.210	Retirement - Student Support	6%	\$79,462	\$4,768	6%	\$79,462	\$4,768
22.210	Retirement - Instructional Staff Support	6%	\$0	\$0	6%	\$0	\$0
24.210	Retirement - School Administration	6%	\$257,080	\$15,425	6%	\$257,080	\$15,425
26.210	Retirement - Operation & Main of Facilities	6%	\$102,717	\$6,163	6%	\$102,717	\$6,163
31.210	Retirement - Food Services	6%	\$46,700	\$2,802	6%	\$46,700	\$2,802
	Total - All Retirement			\$149,055			\$130,012
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,998,296	\$199,830	10%	\$1,680,909	\$168,091
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$79,462	\$7,946	10%	\$79,462	\$7,946
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administrat	10%	\$257,080	\$25,708	10%	\$257,080	\$25,708
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%	\$102,717	\$10,272	10%	\$102,717	\$10,272
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$46,700	\$4,670	10%	\$46,700	\$4,670
	Total - Social Security/FICA/Unemployment/Workers Comp			\$248,426			\$216,687
10.240	Insurance (Health/Dental/Life) - Instruction	14%	\$1,998,296	\$279,761	14%	\$1,680,909	\$235,327
21.240	Insurance (Health/Dental/Life) - Student Support	14%	\$79,462	\$11,125	14%	\$79,462	\$11,125
24.240	Insurance (Health/Dental/Life) - School Administration	14%	\$257,080	\$35,991	14%	\$257,080	\$35,991
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	14%	\$102,717	\$14,380	14%	\$102,717	\$14,380
31.240	Insurance (Health/Dental/Life) - Food Services	14%	\$46,700	\$6,538	14%	\$46,700	\$6,538
	Total- All Insurance(Health/Dental/Life)			\$347,796			\$303,362
10.200	Other Benefits (specify) - Instruction	1%	\$1,998,296	\$15,587	1%	\$1,680,909	\$13,111
21.200	Other Benefits (specify) - Student Support	1%	\$79,462	\$620	1%	\$79,462	\$620
24.200	Other Benefits (specify) - School Administration	1%	\$257,080	\$2,005	1%	\$257,080	\$2,005
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	1%	\$102,717	\$801	1%	\$102,717	\$801
31.200	Other Benefits (specify) - Food Services	1%	\$46,700	\$364	1%	\$46,700	\$364
	Total - All Other Insurance			\$19,377			\$16,902
	TOTAL ALL BENEFITS (200)			\$764,654			\$666,962

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - Instruction			\$65,625			\$65,625
21.300	Purchased Prof & Tech Services - Student Support			\$0			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$0			\$0
24.300	Purchased Prof & Tech Services - School Administration			\$725,983			\$618,725
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$0			\$0
31.300	Purchased Prof & Tech Services - Food Services			\$0			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$791,608			\$684,350

--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$65,908			\$65,908
26.441	Rental of Land & Buildings			\$0			\$0
26.450	Construction and Remodeling			\$0			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$65,908			\$65,908

--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services			\$0			\$0
24.520	Insurance (student accident)			\$8,750			\$7,260
45.521	Property Insurance			\$17,900			\$17,900
45.522	Liability Insurance			\$15,700			\$15,700
10.530	Communication (telephone and other)			\$25,200			\$25,200
21.530	Communication (telephone and other)			\$0			\$0
24.530	Communication (telephone and other)			\$0			\$0
26.530	Communication (telephone and other)			\$0			\$0
24.540	Advertising			\$18,000			\$18,000
10.550	Printing and Binding			\$0			\$0
21.550	Printing and Binding			\$0			\$0
24.550	Printing and Binding			\$600			\$600
10.560	Tuition			\$0			\$0
21.570	Food Service Management			\$0			\$0
21.580	Travel/Per Diem			\$0			\$0
24.580	Travel/Per Diem			\$16,600			\$16,600
26.580	Travel/Per Diem			\$0			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$102,750			\$101,260

Aurora Preparatory School

--- SUPPLIES ---							
10.600	Instructional Supplies	12	\$1,732	\$20,783	12	\$1,732	\$20,783
10.641	Textbooks	1	\$31,500	\$31,500	1	\$31,500	\$31,500
21.600	Supplies - Student Support Services - attendance system	12	\$50	\$600	12	\$50	\$600
21.600	Supplies - Student Support Services - attendance system	1	\$4,000	\$4,000	1	\$4,000	\$4,000
22.644	Library Books	0	\$0	\$0	0	\$0	\$0
22.650	Periodicals	0	\$0	\$0	0	\$0	\$0
24.600	Supplies - School Administration	12	\$3,633	\$43,600	12	\$3,633	\$43,600
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0	\$60,543	0	\$0	\$60,543
31.600	Supplies - Food Service	10	\$240	\$2,400	10	\$240	\$2,400
31.630	Food - Food Service			\$354,375			\$294,030
TOTAL - ALL SUPPLIES (600)				\$517,801			\$457,456

--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction			\$0			\$0
21.700	Property - Student Support Services			\$0			\$0
24.700	Property - School Administration			\$0			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0			\$0
31.700	Property - Food Services			\$0			\$0
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7	\$0	\$ -	7	\$0
49.710	Land and Improvements			\$0			\$0
49.720	Buildings			\$0			\$0
27.732	School Buses			\$0			\$0
10.733	Furniture and Fixtures - Instruction			\$0			\$0
24.733	Furniture and Fixtures - School Administration			\$0			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0			\$0
10.734	Technology Equipment - Instruction (125/0 chromebooks)			\$25,000			\$0
24.734	Technology Equipment - School Administration			\$0			\$0
21.734	Technology Equipment - Student Support Services			\$0			\$0
27.735	Non-Bus Vehicles			\$0			\$0
10.739	Other Equipment - Instruction			\$0			\$0
21.739	Other Equipment - Student Support Services			\$0			\$0
24.739	Other Equipment - School Administration			\$0			\$0
TOTAL - ALL PROPERTY (700)				\$25,000			\$0

--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction			\$1,500			\$1,500
21.800	Other Objects- Student Support			\$0			\$0
24.800	Other Objects- School Administration			\$19,800			\$19,800
26.800	Other Objects - Operation & Maintenance of Facilities			\$0			\$0
31.800	Other Objects - Food Services			\$825			\$825
45.800	Other Objects - Building Acquisition			\$0			\$0
Total - All Other Objects				\$0			\$0
10.810	Dues and Fees - Instruction			\$10,450			\$10,450
21.810	Dues and Fees - Student Support			\$0			\$0
24.810	Dues and Fees -School Administration			\$2,000			\$2,000
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0			\$0
Total - All Dues and Fees				\$0			\$0
TOTAL - OTHER OBJECTS (800)				\$34,575			\$34,575

Total Building Acquisition & Instruction (4500)							
45.830	Interest			\$1,002,193			\$1,002,193
45.840	Redemption of Principal			\$0			\$0
Total other financing sources (uses) and other items				\$1,002,193			\$1,002,193

1000	Total Local			\$719,399			\$658,739
3000	Total State			\$5,244,524			\$4,319,987
4000	Total Federal			\$246,260			\$204,325
TOTAL REVENUES				\$6,210,182			\$5,183,051

100	Salaries			\$2,484,255			\$2,166,868
200	Employee Benefits			\$764,654			\$666,962
300	Purchased Professional and Technical Services			\$791,608			\$684,350
400	Purchased Property Services			\$65,908			\$65,908
500	Other Purchased Services			\$102,750			\$101,260
600	Supplies			\$517,801			\$457,456
700	Property			\$25,000			\$0
800	Other Objects			\$1,036,768			\$1,036,768
TOTAL EXPENDITURES				\$5,788,744			\$5,179,572

Excess or Deficiency of Revenues over Expenditures				\$421,439			\$3,479
Other Sources of Funding (5000)				\$837,297			\$837,297
Net Asset Balance (Fund Balance)				\$1,258,736			\$840,776
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				20%			16%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)				7%			0%

7B. FINANCES

Fiscal Procedures

The Board is prepared to provide for and has budgeted for the expense of its financial management obligations. Appropriate policies and record keeping processes will be developed prior to the beginning of school operations for each of these obligations. If the Board so chooses, the school's administrative team will be assisted by a management group that will perform the day to day financial operations. The following areas are detailed further:

Budget – Annually the Board of Directors will set and approve the school's operating budget at their June board meeting. This budget will be used by the school's administrative team, the budget and actual expenses will be reviewed, the budget may be changed from time to time as needed.

Standards – APS will follow all Generally Accepted Accounting Procedures (GAAP) that are pertinent to charter schools. The school will adopt purchasing policies that comply with State of Utah procurement policies outlined in Utah Code 63G-6 and Administrative Rule R33. The financial policies and procedures will be codified in the financial section of the policy and procedure handbook.

Financial training – All employees, outside contractors, and Board members associated with the financial success of the school will be required to attend all USOE and State of Utah Financial Trainings. The Board understands the significance and responsibility associate with public funds, state and federal, and will have a thorough understanding of the most up-to-date rules and laws associated with these funds.

Budget Reports – At least monthly through the end of the first operational year, the business office will prepare financial status reports for the Board Treasurer and the full Board of Trustees, including profit and loss, budget versus actual, cash flow, balance sheet and accounts payable. A monthly (quarterly after the first operational year) financial statement will also be provided to the staff of the Utah State Charter School Board. All required audits and annual financials will be provided timely and per requirements. Business management staff will maintain complete and open records for any person who requests the information in compliance with Utah State Laws and federal regulations governing the request of public records.

Purchasing Policies & Procedures – APS's purchasing guidelines exist to ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors. APS utilizes the following procurement guidelines per State guidelines:

- Contracts under \$5,000 - The school uses sound business practices when procuring goods and services for amounts less than \$1,000.
- Contracts from \$5,000 to \$50,000 - The school seeks price quotes from at least two vendors (three quotes are preferred) and awards the contract to the responsible vendor offering the supply or service needed for the best price, appropriate quality and in the necessary timeframe.

- Contracts greater than \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the best price.
- Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

School Fees – APS will follow all State Rules related to charging school fees. Minimal fees may be charged as per APS's Board-approved fee policy. Fees may include lockers, yearbooks, clubs, travel, extracurricular activities, certain materials and supplies, textbook rental, musical instrument rental, calculator rental, etc. Charges related to the National School Lunch Program are not considered fees. Fees will be set, approved, and published each school year by the Board. The fee schedule will be posted and distributed to all parents or guardians annually. Students are assisted in applying for a waiver of any school fees as per Board policy and State Rules.

Liability insurance and risk management – If possible, we will utilize the services of the State's Risk Management Division for liability and property insurance rates and take maximum advantage of Risk Management's safety inspection services as well as its superior support in the event of an accident or law suit. Our insurance package will include P&C, liability, D&O, umbrella, and student accident.

Federal revenue – Our budgets include estimated Federal IDEA and NCLB Title revenue. We are using the figures derived from the budget template, which appear conservative when compared to schools of comparable size.

Professional development – The Dean will design and execute the professional development plan, which will be funded at a rate of \$326 per teacher in the first year ramping up to \$508 per teacher by year four.

Instructional materials and supplies – We have budgeted supplies on a per student basis, at \$20 per student; curricula is budgeted at \$31,500 per grade level, renewed every 5 years; and each student will have their own Chromebook, budgeted at \$200 per tablet.

School meals program – while we have budgeted for the state CNP program and food sales, our budget basically breaks even between revenue and food costs. Labor costs are an additional item. We do not know what our free and reduced lunch population will be, so we have not budgeted for any NSLP funds. Based upon that census, we may be able to derive revenue from that program.

Furniture and Equipment – the school will be furnished and equipped through funds obtained through the bond issuance, or other initial funding.

7C. FACILITIES

APS plans on building a new facility to fulfill the needs of our education programs and students. Based on predicted enrollment, APS has budgeted a 4 or 5-acre plot to secure ample space to build a total of 50 classrooms, 35 regular classrooms for our maximum enrollment of 875, averaging 25 students per cohort in each classroom. We will have 8 specialty classrooms for science, art, music, and other potential specialties. The remaining classrooms will be available for Special Ed. and a library. We also have included square footage to include a main entrance/reception area, dean's office, counseling office, conference room, custodial room, men's and women's bathrooms, record storage.

Our estimates for total square footage of the building space is between 50-60K sq. ft. The details of usage space are listed in the table below. We will have a gym that also serves as the cafeteria that is approximately 8000 sq. ft. The square footage includes the kitchen (~400 sq. ft.), storage and cold storage facility (totaling 350 sq. ft.), stage (~600 sq. ft.) and a general janitorial room (80 sq. ft) and electrical room (80 sq. ft.). The front office and office spaces including a conference room will be approximately 3000 sq. ft.

Proposed Facility Plan	
Space	Approximate Square Footage
Regular Classrooms (35)	26,250
Library	1,500
Restrooms (4) for both students and faculty	2,700
Extra classrooms (14) including Special Ed., art, music,	10,500
Office/Administrative space	3,000
Gym/Cafeteria including kitchen, storage and cold storage, stage, janitorial room, electrical room	8000
Common Areas	6000
Total	57,950

Our initial capital costs will be funded through one of several potential funding scenarios, and will total approximately \$15.5 million. This will include almost \$13M in capital costs (\$12.5 in land/building, and \$500,000 in F&E costs), \$2M in bond funding costs and reserves, and \$500,000 to offset potential cash shortfalls in the first 3 years of operation. Debt service will cost \$1,002,093 per year. The budgets in this application (Section 7B) account for the costs associated with the facility. The stated examples (below) of completed projects of school construction and extensive Utah experience provided the cost basis of the stated assumptions.

Board member Doug Pike is guiding the multiple individuals currently pursuing the facility acquisition activities. Mr. Pike has performed and managed the design and construction process of many projects over the 40 years of his career in design engineering and construction. In the last decade he has completed the new construction of five charter school campuses and the expansion or renovation of several others by overseeing the design and construction. The new campuses were:

- Washington Academy, Snowflake, AZ
- Children First Academy, Phoenix, AZ

- Sequoia Pathway Academy, Marana, AZ
- Sequoia Pathfinder Academy at Eastmark, Mesa, AZ
- Sequoia Pathfinder Academy, Mesa, AZ

His successful delivery of well over 300,000 sq. ft. of construction also included renovations and expansions at:

- Arizona Conservatory for Arts and Academics, Phoenix, AZ
- Sequoia Village School, Linden, AZ
- Sequoia Charter School, Mesa, AZ
- Children First Academy, Tempe, AZ
- Sequoia Lehi Charter School, Mesa, AZ
- Sequoia Deaf School, Mesa, AZ
- American Heritage Academy, Camp Verde, AZ

Two financial paths (explained below) are being pursued for the completion of the school site and building. Numerous individuals and firms have been contacted and preliminary due diligence by these and the Board initiated. The current economic ripples of the national election, COVID, and real estate growth in our selected site area will all impact the final decisions of those we seek to work with but we are currently on schedule to finalize these decisions should the state board approve our application.

In each case the timeline is to sign the requisite documents within 60 days of state board charter approval. The primary task will become finalization of the site with appropriate due diligence (currently under way in preliminary steps) and then to enter into a 12-month design and construction contract with a team of professionals. Appropriate due diligence and proposal packages will be brought to the governing board at each stage of the process in compliance with all regulations and guidelines. Though currently located in Arizona, Mr. Pike worked for a local civil engineering firm in West Jordan during the recession and provided engineering services to multiple state agencies, municipalities, construction firms and landowners and partnered with many other professional design firms. This experience will allow the school to assemble numerous competitive teams to provide proposals for consideration. This will provide a timely and cost-effective environment for the school to make this decision in.

The design and construction documents (contracts) typically mirror standard American Institute of Architects (AIA) documents. It is also normal for each design professional to seek direct contracts with the property owner as this gives them the most recourse should there be a problem in the process. This means that the school or holding company, depending on the finance path, will be entering into numerous contracts for the design and construction process.

The two financial paths are described below:

Investor Led Partnership. In the investor led partnership, a real estate holding company will be formed by investors providing most or all of the needed capital to purchase the school site and finance the construction of the school. Part of this option involves the completion of a lease purchase option between the investors and the school. The school will be given the design decision control and work closely with the holding company as both move towards a successful opening. This option

includes investors that are not developers working with the school and/or developers that are investors accustomed to the commercial real estate market who regularly “build to suit”.

Bonding. Financial banks are willing to provide bonding services for the capital needed for the site and buildings. In this scenario, the school would incur the debt and be the fee title holder. This is necessary as the bonds would be issued and sold in the tax-free municipals market and the nonprofit status of the school would be integral to the process.

7D. PRE-OPENING PLAN

Planning for opening the school begins prior to the application process. As discussions ensue to develop the mission and curricula of the school, this leads to the development of the staffing and facilities requirements. Once the application is submitted, the nuts and bolts of operations and procedures can be fleshed out, based on the financial parameters warranted by the staffing and facilities requirements, as well as the educational requirements.

The Board will continue its efforts leading up to charter approval. The Facilities discussion in 7C provides a schedule for the most time constrained process of the Pre-Opening time period.

The team has reached out to several sources which indicate a favorable position to pursuing bond financing for opening the school. Our bonding requirements will include the funds needed to repay any construction loans, development costs, and pre-opening personnel expenses. We also have other options open to us for financing including several lease/purchase proposals, as well as a group of investors who are willing to fund the project either on a fee simple basis, or extended lease/mortgage scenario. However, our financials are based on the use of the bonding scenario. After our application is successful, we will finalize the actual funding source, based on the best financing options available at that time.

During this phase we will consider the option to contract with a management consulting firm to oversee many operations or direct hire earlier than currently contemplated. In January 2022, we will bring on our dean, as well as an administrative assistant. Once our application is approved, in addition to finalizing our funding sources, we will also accomplish the following:

- Create policy and procedure handbook. We will create a comprehensive Policies and Procedures Handbook for our employees. As part of this handbook, there will be a detailed section containing Financial Policies and Procedures. Every school's financial success includes proper reporting, documentation and processes involved in all financial decisions and expenditures. All our financial policies and procedures will follow GAAP standards, and will follow all applicable local, state and federal laws and business best practices.
- Create student/parent handbook.
- Negotiate contracts with various suppliers, such as health care, insurance, food service, landscaping, office supplies, etc.
- Procure an audit firm, to perform annual financial and enrollment audits that will be provided to both the USOE and the Utah State's Auditors office by November 1st, as required by state law.
- Create accounts with local utility companies
- Create employee agreements
- Begin the interview and hiring process
- Create and implement a rigorous advertising program
- Purchase the property, hire an architect and construct the school.

The dean will be hired at the annual rate of \$75,000, plus benefits; the administrative assistant will be hired at the annual rate of \$32,000, plus benefits. We also anticipate incurring the following expenses:

- Legal expenses, \$12,000
- Insurances, \$3,000
- Communications, \$6,900
- Advertising, \$28,000
- Supplies (including laptops), \$5,400
- Special Education consultant, \$15,000
- Dues & fees, \$900

APS will attempt to gain a grant through the Federal Charter School Program Startup and Implementation Grant funding, as well as applying for funds through the state Revolving Loan Fund. It is this funding which we use in our attached budgets. We are budgeting based on a combination of the start-up grant of \$175,000 and a state loan of \$125,000, the loan to be paid back immediately upon our final funding.

We will begin construction 12 months prior to school opening, in approximately August 2021. Funding will be procured through a construction loan, which will be paid back out of proceeds from the bond issuance. Our projections will include the construction of a 58,000 square foot complex, consisting of classrooms, specialty rooms, administrative offices, custodial rooms, lavatories, and a combination gym/lunchroom. See section 7C.

7E. CLOSURE PLAN

School Closure Plan

Part of the ongoing responsibilities of the Board is the review of school success metrics. On a regular schedule for the board to review, it is part of the defense against finding the school in a position to be found in violation of its obligations to the public. Should this not suffice in maintaining a path of excellence, or if other issues create a path to close, the school will maintain and update as needed, this school closure plan.

In the event of closure, either by revocation of the school's charter or a planned cessation of operations, APS will ensure that adequate human, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Over the first five years, the school will set aside in a separate account \$10,000 per year to be used in the event of school closure to engage management employees and/or a management firm to perform closure operations over a period of 90 days and provide support and follow up through the beginning of subsequent school year. Services will include asset disposal, student transfers, family support, debt negotiation, employment termination and transition, and working with state agencies on protecting taxpayer assets, including equipment and property.

Once the closure process is initiated, the school's interests will shift from providing education and protecting the school's interests to protecting the state's and chartering entity's interests, as well as the obvious interests of students and families. The closure plan and procedures managed and performed by the designated individuals prior to separation from school will include the following:

1. Student and Records Transfer
 - a. Coordinate all student records, and transfer of records to appropriate jurisdictions.
 - b. Work with other schools, district, charter, or private, to facilitate student transfers.
 - c. Help students and their families find a school which best suits each student's needs. Follow up to verify successful enrollment.
2. Disposal of School Assets
 - a. Seek assistance from the State Charter School Board on finding current schools seeking expansion, or new approved applicants who might be able to take over APS's school assets and liabilities, including the buildings, F&E, and existing lease or bond payments.
 - b. Any assets not to be taken over by another school, will be sold at market value. Funds from these sales will be used to either pay down existing debt, helping with closure expenses, or being returned to the State of Utah, as per state law.
 - c. Maintain building and property security during the closure period.
 - d. Any remaining assets to be transferred to the state, who per statute is the owner of those assets in the event of a school closure.
 - e. Completion of all typical school reports to state agencies, i.e. audits, grant reports, etc.

3. Reconciling School Liabilities
 - a. As in 2a above, work with the State Charter School Board to find potential schools who might be able to assume any current and long-term agreements, including facility, equipment and bonds.
 - b. Using existing cash on hand, and the proceeds from any sales, pay down any existing liabilities.
 - c. If appropriate, file for bankruptcy.
 - d. As per either state law or bond covenants, inform bondholders through the bond trustee, and the State Treasurer's office, of the school's closure.
4. Employees
 - a. Counsel all terminated employees on benefits, and help with job placements.
 - b. Coordinate all COBRA benefits.
 - c. Handle all retirement program asset transfers.
 - d. Provide letters of explanation as to why the employee was terminated due to school closure.
 - e. Survey employees and gather documentation of school internal evaluations related to performance and performance targets and summarize findings.
 - f. At the conclusion of the closure period appropriately disseminate findings.

8. CONTRACTS

Aurora Preparatory School has not entered into any contracts and will not do so until after approval by the Utah State Charter School Board. However, it has proceeded with the negotiations and preparation of several contracts. Only the management contract is presented. Others, such as a real estate purchase contract, or architectural, engineering, and contractor services contracts, are standard to the applicable industry and have too many unknowns to provide a template in this presentation. Several other service type contracts are referred to herein which, at this time, are best represented as “typical” to the service.

Contract termination is always a possibility in any relationship. The board will be made aware of any such potentiality. The senior management and the board will work together to identify other potential providers and consider the alternate of replacing the services in house. Budget analysis presentations will be made for the board to consider, amongst other factors, management of an in-house plan, liability, etc. Upon the direction of the board the senior staff shall proceed to implement the replacement process.

Management

Though the Board reserves the right not to do so, it is the current intent of the school to associate with a management firm. Aurora Preparatory School recognizes, and with this statement acknowledges, that management functions exist outside of any typical local district school campus and are typically handled at district offices. Such functions can be performed on typical charter school campuses that are individual entities, however, it is the intent of APS to contract a number of these functions to a management firm, as mentioned.

The attached form of the contract notes that the primary work of the management firm will be the “back office” functions involving the financial functions of payroll, accounts payable and receivable, general ledger and financial accounting as well as human resources functions involving benefits and employee needs. Hiring decisions will remain with the school and the employees will be school employees. The management company will not be involved in the governance of the school nor dictate educational policy; however, it will provide the personnel resources needed to fulfill school regulatory reporting needs to most federal and state agencies on finances and many other reporting requirements. As both companies grow and become established continuous discussions will occur as to where best each reporting function may be located, in the school or in the management firm. The attached tentative contract outlines specific functions.

The management firm will regularly analyze the processes it provides with the current marketplace to determine whether some functions can be contracted out more efficiently. A typical example is the ever-changing world of payroll and payroll contractors. Such analysis will be regularly shared with the governing board.

The management firm (contractor) will be granted a one-year term, automatically renewable contract, subject to annual review at the complete control and preference of the governing board. Cost efficiency in the performance of duties, as well as accountability, both to the governing board and regulatory agencies will be the performance criteria. The primary motivation, in this organizational process, is that the school founders believes this charter proposal is a highly replicable model and wishes to provide a proven methodology for

economies of scale and support for additional campuses. We acknowledge upfront that the contractor does not exist today and therefore has no track record, which can be said of the school as well. However, the proposed board is made up of several individuals who have participated in similar organizational structures. Whether the governing board wishes to insert these processes into the school itself or to separate them to the care of specialized individuals with prior charter school management experience, the decision is being made for the outside process and though either would work we feel the solid foundation created will assist with the success of the organization and choose as a board to create this management group.

The proposed fee structure will be based on a percentage of gross revenue and generally be about 10%, well below the common level experienced. This is subject to the review of the board. Board presentations for review will include manhour estimates of contracted tasks, similar expenses for services from outside contractors, and audit information presented within the charter world for similar size schools and their expenses.

School Site and Building Development

Again, Aurora Preparatory School has signed no contracts for a site or building at this time. The founding group of the school has pursued for some time alternative paths to determine the best course and intends to finalize and sign contracts within 60 days of the state approval to obtain a site and initiate designs. Please see further information on the facilities plan in section 7C.

Education Services

It is NOT the intention of Aurora Preparatory School to contract out education services, education management or education decisions. The school will hire site managers (school administrators) with these functions in mind. This is stated with the specific exception of the task of obtaining several services, including special education services. Some special education services, which are determined by the individual needs of students, are provided by specialized and highly qualified providers (speech specialists would be a frequent example). It may not be possible, or reasonable, for such individual specialists to be full time or even part time employees of the school. Such services are frequently provided on a contract basis with the school. The contracts can be through a provider agency, an individual, or even another school. Aurora Preparatory School will provide the needed services and, as needed, seek them through reasonable contracts. The same is true for substitute teachers. An example of a local service for substitutes is “Ready2Teach” which contracts with the school and provides substitutes teachers. At some point in the growth of the school, it may be advantageous for the management group to take on the role of procuring these contracts and providing the services to the school. This is not a governance role but a back-office management function and the efficiency and advantage will be determined by the school board.

**SAMPLE MANAGEMENT CONTRACT
Services Agreement**

This Agreement is made effective as of 1 July 2018, by and between Aurora Preparatory School _____(address) (the School), and _____management group (“_____”), (management group address).

_____ has a background in educational services and is willing to provide services to the School based on this background.

The School desires to have services provided by _____.

Therefore, the parties agree as follows:

DESCRIPTION OF SERVICES. Beginning on _____(date), _____ will provide the services selected as per Addendum A (collectively, the “Services”). _____ agrees to devote its best effort to the performance of its services. The parties further agree _____ will perform such other services as agreed upon by the parties from time to time.

PERFORMANCE OF SERVICES. The manner in which the Services are to be performed and the specific hours to be worked by _____ shall be determined by _____. The School will rely on _____ to work as many hours as may be reasonably necessary to fulfill _____’s obligations under this agreement.

PAYMENT. The School will pay a fee to _____ for the Services based on \$_____ per month. This fee shall be payable monthly, no later than the tenth day of the month following the month in which services were provided.

TERM/TERMINATION. This Agreement shall be effective for a period of 1 year and shall automatically renew for successive terms of the same duration, unless either party provides 60 days written notice to the other party prior to the termination of the applicable initial term or renewal term.

RELATIONSHIP OF PARTIES. It is understood by the parties that _____ is an independent contractor with respect to the School, and not an employee of School. School will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of _____. At certain points, _____ may provide employees for School, either for short or long term, which at that point would receive all the normal benefits as other School employees.

EMPLOYEES. _____’s employees or contractors, if any, who perform services for the School under this Agreement shall also be bound by the provisions of this Agreement.

CONFIDENTIALITY. The School recognizes that _____ has and will have the following information:

- Business affairs
- Trade secrets
- Customer lists

And other proprietary information (collectively, “Information”) which are valuable, special and unique assets of the School and need to be protected from improper disclosure. In consideration for the disclosure of the Information, the School agrees that _____ will not at any time or in any manner, either directly or indirectly, use any Information for _____’s own benefit, or divulge, disclose, or communicate in any manner any Information to any third party without the prior written consent of the School,

_____ will protect the Information and treat it as strictly confidential. A violation of this paragraph shall be a material violation of this Agreement.

CONFIDENTIALITY AFTER TERMINATION. The confidentiality provisions of this Agreement shall remain in full force and effect after the termination of this Agreement.

RETURN OF RECORDS. Upon termination of this Agreement, _____ shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in _____'s possession or under _____'s control and that are the School's property or relate to the School's business.

NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person, via e-mail, or deposited in the United States mail, postage prepaid, addressed as follows:

If for the School:

Aurora Preparatory Academy

_____ (school address)

If for _____management group:

_____, CFO
_____management group
_____address
_____address

Such addresses may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of the Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

APPLICABLE LAW. This Agreement shall be governed by the laws of the State of Utah.

SIGNATORIES. This Agreement shall be executed on behalf of Aurora Preparatory School by _____, its President, and on behalf of _____management group by _____, its CFO.

Party receiving services:
Aurora Preparatory School

By: _____

Party providing services:
_____ Management Group

By: _____

ADDENDUM A

List of Services Provided

1. Audit preparation
2. Audit liaison
3. Accounts payable
4. Accounting
5. Bank reconciliation
6. Payroll oversight
7. Employee agreement preparation
8. Human resources guidance
9. Contract negotiations
10. Charter association liaison
11. Professional development guidance
12. Educational testing guidance
13. Curriculum selection guidance
14. SpEd oversight
15. Private SpEd placement
16. State Charter Board liaison
17. State Department of Education Liaison
18. Federal Title guidance and accounting
19. Benchmark testing guidance
20. State testing assistance and guidance
21. Information Technology support and services

APPENDIX A: BACKGROUND INFORMATION SHEET

Name: Douglas F. Pike

Role with application: Board Member

Expertise: Engineering, Construction, Charter school management

As a member of the board I will be a key source of management experience of a charter school and best practices. My long experience and success with the planning and construction of school campuses will also assist the school in facility acquisition.

Statement of Intent:

As with any board member, my primary role will be to share fully in the deliberative and collaborative decision making process of the board. I come to the board with in excess of 25 years of charter school experience. I was appointed in 1995 to the first Arizona State Charter School Board tasked with originating charter schools in Arizona. I served on that board for two terms (re-appointed by a different governor) and was President for 2 ½ years. After leaving the board, a former board member who had left to establish a school asked me to volunteer with his school in several ways. One was as a board member, which I did for ten years. I then went to work for that group as a senior administrator and managed the design and construction of several new campuses and campus expansions as well as managing administrative personnel through growth and expansion of the organization to be Arizona's fifth largest charter group with 16 campuses and over 5,000 students. I next became the CEO, serving from 2013 to 2016. Upon leaving that role I have provided consultant services to and have participated as an employee in multiple charter organizations to strengthen, turn around, and improve the charter experience for families, students, and employees.

My participation in Aurora Prep will mirror those efforts of empowerment, engagement, and excellence. As a board we will seek to leverage our knowledge and judgement combined with great families and employees to provide excellent educational experiences to the scholars attending Aurora Prep. As a board, and as an individual board member, we will seek to do this with efficiency and accountability, and with the input of good employees and caring families.

Not-for-Profit History: The following is a list of specific positions, mostly elected and appointed, and mostly chronologically, with a short narrative note for each.

Neighborhood Representative, Gilbert General Plan Committee 1986 – appointed by Town Council to perform State mandated review and update of community plan – committee of about 8 members worked with staff writing draft proposal to town council

Gilbert, Arizona Town Council, elected 1987 (seven member town council)

Town Representative, Maricopa Association of Governments (MAG) (Council Designee) 1987 – appointed by fellow council members to represent town on regional council of governments (20 plus municipalities) to approve budgeting of federal funds to region for transportation, social services and other block funded programs

Member, State Legislative Oversight Committee for Air Quality Compliance (Governor's Appointee) 1988 – qualification based appointment with locale of residence requirement as well as engineering degree – about ten member committee with several elected legislators and governor's appointees overseeing air quality program for Phoenix metropolitan area

Flagstaff (Az) Ordinance Revision Committee 1990 – town council created committee to review and provide recommendations on proposals for major alterations to zoning ordinance

Founding Board Member, Greater Flagstaff Economic Committee, 1991, elected to seat as Business representative – group oversaw \$2 million annual economic development budget raised from “Bed, Board, and Booze” tax created by new tax law for county and city

Superintendent’s Advisory Board – 1991-1992 – Flagstaff (Az) School District

Arizona State Republican Party Executive Committee 1995 elected to two year term by state delegates from congressional district to seat on executive committee governing state party

Arizona State Board for Charter Schools – appointed by two successive Governors to two terms starting in 1995, served as Board President from Sept.1996 to January, 1999 – this was the first board that wrote the rules and issued the first charters in Arizona (first school opened in August 1995)

Co-Chair, Glendale High School District Bond Committee 2003 – invited to serve, ran successful campaign approving construction funds for renovations on nine campuses. Campaign involved communication strategies, signage, speaking tour and fund raising.

Washington Elementary Redistricting Task Force 2007 – School Board appointed position on state mandated committee to recommend Board action on potential school district merger. Involved in depth budget and operations review of two of the state’s largest school districts and the projection of potential savings/efficiencies if merged with a third small district

Edkey Corporation Board President – non-profit holding company based in Mesa, AZ, with 10 state charters operating up to 16 schools – 2003 to 2013. Position actually was for three separate corporate boards that eventually all merged. All the corporations were non-profits. Some of the schools (and corporations) were acquisitions during the growth of the organization, some were start ups. Board generally had seven active members. Budgets grew to about \$52 million annually.

Edkey CEO – 2013 to 2016 – General management of 800+ employee corporation servicing 5,000+ students on 16 campuses with \$50 million+ annual budget and \$80 million in bond debt. Opened 2 new campuses during tenure, acquired two existing schools.

Leman Academy of Excellence, COO – 2016 to 2017 – stepped into new start up school in first year of operation with specific task of a new campus acquisition opportunity in another county and state approval for two more expansion campuses. Successfully completed tasks.

The Charter Management Group - 2017 to present – 50/50 partnership in consulting firm providing management services to primarily troubled charters seeking turn arounds in academics, finances, and management.

Additional volunteer service positions in non profit leadership, training, and organization – Scout Master, Boy Scouts of America (twice), Bishop, Church of Jesus Christ of Latter day Saints and High Councilman.

I wish to add that raising our nine children with my wife, in addition to four foster daughters (all born in Korea) was my best education management training. Eight of the nine have graduated earning 12 college degrees (the ninth will graduate next year in computer engineering) All nine are married. It was not an easy road.

Employment History:

1979 – 1981 Structural Engineer (Fluor Engineers and Constructors, Irvine, Ca.) designing steel and reinforced concrete structures in industrial manufacturing plants in multiple countries (South Africa, Venezuela, Indonesia, Saudi Arabia) and the United States, primarily for oil companies. The largest project had a \$7 Billion construction cost.

1981 – 2012 Municipal and Land Development Engineering (General Civil work) including multiple subdivision designs from small custom lot design to two square mile planned development infrastructure with thousands of homes, specialty designs such as a two mile large bore sewer transmission line and a large regional mall. Served as Town/City Engineer for four different municipalities in Arizona. As Town Engineer for Eagar, AZ also served as Public Works Director and Planning and Zoning Director. Also created street improvement program to pave 50 miles of dirt roads in Eagar and successfully ran million dollar bond issue vote to approve project. Have managed multiple project and department budgets of multiple millions of dollars and directed departments of up to 25 design personnel. Have held engineering licensure in five states (California #35281, Arizona #18614 -only license still active, Nevada #6786, New Mexico #13640, and Utah #164637) while working for multiple consulting firms and municipalities.

2012 – current – Charter School management (see non-profit work above) originally hired at Edkey to build new campuses (managed design and construction process, successfully built in excess of 200,000 sf of school campuses) I also assisted the CEO in multiple management tasks and succeeded him on his retirement in 2013.

In 1990 and 1991 I was an engineering instructor at Northern Arizona University
 In 1992 I taught Algebra at the Coconino County Community College (Arizona required a community college teaching certificate at the time)

Education History:

College Education details:

University of California, Los Angeles, 1972-73 (no degree)

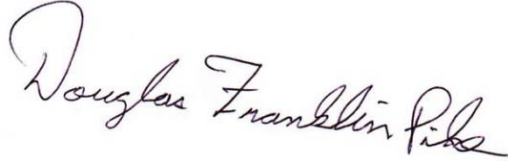
Pierce Junior College, Los Angeles, 1975 (no degree)

Brigham Young University, 1976 – 1979, Bachelor of Science, Civil Engineering

Northern Arizona University, 1990 – 1991, graduate studies in Public Administration, (no degree)

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

A handwritten signature in cursive script that reads "Douglas Franklin Pils". The signature is written in black ink and is positioned above a horizontal line.

Applicant's signature

Name: Dr. Dale Cox

Role with application: Board Member

Expertise: Educational leadership, Education Administration, Program of Instruction and Curriculum

As a member of the board I will provide my expertise in educational leadership, education administration and instruction to help implement a successful charter school. I will also help with teacher recruitment.

Statement of Intent:

I am drawn to service on this board with the intent of contributing to the planning and development of this school as a vibrant alternative for parents and students in the area. I am currently coordinating Utah Valley University's new educational leadership program. In that role, I am working closely with educators from across Utah and Salt Lake Valleys. The proposed curriculum and location meet specific needs in this area and provide much sought after educational options for students. The school founders have extensive experience in the creating and development of charter and private schools and have developed a strong vision for this school. I have had 25 years of teaching and leadership experience in Mesa, Arizona with extensive experience in curriculum development, school management, and board relations. I have 13 years experience developing and leading private, non-profit international schools in Asia, which offer a high quality Western education to foreign nationals living overseas. My experience in this regard includes both leading award winning schools and managing the start up of new schools. This school will draw in part on Asian curricula and pedagogy as well as American sources. I have experience and expertise in both, including 18 total years of living in Asia (13 of them in school leadership), 26 years of experience in US education, fluency in Mandarin and Cantonese Chinese, and Spanish language study experience (including an immersion program in Cuernavaca, Mexico). I view it as a great opportunity to help create this school and provide support to its development.

Non-Profit History

- **Non-Profit School Experience.** From 2012 to 2017, I was the head of a private, non-profit international school in Shenzhen, China. It is an English language, combined American/International Baccalaureate curriculum school for foreign nationals living in China. During my tenure, the school had an annual budget of USD \$20 million, with 900 students, and was accredited by the Western Association of Schools and Colleges (WASC) of California. The school was recognized by Apple, Inc., and the 21st Century Learning Group (Hong Kong) for work in learning innovation. The school is owned by International School Services (ISS), a US registered private, non-profit organization, headquartered in Princeton, New Jersey.
- **Non-Profit Organization Experience.** From 2017-2019 I served as the Asia-Pacific Vice President of International School Services (ISS), a US registered private, non-profit organization, headquartered in Princeton, New Jersey. I now continue as a consultant to ISS in support of their Asia-Pacific operations.
 - My work in the VP role is summarized below:
 - Supervised the management of six operating international schools in Asia-Pacific region:
 - Dalian American International School, Dalian, China
 - Shekou International School, Shenzhen, China
 - Dongguan International School, Dongguan, China
 - Beihai International School, Beihai, China
 - Yangon International School, Yangon, Myanmar

- International School Riau, Sumatra, Indonesia
 - Directed the turnaround project for re-vitalizing Thai Sikh International School, Bangkok, Thailand, including administrative and staff restructure, complete curriculum revamp, school reputation and culture renewal
 - Led the establishment of three new international schools in China, including school proposals, contracts, start-up planning, budgets, design consultation, board structure, staffing, policy and curriculum development, teacher development, and on- going school management:
 - Sias International School (K-12), Zhengzhou, China
 - Advanced Education Academy (K-8), Shenzhen, China
 - Taizi Wan International School (9-12), Shenzhen, China
 - Supervised hiring and training of numerous school heads and principals of private international school
- **Non-Profit Board and Related Experience**
 - Board member, Shekou International School (non-profit), Shenzhen, China, 2017-current
 - Board member, Academic Information Consulting Services Asia-Pacific (non-profit), Shenzhen, China, 2017-current
 - Board member, International School Services-ULink Educational Services joint venture, Shenzhen, China 2017-2020
 - Former vice president of Association of China and Mongolia International Schools (ACAMIS, 70+ member private international schools across China and Mongolia)
 - Former president of Mesa (AZ) Association of School Administrators (200+ members, public)
 - Former board member of Gilbert (AZ) Sister Cities Association

Employment History

- **Assistant Professor, Educational Leadership, Utah Valley University, Orem, UT, 2019-Current**
 - Teach courses in educational leadership in preparation for master's degree and administrative credentials.
 - Develop courses, programs, and resources for school leadership
 - Liaise with state and school district leaders in leadership development
- **Senior Leadership Executive/Consultant to International School Services (non-profit), 2019-current**
- **Vice President Asia-Pacific International School Services (non-profit), Shenzhen, China 2017-2019**
 - Member of senior leadership team for global operations of International School Services (largest global footprint in international education)
 - Leading the development of a hybrid school model integrating innovative, standards- based American curricula with the Chinese national curriculum
 - Supervised the management of six operating international schools in Asia-Pacific region
 - Directed the turnaround project for re-vitalizing Thai Sikh International School, Bangkok, Thailand, including administrative and staff restructure, complete curriculum revamp, school reputation and culture renewal
 - Led the establishment of three new private international schools in China,

including school proposals, contracts, start-up planning, budgets, design consultation, board structure, staffing, policy and curriculum development, teacher development, and on- going school management

- **Head of School, Shekou International School (private, non-profit), Shenzhen, China, 2012-2017**
 - Led school transition to a regional leader in innovation and teacher professional learning
 - School designated as *School of the Year 2014* for learning innovation
 - School designated as *Apple Distinguished School* by Apple, Inc. for learning innovation and technology, 2014-15
 - Developed and executed strategic school improvement, comprehensive program expansion, upgrade of school security, and adoption of International Baccalaureate Primary Years Program
 - Served as Vice president of Association of China and Mongolia International Schools (ACAMIS, 70+ member schools)

- **Principal, International School of Beijing (private, non-profit), Beijing, China, 2006-2012**
 - Supervised all day to day aspects of division at a leading international school
 - Led successful implementation of 21st Century learning initiatives
 - Co-coordinated school-wide One-to-One Laptop implementation
 - Led improvement of relations with parents and the broader school community
 - Evaluated accreditation for Western Association of Schools and Colleges (WASC)
 - Established effective strategies to build professional learning communities, improve recruiting, and enhance marketing
 - Led comprehensive review and documentation of middle school curriculum
 - Led K-12 English Language Arts and Visual Arts curriculum revision

- **Principal, Taylor Junior High (public), Mesa, AZ, 1999-2006**
 - Recognized by State Superintendent for maintaining high academic achievement in a high poverty school
 - Supervised all operations and activities of a large junior high school (1,400 students)
 - Initiated innovative approaches to improving student and parent engagement with school
 - Developed and implemented model school crisis response plan
 - Recognized for outstanding teacher recruitment success

- **Mesa Public Schools, District-wide Service (65,000+ students, 60+ schools)**
 - Served as administrative liaison to Community Curriculum Advisory Committee of Board
 - Developed evaluation system as member of Principal Evaluation Design

- Committee
 - Developed evaluation system as member of Teacher Evaluation Design Committee
 - Participated in contract negotiations as member of Administrative Meet and Confer Team
 - Served as continuing member of District Security Supervisory Committee
 - Trainer for teacher performance compensation program
 - Member of District Language Arts K-12 Strategic Review Committee
 - Member of multiple gifted curriculum revision and design committees
 - Developed district-wide curricula for social studies, English, and reading
- **Assistant Principal, Stapley Junior High/Poston Jr. High (public), Mesa, AZ, 1992-1999**
 - Developed all student programs, handbooks, and procedures for opening of new school
 - Co-led schools through extensive enrollment and program growth
 - Oversaw activity programs, staff evaluation, curriculum areas, and campus security
 - Developed and implemented school crisis management plan
- **Teacher, History/English, Poston Junior High (public), Mesa, AZ, 1981-1992**
 - Successfully taught history and English to both advanced and challenged students
 - Designed courses for gifted social studies and language arts students
 - Co-wrote report and presented for school in receipt of national outstanding school award
 - Trained teachers in assessing student achievement for District Career Ladder Program

Education History

- **Ed.D. Educational Leadership (2012), Lehigh University, Bethlehem, Pennsylvania (Dissertation topic: A global study of international teacher recruitment)**
- **M.Ed. Educational Administration (1987), Arizona State University, Tempe, Arizona**
- **B.A. History (1981), Brigham Young University, Provo, Utah; Summa Cum Laude, University Scholar (Honors), National Merit Scholar**

Presentations and Training

- International School Services Recruiting Conference, New York (2020). “A Review of Research in Teacher Recruitment and Retention.”
- International Education Summit, Zhengzhou, China (2019). “Schools and Students for a Global Economy” (Presented in Mandarin, Chinese.)
- International School Services Recruiting Conference, New York (2019). “Attracting and Retaining Teachers: What Works?”
- Inaugural International Education Summit, Zhengzhou, China (2018). “The Connected

Future: The Role of International Education” (Presented in Mandarin, Chinese.) Also served as conference host and co-organizer in conjunction with local and provincial education bureaus and Sias International University.

- International School Services Recruiting Conference, New York City, New York (2018). “Attracting and Retaining Teachers: What Works?”
- East Asia Regional Council of Schools Leadership Conference, Kuala Lumpur, Malaysia, (2016). “Empowering the ‘Smart Swarm’: Leading innovation by increasing teacher capacity”
- National Taiwan Normal University Conference on Chinese Language Learning, Taipei, Taiwan (2015). “Transforming Mandarin Instruction in International Schools”
- Apple Distinguished School Conference, Foshan, China (2015). “Learning Innovation in a Chinese Educational Context”
- East Asia Regional Council of Schools Leadership Conference, Bangkok, Thailand, (2015). “Closing the Deal: A Study of Key Factors in Recruiting Decisions”
- East Asia Regional Council of Schools Leadership Conference, Kota Kinabalu, Malaysia (2014). “Transforming School and Teaching Practices Through Learning Innovation”
- International School Services Educational Leadership Conference, Princeton, New Jersey (2014). “Key Elements of Building Innovation into a School’s Practices”
- Council for International Schools Annual Conference, London, United Kingdom (2012). “A Global Study of Teacher Recruitment”
- East Asia Regional Council of Schools Leadership Conference, Bangkok, Thailand (2012). “A Global Study of Teacher Recruitment”
- East Asia Regional Council of Schools Middle School Principal’s Conference, Hong Kong, China (2009). “Action Planning for School Improvement”
- East Asia Regional Council of Schools Leadership Conference, Kota Kinabalu, Malaysia (2008) “Making a Good School Great”
- Various presentations at regional and district conferences on school leadership, gifted education, social studies pedagogy. Mesa Public Schools, (AZ), 1984-2006

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Applicant’s signature

Name: Dr. Barbara Hong

Role with application: Board Member

Expertise: Special Education, Educational Leadership

As a member of the board I will serve as the legal and specialist in special education. I will provide all my knowledge to ensure the legal compliance with special education laws and restrictions while also helping to build a SPED program that will help all students in need.

BARBARA SIEW SWAN HONG [FOSTER]

Website: <https://www.barbarahong.com>

EDUCATION

- Oct 2002 **COLUMBIA UNIVERSITY, PH.D.**
Disabilities; Psycho-educational Assessment; Health & Behavioral Sciences
Advisor: Dr. Nel Noddings (Stanford University); Mentor: Dr. Thomas Sobol (Teachers College, Christian A. Johnson Professor of Outstanding Educational Practice)
- May 2002 **COLUMBIA UNIVERSITY, MASTER OF PHILOSOPHY**
Education Leadership & Policy Administration
- Feb 2001 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF EDUCATION**
Instructional Practices for Diverse Learners
- May 1999 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF ARTS,**
Learning Specialist for Diverse Learners
- Jun 1997 **BRIGHAM YOUNG UNIVERSITY, Hawaii, BACHELOR OF SCIENCE**
Special Education, K-12, Summa Cum Laude, Full Academic Scholarship

PROFESSIONAL PROFILE

June, 2020 – Present **Texas A&M International University**
Dean of University College and Professor of Special Education

2015 – May, 2020 **Brigham Young University—Hawaii**
Special Assistant to Vice Presidents on A.I.D.E.–Access, Inclusion, Diversity, Equity
504/ADA Compliance Officer

- Chair the University Accessibility Advisory Council
- Chair the University Diversity Committee
- Serve as a resource to the President’s Council and key auxiliary teams in responding to emerging issues, exceptional cases, and challenges impacting campus’ ability to effectively carry out A.I.D.E. efforts.
- Serve as an internal and external liaison in supporting and advocating for proactive policies, procedures and systemic improvements that remove barriers to students and employees.
- Maintain policies to align with institutional, accreditation, and Federal regulations involving 504/ADA, Title IX, EEOC, and OCR.
- Develop standardized incident management practices, including complaint reporting, investigation, conflict of interest, crisis management, grievance protocol, and discriminatory allegation involving students, faculty, and staff.

- Develop and implement staff and faculty training in support of A.I.D.E. competencies and audit compliance initiatives.
- Provide leadership, coordination, consultation, assistance, strategic oversight, and training regarding in all matters related to A.I.D.E.
- Provide assistance to Disability Services and Human Resources in delivering reasonable accommodations to students and employees by ensuring policies and procedures meet required standards and legal guidelines.
- Consult and train supervisors in formal and informal handling of discrimination complaints.
- Collaborate with Human Resources and Equity and Title IX investigators to develop investigatory process that meets university policies and federal regulations.
- Interpret policies regarding 504/ADA and other disability-related legislation with offices (e.g., Dean of Students Office, HR, Events & Outreach, Food Services, Risk Mgt, Facilities Mgt, Library, and Campus Planning)
- Update the list of current 504 deficiencies in physical facilities. Work with auxiliary units on correcting barriers in facilities.

Professor and Program Coordinator of Special Education [Awarded early promotion & tenure]
**** Recipient of University Exemplary Faculty Award**

- Teaching upper-class elementary and secondary teacher-candidates—Hawaiians and Pacific Islanders; Southeast Asians; mainlanders
- Program Coordinator, Special Education CAEP & AAQEP
- Board of Directors, CEC (*Council for Exceptional Children*)
- Founder & Director, PACE (*Parents as Advocates for Change in Education*)
- ESSA State Program Reviewer, US Department of Education
- Advisory Council, Oxford Education Research Symposium
- Principal Investigator, Harold K. L. Castle Foundation Grant, Hawaii
- Senior Advisor, University Accessibility Advisory Council
- Mentor faculty for Fulbright Applications
- Professional-Chair, Community Children’s Council, Windward District, Hawaii DOE
- University Competency Accreditation Committee, WASC
- Speaker Bureau, Fetal Alcohol Syndrome Association
- Past-President, Phi Kappa Phi Honor Society
- Collaborator, LDAH (*Leadership in Disabilities & Achievement of Hawaii*)—Office of Special Education (OSEP), U.S. Department of Education

2014 – 2015

Education Specialist in Professional Development

Fairfax County Government, Virginia

Department of Family Services, Office for Children & Institute for Early Learning

- County Consultant, Curriculum Evaluation and Learning Outcomes
- Complete evaluation of Early Childhood standards for county preschools
- Provided training for county on research-based practices
- Parent consultant and disability specialist

2008 – 2014

The Pennsylvania State University [Awarded Early Tenure]

Associate Professor of Education

Division of Education, Human Development & Social Sciences

* *Recipient of Teacher-of-Honor Award*, International Education Honor Society, Kappa Delta Pi

* *Excellence in Student Advising*

* **Speaker Specialist & Expert**, appointed by the U.S. Dept. of State, Bureau of International Programs

- *Senior Fulbright Specialist*—Turkey
- *Senior Fulbright Scholar*—Qatar
- *Fulbright Hays Fellow*—Qatar
- First Honorable Visiting Scholar—Taiwan
- Taught undergraduate elementary and secondary teacher candidates
- Doctoral Faculty Advisor
- Research advisor for graduate candidates in the Department of Vocational Rehabilitation
- Chair, Faculty Senate Research
- Chair, Senate Faculty Affairs
- Chair, International Committee, Kappa Delta Pi, International Education Honor Society
- Chapter President, International Education Honor Society
- Chair, International Committee, Headquarters of Kappa Delta Pi

2005 – 2008

Texas A&M International University [Awarded Early Promotion]

Associate Professor of Education Administration & Special Education

Department of Professional Programs—Full Doctoral Status

- Taught graduate teacher and school administration candidates and teacher candidates—Majority Hispanics
- Supervised doctoral candidates as Graduate Faculty
- Co-Chair, First-Year Success Initiatives
- Chair, University Technology Committee
- Chair, University Code of Honor
- Principal Author, Graduate Handbook, School of Education
- Executive, Faculty Senate Secretary

2002 - 2005

Dowling College, New York

Assistant Professor of Special Education

- Taught graduate teacher candidates
- Coordinator, National Council for Accreditation of Teacher Education (NCATE)

LICENSURES

New York - State **District** Administrator Certification
New York - State **Principal** Certification
New York - State **Teacher** of Special Education, K-12
Hawaii - State **Teacher** of Special Education, K-12
Comprehensive Multisensory Training in **Literacy** Skills, Recertified 2011

PUBLIC SCHOOL EXPERIENCES

1996 – 2001 New York City – 4th, 5th grade-fully self-contained
Assistant Principal, K-5 elementary school
Hawaii, 2nd, 6th, 12th grade - fully self-contained

Awarded **Outstanding Achievement in Multimedia Festival

SCHOLARSHIP OF TEACHING

Average Student Rating at Brigham Young University—Hawaii as of Fall 2015

Overall Quality of the Course = **6.61 out of 7.0**

Overall Quality of Instructor = **6.73 out of 7.0**

Average Student Rating at Penn State University as of Fall 2008

Overall Quality of the Course = **6.72 out of 7** as of spring 2013

Overall Quality of the Instructor = **6.81 out of 7** as of spring 2013

Teaching Award

****** Recipient of “TEACHER OF HONOR” award in 2011 by the International Honor Society in Education, Kappa Delta Pi.

University Award

Recipient of “EXEMPLARY FACULTY AWARD ” in 2018, BYU, Hawaii.

Advisement

****Nominee for Excellence in Advising** Award in 2011 at Pennsylvania State University

**** 100% PASSING RATE for PRAXIS in Special Education Licensure since 2015**

SAMPLE COURSES TAUGHT AT GRADUATE AND UNDERGRADUATE LEVELS

Undergraduate, Graduate, and Doctoral level courses leading to licensure in School Administration, Special Education, and Early Childhood/Elementary Education

- Legal Foundation of Special Education
- Inclusive Special Education Foundations
- Psycho-Educational Assessment
- Adapting Curriculum for Students with Special Needs (Universal Designed Learning)
- Working with Families and Professionals in Special Education
- Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, Writing, Spelling, and Handwriting
- Foundations of Special Education, Etiologies, Law, and Implications for Practice
- Inclusive Education and Assessment
- Adapting Instruction for Diverse Classrooms
- Collaboration in Special Education
- Educational Psychology
- Autism Spectrum Disorders: Issues & Concerns
- Applied Behavior Analysis
- Critical Issues in Education
- Organization and Evaluation of Curriculum
- Leadership in Technology for School Administrators (+ developed online course)
- Practicum in School Supervision
- History and Philosophy of Education
- Educational Theory and Philosophy Disability Issues
- Management of Students with Behavioral Problems
- Introduction to Autism Spectrum Disorders: Issues and Concerns
- Master Thesis
- Research Design
- Individualized Education Program and Assessment

LANGUAGES

Mandarin, Hokkien, Teochew, Cantonese, and Malay in fluency sequence

INTERNATIONAL EXPERIENCES

- 2014 **Qatar—Fulbright Hays Fellow**
 Appointed U.S. Speaker Specialist and Expert on Disability to consult with the Supreme Education Council and curriculum supervisors;
 Conducted professional development on reading and math for educators
 Consulted with health care professionals at Rumaillah Hospital, Qatar Foundation, and Hamad Medical Corporation on Early Childhood behavioral disturbances, depression and schizophrenia
- 2014 **Turkey—Senior Fulbright Specialist**
 Selected by Zirve University in Gaziantap to conduct teacher training and faculty development on cognitive science of teaching and learning;
 Advisors for Masters and Ph.D. candidates
- 2011 **Taiwan—Honorable Visiting Scholar**
 Selected to train teachers and faculties on pedagogical practices for students with special needs in cognitive psychology, brain research, universal design learning, and international trends and policies in special education
- 2011 **Qatar—Senior Fulbright Scholar**
 Invited by US State Department to provide professional development training for teachers in the Gulf—Bahrain, UAE, Saudi Arabia, Oman, Iraq, Jordon, Egypt, Armenia, Syria, Georgia, and Somalia)
 Collaborated with US Embassy, Cultural Affairs and Education division on strategic planning for faculty, principals, healthcare professionals, and educational specialists on mental health and disability issues
- 1986-current **Singapore**
 Consultant for schools on improving the quality of teacher education and teaching pedagogies for students with special needs
 Consultant for *Autism Pathlight School* and the *Nanyang Technological* on framing schools for special needs in Singapore
 Consultant for low-functioning, severe disabilities residence in group *homes* (4-18) in the development of self-help skills, social growth, basic academics, independent living, sustained employment, and functional adaptations
 Planned training programs in home management and social skills to promote independent living for individuals with intellectual disabilities (18 and above)
- Malaysia**
 Assisted therapists in sensory stimulation, physical exercise, and recreational guidance for individuals (2-21) with pervasive developmental delay, fetal alcohol syndrome, autism, intellectual disabilities, and health impairments
- 2008-2014 **Guatemala—Rigoberta Menchu Foundation Online Learning**
 (via satellite)
 Consultant for English Language Learners in Technology Immersion;
 Developed curriculum for non-native English speakers
 Integrated technology in rural communities

CONSULTANT (2011–present)

- Supreme Education Council and curriculum supervisors, Qatar
- Rumaillah Hospital, Qatar
- Metaform Studio Architects, San Antonio, Texas
- Autism Pathlight School, Singapore
- Teacher Education, Taiwan
- Fetal Alcohol Syndrome Disorder, Hawaii
- Hawaii Department of Education
- Special Education Advisory Council, Hawaii
- International Dyslexia Association, Hawaii
- Hawaii Special Parent Information Network (SPIN)
- Hawaii Families As Allies (HFAA), Hawaii
- Leadership in Disabilities & Achievement of Hawaii

EXAMPLES OF RESEARCH CITED

Handbook of Adult and Continuing Education—**American Association of Adult and Continuing Education**

Career Development for Exceptional Individuals—**Hammill Institute on Disabilities**

Higher Education Abstracts— **Wiley Online Library**

Transition Specialists Literature Report—**Council for Exceptional Children**

Suggested Readings for Transition Module—**University of North Carolina**

Advanced Instructional Principles for Students with Severe Disabilities—**Vanderbilt University**

British Library Direct” database by the **British Library Board**

Transition to Postsecondary Education for Students with Disabilities—**Division on Career Development and Transition**

The **Hong Kong Institute of Education Library**

The **Russian-American Education Forum**

Journal of Higher Education Theory and Practice

Strategies and Planning for Success—**Syracuse University Center on Human Policy, Law, and Disability Studies**

Northeastern Educational Research Association (NERA) Annual Conference by the University of Connecticut

EDITORIAL RESPONSIBILITIES*Associate Editor*

Journal of Curriculum Studies Research, 2019-present
 International Journal of Learning, Spring 2009-present
 International Journal of Leadership in Education, Spring 2009-present
 International Journal of Educational Policy and Leadership, Spring 2009-present
 International Journal of Technology, Knowledge, and Society, Spring 2009-present
 International Journal of World Universities Forum, Fall 2009-present

Member, Editorial Board

Journal of Research for Educational Leaders, 2006-present

Referee for Journals

Journal of College Student Retention: Research, Theory, & Practice, 2012-2019
 National Council of Professors of Educational Administration/Connections Journal, 2006-2008
 Current Issues in Education, 2006-2007
 School Leadership Review, 2006
 Teacher Education and Practice, 2006

Referee for Book Manuscripts

John Wiley and Sons, April 2009-present
 Rowman and Littlefield, January 2009-present
 Pearson Hall, December 2004-February 2006 present
 Houghton Mifflin, January 2006-present

RESEARCH PUBLISHED IN REFEREED JOURNALS

Hong, B. S. S. (2015). Qualitative Analysis of the Barriers College Students with Disabilities Experience in Higher Education. *Journal of College Student Development*, 56(3), 209-226. The Johns Hopkins University Press. Retrieved May 29, 2015, from Project MUSE database.
https://muse.jhu.edu/journals/journal_of_college_student_development/v056/56.3.hong.pdf

Herbert, J. T., Hong, B. S. S., Byun, S., Welsh, W., Kurz, C. A., & Atkinson, H. A. (2014). Persistence and graduation of college students seeking disability support services. *Journal of Rehabilitation*, 80(1), 22-32. <http://connection.ebscohost.com/c/articles/95211397/persistence-graduation-college-students-seeking-disability-support-services>

Hong, B. S. S. (2014). Why schools in America should not be like schools in Singapore. The American Association of School Administrators—*Journal of Scholarship and Practice*. Invited Author Special Issue, 10(4), 43-50. <http://connection.ebscohost.com/c/articles/94258748/why-schools-america-should-not-be-like-schools-singapore>

Hong, B. S. S., & Chick, K. A. (Jan, 2013). Understanding students with learning difficulties –How do they learn? *Kappa Record*, 49(1), 30-36.

<http://www.tandfonline.com/doi/abs/10.1080/00228958.2013.759829?journalCode=ukdr20#.VdJ1onh7XrQ>

Chick, K. & Hong, B. S. S. (2012). Differentiated instruction made simple: Where do teachers begin.”

Journal of Social Studies Research and Practice, 7(2), 114-121. http://www.socstrpr.org/wp-content/uploads/2013/01/06449_no8.pdf

Schulte, D. P., & Hong, B. S. S. (2012). Portraits of Leaders: Striving for a fuller humanity. *Journal of Cases in Educational Leadership*, 14(4), 31-46. <http://jel.sagepub.com/content/14/4/31.full.pdf>

Hong, B. S. S., Haefner, L. A., & Slekar, T. D. (2011). Faculty attitudes toward promoting self-determination and self-directed learning with college students with and without disabilities.

International Journal of Teaching and Learning in Higher Education, 23(2), 175-185.

<http://files.eric.ed.gov/fulltext/EJ946142.pdf>

Hong, B. S. S., Herbert, J. T., & Petrin, R. A. (2011). A Ten-Year Analysis of the Postsecondary Outcomes of Students with Disabilities at The Pennsylvania State University. *Journal of Education for Teaching*, 37(2), 237-238.

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Hong, B. S. S., Shull, P. J., & Haefner, L. A. (2011). Impact of perceptions of faculty on student outcomes of self-efficacy, locus of control, persistence, and commitment. *Journal of College Student Retention: Theory, Practice, & Research*, 8(3), 289-309. <http://eric.ed.gov/?id=EJ945738>

Hong, B. S. S., & Slekar, T. D. (2010). Preservice elementary teacher attitudes and perceptions of mathematics and mathematics learning in college. *Journal of World Universities Forum*, 3(6), 17-30. <http://wuj.cgpublisher.com/product/pub.173/prod.278>

Hong, B. S. S., Slekar, T., & Himmel, J. (2010). Faculty attitudes toward college students with disabilities. *Journal of World Universities Forum*, 3(2), 71-90.

<http://wuj.cgpublisher.com/product/pub.173/prod.221>

Hong, B. S. S., & Shull, P. J. (2009). Self-determination as an outcome for students: An educational paradigm shift [Translated to Lithuanian: Apsisprendimas kaip auklėjimo rezultatas: Paradigmos kaita. *Special Education[Specialusis Ugdymas]*, 2(21), 76-82.

http://www.sumc.lt/images/journal2009_2_21/15_hong_shull_en_doc.pdf

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Hong, B. S. S., & Shull, P. J. (2009). A retrospective study of how faculty dispositions influenced the learning experiences of undergraduate engineering students. *College Student Journal*, 44(2), 226-

238. <http://connection.ebscohost.com/c/articles/51362161/retrospective-study-impact-faculty-dispositions-have-undergraduate-engineering-students>

- Hong, B. S. S., & Shull, P. J. (2009). Impact of teacher dispositions on student self-determination. *International Journal of Learning*, 16(1), 261-271. <http://commonground.cgpublisher.com/product/pub.30/prod.2018>
- Hong, B. S. S., Ivy, W. F., & Schulte, D. P. (2009). Dispositions for special educators: Cultivating high-quality traits for working with students with special needs. *International Journal of Learning*, 16(1), 75-90. <http://ijl.cgpublisher.com/product/pub.30/prod.2006>
- Hong, B. S. S., & Schulte, D. P., & Ivy, W. F. (2009). Engaging reluctant learners through the web: Where do teachers start? *International Journal of Technology, Knowledge and Society*, 5(1), 127-140. <http://ijt.cgpublisher.com/product/pub.42/prod.548>
- Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2009). Leaders exerting pressure for positive change: Leverage for educational leadership reform." *International Journal of Knowledge, Culture, and Change Management*, 9, 103-110. <http://ijm.cgpublisher.com/product/pub.28/prod.997>
- Schulte, D. P., Schulte, R., Ivy, W. F., & Hong, B. S. S. (2009). The cost of leadership for social justice: The price is 'Right.' *Journal of Knowledge, Culture, and Change Management*, 9(1), 227-238. <http://ijm.cgpublisher.com/product/pub.28/prod.1003>
- Hong, B. S. S. (2008). Integrating Internet resources for English learners. *Central American Journal of Indigenous Education: Qatz'oloq-Our Education. Fundación Rigoberta Menchú Tum*, 1. Available in English and Spanish translation. <http://www.fimtreci.com/english.html>
- Hong, B. S. S., Ivy, W. F., Gonzalez, H. R., & Ehrensberger, W. J. (2007). Preparing students for postsecondary education: What K-12 teachers and higher education faculty can do to empower students with and without disabilities. *TEACHING Exceptional Children*, 40(1), 32-38. <http://eric.ed.gov/?id=EJ849737>
- Hong, B. S. S., & Ehrensberger, W. J. (2007). Assessing the mathematical skills and knowledge of students with special needs. *Preventing School Failure*, 52(1), 41-47. <http://assessmentsforswd.wikispaces.com/file/view/Assessing%20the%20Mathematical%20Skills%20of%20Students%20with%20Disabilities.pdf/474279096/Assessing%20the%20Mathematical%20Skills%20of%20Students%20with%20Disabilities.pdf>
- Schulte, D., Ivy, W., & Hong, B. S. S. (2007). A multidimensional approach to educating all children: Empowering stakeholders to make appropriate decisions. National Council of Professors of Educational Administration (NCPEA) *Connexions Knowledge Base Project*. <http://ijelp.expressacademic.org/article.php?autoID=176&issueID=60>
- Casarez, L., & Hong, B. S. S. (2007). Integrating computer-assisted language programs for students with limited English proficiency. *Texas Reading Report*, 34(3): 2-4.
- Hong, B. S. S. (2006). The "TRUTH" about Asia's schools: A comparative understanding between schools in Asia and the United States" (abstract). *4th Hawaii International Conference on Education: Conference Proceedings*, January.

Ivy, W. Fred, Schulte, D. P., & Hong, B. S. S. (2006). Leverage for freedom or wedge of compliance? A simple tool for positive organizational and leadership change. *4th Hawaii International Conference on Education: Conference Proceedings*, January.

Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2006). Countdown to inclusion: “The Rainbow Continuum” for increasing mainstream services. Proceedings published in the *4th Annual Hawaii International Conference on Education*, January.

Hong-Foster, B., & Ehrensberger, W. (2005). Empower students with your words.” *Teaching Exceptional Children Plus*, 1(6), 4. <http://eric.ed.gov/?id=EJ966526>

BOOK CHAPTER

Hong, B. (2017). Seduction of "East Asian" Schools. Edited by Ness, D., & Farenga S. J., in *Studies in Education and Neoliberalism: Alternatives to Privatizing Public Education and Curriculum*. New York, NY: Routledge. https://www.amazon.com/Alternatives-Privatizing-Public-Education-Curriculum-ebook/dp/B06XPQHMPQ/ref=sr_1_2?ie=UTF8&qid=1493426665&sr=8-2&keywords=alternatives+to+privatization

Hong, B. S. S., & Weitman, C. (2012). Strategies for augmenting students’ attention in higher education. In R. Barnett, C. Nygaard, J. Branch, C. Holtham, Eds. *Learning in University Education—Contemporary Standpoints*. International Academic Association for the Enhancement of Learning in Higher Education. Oxfordshire, UK: Libri. https://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=learning+in+higher+education+contemporary+standpoint

Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2013). Leaders exerting pressure for positive change: Leverage for educational leadership reform. In Westover, J, Ed. *Leadership and Organizational Change*. Champaign, IL: Common Ground Publishing LLC. <http://ijm.cgpublisher.com/product/pub.28/prod.997>

BOOK

Hong, B. S. S. *Failing Up: A Professor’s Odyssey of Flunking, Determination, and Hope*. Columbia Publishing House, April 12, 2018.

****Earned KIRKUS STAR REVIEW; Selected as 100 Indie Books of 2018**

Example of Book Tours:

Alpha Delta Kappa, Hawaii, July 14-16, 2020	Hauula, Hawaii, Aug 19, 2018
Lynn University, Florida, March 18-22, 2019	Singapore, July 29, 2018
BYUH Women’s Organization, Oct 4, 2018	Malaysia, July 28, 2018
Kamuiki High Academy, Hawaii, Sept 27, 2018	Hong Kong, July 21-22, 2018
Ewa Beach Elementary, Hawaii, Sept 2018	LDS Educators Association
Hawaii Alpha Delta Kappa, Aug18, 2018	BYU-Provo, July 6, 2018
Miliani, Hawaii, October 21, 2018	BYU-Hawaii, June 21, 2018

PROFESSIONAL DEVELOPMENT/INVITED SPEAKER

“Don’t Leave the Parents Out: Understanding the Critical Power of Family Partnerships.”
KEYNOTE. Closing the Research to Practice Gap. Inclusive and Supportive Education Conference, August 3rd-5th 2020.

“Everyone Matters.” KEYNOTE. Alpha Delta Kappa. Hawaii, July 14-16.

“Don’t Leave the Parents Out: Understanding the Critical Power of Family Partnerships.”
KEYNOTE. Closing the Research to Practice Gap. Inclusive and Supportive Education Conference, August 3rd-5th 2020.

“Everyone Matters.” KEYNOTE. Alpha Delta Kappa. Hawaii, July 14-16.

“Autism: What It Is and What It’s Not.” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, September 21, 2019.

BYUH International Week, November 16, 2018. **Failing UP.**

“How to Advocate for My Child.” *Moderator*, Parent Panel. Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, October 13, 2018.

“How do I Help my Child with Learning Difficulties.” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, October 13, 2018.

“How I landed here: Failing Up.” BYUH Women’s Organization, October 4, 2018.

“Teaching Math the Correct Way.” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, October 13, 2018.

“Secrets to Success: Failing Up.” Kaimuki High School, Hawaii, September 27, 2018.

“Response to Intervention (RTI): What it is and what it’s not.” Ewa Beach Elementary School, Hawaii, September 4, 2018.

“Embracing Failures.” Alpha Phi Kappa, Hawaii, August 18, 2018.

“To Be or Not To Be: The Price for Earning a Prize.” Singapore, July 29, 2018.

“Early Career Starters: Picking Yourself Up after a Rejection.” Malaysia, July 28, 2018.

“The Gift of Trials.” Malaysia, July 28, 2018.

“Learning Disabilities vs Learning Difficulties.” Hong Kong Educators, July 21, 2018.

“The Gift of Trials.” Malaysia, July 21, 2018.

LDS Educators Association Annual Conference, Provo, July 6, 2018.

Bureau for Fetal Alcohol Syndrome Disorder, Hawaii. May 10, 2018.

“7 Myths of Reading—From Learning to Read to Reading to Learn.” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, April 7, 2018.

“Reading Diagnosis and Interventions.” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, March 24, 2018.

“Integrating Qualitative Reading Inventory (QRI) in Response To Intervention (RTI) Approaches.” Professional Development, Laie Elementary School, Hawaii, March 16, 2018.

“Response to Intervention (RTI) Diagnosis: Reading Difficulties vs Learning Disabilities.” Professional Development, Laie Elementary School, Hawaii, March 8, 2018.

“Diagnosis and Application of Spelling Error Patterns,” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, March 3, 2018.

“Establishing Critical Baselines in Response To Intervention (RTI).” Professional Development, Laie Elementary School, Hawaii, Feb 13, 2018.

“How Children Learn to Spell,” Parents as Advocates for Change in Education (PACE), Brigham Young University, Hawaii, Feb 17, 2018.

“Has Technology Changed the way Students Learn?” Pathlight School, Singapore. July 18, 2017.

“Spelling is More than ABC...” Pathlight School for Autism, Singapore, July 19, 2017.

“If Critical Thinking is So Important, Why is it so Hard to Teach?” Pathlight School for Autism, Singapore, July 20, 2017.

“Seek Learning, Even By Study and By Faith.” Stake Youth Fireside, The Church of Jesus Christ of Latter-Day Saints, Singapore, July 16, 2017.

“Disability Issues Around the Globe: Attitudes, Perspectives, and Challenges.” **Clemson University**, Education and Human Development, Oct 26, 2016.
<https://www.clemson.edu/education/research/documents/hong-visiting-scholar2.pdf>

“Thinking of Becoming a Fulbright Scholar? Clemson University, Education and Human Development, Oct 26, 2016. <https://www.clemson.edu/education/research/documents/hong-visiting-scholar2.pdf>

“College Students with Learning Disabilities.” Faculty Forum, Faculty Advisory Council at Brigham Young University, Hawaii, Oct 13, 2016.

“Understanding the Individualized Education Program Process from the Start.” 9th Annual Traveling Mini-Conference, Building Bridges and Paving Pathways. **Learning Disabilities Association of Hawaii**, HI, Oct 1, 2016.

“**Communicating with and about People with Disabilities.**” Business Department, Brigham Young University, Hawaii, May 6, 2016.

“**Understanding Autism from the Social Worker’s Perspective.**” Social Work Department, Brigham Young University, Hawaii, March 23, 2016.

“**International Education Opportunities for Students and Professionals.**” Panelist, International Committee of Kappa Delta Pi, Convocation, Orlando, FL, October 22-24, 2015.

Edgewood College, Keynote Speaker, Jan 15, 2015.

“**Who Are Our Students: Responding to Students’ Learning Needs in the Classroom.**”
“**Effective Teaching in Diverse College Classrooms.**”

U.S. Department of State Speaker and Specialist, April 24-May 2, 2014.

“Improving Teacher Quality, Student Learning, and School Outcome: Implications for Impactful Change.” Invited by the U.S. Embassy in Qatar in consultation with the Supreme Education Council, Qatar Foundation, Rumaillah Hospital, and Hamad Medical Corporation.

“How the Brain Learns”

“Myths about Teaching and Learning”

“How to Teach Reading”

“How to Teach Math”

“What are Learning Disabilities”

“How to Handle Difficult Behaviors in the Classroom”

“Diagnosis of Childhood and Teens Depression and Mental Health”

“Behavior Disorders and Emotional Disturbances; Social Maladjustment; Childhood Schizophrenia”

U.S. Department of State Speaker, Fulbright Hays, Nov 20-28, 2014.

“Science Spectacular: Hands-on Science Modules on Fundamental Scientific Principles on Energy, Motion, Sound, Pressure, Light, Forces, and Electricity.” (with Richard and Alice Flarend). U.S. Embassy in Doha, Qatar and in collaboration with the Qatar Scientific Foundation. <http://www.altoonamirror.com/news/local-news/2014/10/locals-to-help-teachers-in-qatar/>

Senior Fulbright Specialist, Zirve University, Gaziantep, Turkey, Feb 9-March 10, 2014.
<http://news.psu.edu/story/305767/2014/02/26/academics/professor-hong-chosen-fulbright-specialist>

“What are Developmentally Appropriate Practices?”
“We Know How the Brain Works, But How Does It LEARN?”
“What You Think You Know: 5 Myths about Teaching and Learning.”
“If Critical Is So Important, Why is it so Difficult to Teach?”
“How Do Students with Learning Disabilities Really Learn?”
“Students with Learning Disabilities: How do they learn?”
“Hearing and Visual Impairment: Adaptations for teachers.”
“Early Math Learning: Red flag for math difficulties.”
“Communicating with and about People with Disabilities.”

“The Power of Words: Empowering Students in Early Childhood Learning.” Early Childhood Conference, **Penn State Extension**, State College PA, Feb 1, 2014.

“How are You the Same as People with Disabilities? Diversity Ambassador Training. Office of Institutional Equity, Diversity & International Student Services, **Penn State**, November 20, 2013.

“Early Childhood Around the Globe: Mozambique, South Africa, Turkey, The Netherlands, and Singapore. Sponsored by **Central Region PENNAEYC**. Mount Nittany Elementary School. Sept 28, 2013.

“How the Brain Work: Best Ways to Help Your Child Learn.” Community Outreach Program, **Singapore**, June 8, 2013.

“Have Technology and Multitasking Rewired How Students Learn?” Early Childhood and Special Needs Academic Group, National Institute of Education. **Nanyang Technological University, Singapore**, June 7, 2013.

“Students with Mild Intellectual Disabilities: Focus on Numeracy.” Association for Persons with Special Needs. **Singapore**, 6 June 2013.

“Parenting Strategies for Working with Students with Attention Deficit Disorder.” **St. Joseph Institute, Singapore**, June 5, 2013.

“Cultivating High-Quality Teacher Dispositions for Working with Students with Special Needs.” Redesigning Pedagogy International Conference. Centre for Research in Pedagogy and Practice and The Learning Sciences Lab. **National Institute of Education, Singapore**, June 3-5, 2013.

“Students with Cognitive Disabilities: How Do They Learn?” Rainbow Special Schools. **Singapore**, June 3, 2013.

“Working with Parents of Children with Special Needs.” Assumption Pathway Special School, **Singapore**, May 29, 2013.

“Cognitive Science of Learning.” **Penn State** Altoona, New Faculty Effective Teaching Workshop, Oct 13, 2012.

“How to Reach Students with Learning Difficulties: Is It What You Teach or How You Teach?”

“How College Students Engage, Retain, and Transfer What They Have Learned.”

Honorable Visiting Scholar for Taiwan Municipal University of Education, June 11-18, 2011. Conducted Professional Development for educators and consulted with Taiwan Teacher Education.

"Integrating Universal Design for the Diverse Learners."

"U.S. Trends in Special Education."

"Understanding How the Brain Works."

"International Trends in Special Education."

Title V Sophomore Success and PROF Center, **Texas A&M International University**, Laredo, Texas, October 14, 2011.

"Successful Students are Self-Determined Students"

"Promoting Self-Determination and Self-Directed learning with College Students"

"Why Students Think They Understand When They Don't: Differentiating Learning Skills and Studying Habits"

"Promoting Student outcomes of Self-Efficacy, Locus of Control, Persistence, and Commitment"

"How to Reach Students with Learning Difficulties: Is it What You Teach or How You Teach"

"How College Students Engage, Retain, and Transfer what They have Learned"

“Learning Disabilities vs. Learning Difficulties.” Jamiyah Education, Early Childhood, **Singapore**, June 24, 2011.

“Learning Disabilities: Differentiation, Identification, & Strategies,” **Qatar University**, May 17 and 24, 2011.

“Communicating with and about People with Disabilities.” College of Pharmacy, **Qatar University**, May 25, 2011.

“Universal Design Learning for the Diverse Classroom: Teaching Students in the Digital Age!” 4th Annual Information and Communication Technology (ICT) in Education, **College of the North Atlantic and the Supreme Council of Information and Communication Technology, Qatar**, 16, 17, and 18, April 2011.

Senior Fulbright Scholar. Professional Development at **Qatar University**, Jan to May, 2011.

“What Every Healthcare Professionals Should Know About Learning Disabilities.” Education for Healthcare Providers, **Qatar Rumailah Hospital**, March 17, 2011.

Research Seminar: "Self-Determination for People with Disabilities." College of Education, **Qatar University**, March 16, 2011.

“How do Students Learn Best: Brain Research on Knowledge, Depth, Intentions, Emotions," **Qatar University**, March 10 and March 20, 2011.

"Establishing a Research Agenda." Research Inquiry, Department of Psychological Sciences, **Qatar University**, March 13, 2011.

"Integrating University Design Learning and Assistive Technology for Educational Leaders." College of Education, Department of Educational Leadership, **Qatar University**, March 20, 2011.

“Adjustments to Middle School.” Young Scholars of Central Pennsylvania Charter School, **State College PA**, January 2011.

“Every Moment is a Teaching Moment: Engaging Young Children in Early Literacy Skills.” Early Years and Learning Years Conference, Panel Chair, **Penn State Extension**, State College PA, January 2011.

“Transition into High School: What to Expect and How to be Prepared?” Young Scholars of Central Pennsylvania Charter School, **State College PA**, December 2010.

“The Clute Institute for International College Teaching & Learning,” Conference Chair: Las Vegas, NV, October, 2010.

“Children with Learning Disabilities: How Do They Learn?” Family Medicine Seminar Series, Mt. Nittany Medical Center, State College PA, **Pennsylvania**, September 2010.

“Teaching Children in the Home.” Relief Society Women’s Day **Conference**, April 2010.

“How do Students with Learning Disabilities Really Learn?” 3rd Annual Information and Communication Technology in Education, College of the North Atlantic and the Supreme Council of Information and Communication Technology, **Qatar**, March 2010.

“Engaging Reluctant Learners Through the Web: Where Do Teachers Start?” 3rd Annual Information and Communication Technology in Education, College of the North Atlantic and the Supreme Council of Information and Communication Technology, **Qatar**, March 2010.

“Managing Difficult Behaviors.” In-service training for LDS Primary Teachers. February 2010.

“Learning Disabilities or Learning Difficulties: Identification and Differentiation,” Continuing Education for the Early Years and Learning Years Conference, **Penn State Extension**, State College PA, January 2010.

“College Students with Learning Difficulties: What vs. How You Teach?” Teaching and Learning Consortium, **Penn State Altoona**, October 2009.

“Rights of College Students with Disabilities: How the Law Can Impact Your Teaching,” Teaching and Learning Consortium, **Penn State Altoona**, September 2009.

“What Are Your Child’s Educational Rights from Infancy to College?” Community Outreach Programs. State College PA, July 2009.

“How to Identify Reading and Math Learning Difficulties?” Community Outreach Programs. State College PA, July 2009.

“Strategies for Working with Diverse Students with Disabilities,” 5th Annual Bilingual Conference, **Texas A&M International University**, Laredo TX, March 2007.

“Accommodating Culturally and Linguistically Diverse Students with Disabilities,” Teach for America Fellows, **Pace University**, New York NY, February 2006.

“Adapting Instruction for University Students with Disabilities,” Disability Training Network, **Texas A&M University**, College Station TX, December 2006.

“Asian Education: A Kaleidoscopic Perspective” (with F. A. Samuel and Y. W. Wang), **Annual Cultural Theme**, Dowling College, Oakdale NY, February 2005

“Current Issues and Practices of Special Education: Implications for Children with Special Needs in Singapore,” Autism Resource Center, Key Management Board Meeting, **Ministry of Education and the National Council of Social Services, Singapore**, July 2004.

“Facilitating Special Education Teacher Preparation in Singapore,” Pathlight School Board, **Singapore**, July 2004.

“Communicating with and about People with Disabilities: Appropriate Language and Body Language,” **National Technological University, Singapore**, July 2003.

“Life Assessment: Are You Self-Determined to Make a Difference to Your Life?” **Singapore**, July 2003.

“Self-Determination and Children with Autism: Improving Capacity and Enhancing Opportunity,” Autism Resource Center, **Singapore**, July 2003.

Panelist: “Attitudes towards People with Disabilities,” Multiculturalism Colloquium, **St. Joseph’s College**, West Hartford CT, April 2001.

PRESENTATION AT PROFESSIONAL MEETINGS

“**Myths of Learning**” Chair of International Conference on Teaching Learning Innovation & Educational Technology. Singapore, July 27-29, 2018.

“Making Sense of Your Child’s IEP.” **PACE Symposium—Parents as Advocates for Change in Education**, Brigham Young University, Hawaii, School of Education, October 7, 2017.

“College Tutor and Academic Advisor Understanding in Working with Students Identified as Learning Disabled,” **Oxford University Education Research Symposium, Oxford, UK**, Dec 7-9, 2016.

“Six Essential Milestones Every Parent Should Know.” **PACE Symposium—Parents as Advocates for Change in Education**, Brigham Young University, Hawaii, School of Education, August 27, 2016.

“Faculty Perceptions of College Students with Disabilities.” **Oxford University Education Research Symposium, Oxford, UK**, March 17-20, 2016.

“Why American Schools Should Not Be Like Asian Schools.” American Association for the Advancement of Curriculum Studies Annual Conference, **Acadia University**, March 31-April 3, 2014.

“Have Technology and Multitasking Changed the Way We Learn?” Workshop at the World **Congress on Education**, Sept 2-4, 2013, **London, UK. BEST WORKSHOP AWARD.**

“Impact of Institutional Support Services on the Persistence and Graduation of College Students with Disabilities.” 26th International Conference on The First-Year Experience. Waikoloa, **Hawaii**. June 17-20, 2013.

“Qualitative Analysis of the Barriers College Students with Disabilities Experience.” **Oxford University Education Research Symposium, Oxford, UK**, March 17-20, 2013.

“Critical Thinking: Can You Teach It?” International Conference on Education, Dublin, **Ireland**, 16-18 April, 2012.

“Multitasking in the 21st Century: Is it Helping or Hurting kids?” Ireland International Conference on Education, Dublin, **Ireland**, 16-18 April, 2012.

“Post-Secondary Outcomes of Students Receiving Services from the Office for Disability Services: A Pilot Study.” (with Dr. James Herbert and Dr. Soo-yong Byun from Penn State University). 28th

Annual Pacific Rim International Conference on Disability and Diversity, **Honolulu, HI**, March 24-28, 2012.

“Aspire to be a Fulbright Scholar? How to Apply, Be One, and Return with Honor.” Kappa Delta Pi 48th Biennial Convocation, **Indianapolis, IN**, November 3-5, 2011.

“I Am A Good Teacher. Why Aren’t My Students Motivated To Learn?” Kappa Delta Pi 48th Biennial Convocation, Indianapolis, IN, November 3-5, 2011.

“Faculty Attitudes and Knowledge Toward Promoting Self-Determination and Self-Directed Learning for College Students with and without Disabilities.” The Clute Institute for International College Teaching & Learning, Las Vegas, NV, October, 2010. **AWARDED BEST PAPER.**

“Treading a Familiar Path: The Framing and Re-Framing of Gendered Career Choices by Female College Students Majoring in Elementary Education.” (with Dr. Carrie Freie). The Clute Institute for International College Teaching & Learning, Las Vegas, NV, October, 2010.

“How to Reach Students with Learning Difficulties: Is It What You Teach or How You Teach?” 17th International Conference on Learning, Hong Kong, **China**, July 2010.

“Impact of Faculty Value of Teaching on Undergraduate Engineering Student Learning Outcome.” World Universities Forum, Davos, **Switzerland**, January 2010.

“Attitude Is Everything: Perceptions of Faculty toward College Students with Disabilities.” World Universities Forum, Davos, **Switzerland**, January 2010.

“Student Perceptions of Faculty and Their Impact on Student Retention.” World Universities Forum, Davos, **Switzerland**, January 2010.

“Engaging Reluctant Learners through Effective Pedagogies: Understanding Diverse Needs of Students with Learning Difficulties.” Educational Research Association of Singapore Conference, **Nanyang Technological University, Singapore**, November 2009

“Do You Have What It Takes to be a Special Educator? Exploring Teacher Dispositions and the Effects on Students with Disabilities.” 16th International Conference on Learning, University of Barcelona, **Spain**, July 2009.

“Leaders Exerting Pressure for Positive Change: Leverage for Educational Leadership Reform.” 9th International Conference on Knowledge, Culture, and Change in Organization, **Northeastern University, Boston MA**, June 2009.

“Engaging Reluctant Learners through the Web: Where Do Teachers Start?” 5th International Conference on Technology, Knowledge and Society, Huntsville **AL**, January 2009.

“A Multidimensional Approach to Educating All Children: Empowering Stakeholders to Make Appropriate Decisions.” 11th Biannual International Association of Special Education Conference, Alicante, **Spain**, July 2008.

“Correlation between Teacher Disposition and Student Self-Determination.” 2nd Annual Asia-Pacific Education Research Association Conference, **Nanyang Technological University, Singapore**, June 2008.

“Empowering Culturally and Linguistically Diverse Students with Disabilities.” 13th Annual International Association of Intercultural Communication Studies, Harbin, **China**, April 2007.

“The ‘TRUTH’ about Asia’s Schools: A Comparative Perspective about Schools in Asia and the United States.” 4th Annual Hawaii International Conference on Education, **Honolulu**, HI Jan 2006.

“A Continuous Dilemma: Leverage for Freedom or Wedge of Compliance?” (with W. F. Ivy and D. P. Schulte). 4th Annual Hawaii International Conference on Education, **Honolulu**, HI, Jan 2006.

“Countdown to Inclusion: ‘The Rainbow Continuum’ for Increasing Mainstream Services” (with W. F. Ivy and D. P. Schulte). 4th Annual Hawaii International Conference on Education, **Honolulu**, HI, January 2006.

“Using Empowering Words to Help Students with Disabilities Become Self-Determined,” New York Federation of the Council for Exceptional Children Annual Conference, **Rochester NY**, November 2004.

“Promoting Mother-Child Attachment in Infants with Blindness or Visual Impairment through the Use of Infant Massage.” (with G. Lappin). New York State Council for Exceptional Children, Niagara Falls, **New York NY**, July 2000.

PUBLICATIONS IN REFEREED DATABASE

Hong, B. S. S. (2016). **Faculty Caring Scale (FCS)** (Instrument for assessment). Educational Testing Services database.

Access Key: jtmi; Call Number: TC024711

Hong, B. S. S. (2016). **Perceptions of College Students with Disabilities, Revised.** (Instrument for assessment). Educational Testing Services database.

Access Key: jtmg; Call Number: TC024709

Hong, B. S. S. (2016). **Self-Determination in Higher Education (SDHE)** (Instrument for assessment). Educational Testing Services database.

Access Key: jtmh; Call Number: TC024710

Hong, B. S. S. (2016). **College Learning Assessment of Student Scale (CLASS)** (Instrument for assessment). Educational Testing Services database.

Access Key: jtmj; Call Number: TC024712

Hong, B. S. S. (2009). **Perceptions of Students with Disabilities (PSWD)** (instrument for assessment). Educational Testing Services database.

Access Key: hhlx; Call Number TC023926.

http://store.ets.org/store/ets/en_US/pd/ThemeID.12805600/productID.170883000

Hong, B. S. S. (2009). **Teacher-Candidate Perceptions of Mathematics** (instrument for assessment). Educational Testing Services database.

Access Key: hhly; Call Number: TC023927.

http://store.ets.org/store/ets/en_US/pd/ThemeID.12805600/productID.170883200

FUNDED PROJECTS, GRANTS, COMMISSIONS, AND CONTRACTS

2017-2018, PACE (Parents as Advocates for Change in Education), Castle Foundation, \$15,000.

2014, "Fulbright Hays," U.S. Dept. of State, Foreign Assistance Award, U.S. Embassy, Doha, \$24,784.00.

2014, "Bureau Speaker," U.S. Dept. of State, Qatar Supreme Council of Education, \$15,000.

2014, "Senior Fulbright Specialist," Eurasia, Turkey, Zirve University, \$10,000.

2011, "Senior Fulbright Scholar," Middle East, Qatar University, \$31,000.

2011, "Honorable Visiting Scholar at Taipei Municipal University of Education," Taipei National Science Council, \$6,000.

2012, "A Ten-Year Exploratory Analysis of the Transition, Persistence and Graduation Outcome of College Students with Disabilities." \$5,000.00 (Honorable Mention). Finalist for the Paul P. Fidler Research Grant at the National Resource Center. First-Year Experience and Students in Transition, University of South Carolina.

2013, "A Feasibility Assessment of the Impact of First-Year Seminars on Persistence of College Students with Disabilities at Penn State University"- The Pennsylvania State University, Research Collaborative Fellowship, \$10,000.

2012, "Post-Secondary Outcomes of Students Receiving Services from the Office for Disability Services: A Pilot Study," Penn State University, Social Sciences Research Institute, Children, Youth and Families Consortium, \$8,800.

2010, "Effects of Self-Determination Training on College Students with Learning Disabilities," Penn State Altoona Research Development Grant, \$2,499.00.

2008, "On-Course," Penn State Altoona Chancellor's Development Fund, \$3,967.00.
Total Undergraduate Research Funding as of 2008: \$9,000.00

BOOK REVIEWS

Hong, B. S. S. (2011). Review of Instructional Materials: Identities: English is Part of Who I Am. 4-Semester English Series for Mexican High Schools by Douglas Tedford, Cengage Learning, Mexico. *Journal of Applied Instructional Design* 1(2): 26-29.

Hong, B. S. S. (2010). "Foreword." In *The Importance of Average: Playing the Game of School to Increase Success and Achievement* by Stephen J. Farenga, Daniel Ness, Bonnie Johnson, and Dale D. Johnson. Lanham MD: Rowman and Littlefield.

[Hong] Foster, B. (2003). *A review of The Survival Guide for Kids with L[earning] D[ifficulties]* by Gary Fisher and Rhoda Cummings. Metapsychology Online Reviews. <http://mentalhelp.net/books/books.php?type=de&id=1671>.

IN-HOUSE PUBLICATIONS

Owusu, L., & Hong, B. S. S. (Ed.) (2017). Autism Awareness. Ke Alaka'i, BYUH, March issue.

Hong, B. (2017). Dear O'Hana Letter: Treatment of Pregnant Student. Ke Alaka'i, March Issue.

Bachelor, S., & Hong, B. (Ed.) (2016). University Disability Council. Ke Alaka'i, BYUH, December Issue. <https://kealakai.byuh.edu/content/university-disability-council>

Bachelor, S., & Hong, B. (Ed.) (2016). Faculty Forum: College Students with Learning Disability. Ke Alaka'i, BYUH, October Issue.

Peterson, K., & Hong, B. S. S. (Ed.) (2016). Improving Disability Awareness. Ke Alaka'i, BYUH, July Issue.

Hong, B. (2016). Definitions of the Most Common Disabilities. Ke Alaka'i, BYUH, July issue.

Hong, B. (2016). Disability Myths. Ke Alaka'i, BYUH, August Issue.

Bachelor, S., & Hong, B. (Ed.) (2016) University Disability Council. Ke Alaka'i, BYUH, December issue. <https://kealakai.byuh.edu/content/university-disability-council>

Hong, B. (2006). Graduate Handbook for College of Education. Texas A&M International University.

Hong, B. (2010). Adapting Books for Young Children in Babies Rock with Books. Centre County Smart Start Parenting and Literacy Committee.

Hong, B. (2010). Books for Children with Diverse Needs in Babies Rock with Books. Centre County Smart Start Parenting and Literacy Committee.

Hong, B. (2010). Self-Help Books for Children in Babies Rock with Books. Centre County Smart Start Parenting and Literacy Committee.

VOLUNTEER SERVICES (as of 2015 in Hawaii)

Board of Directors, Council for Exceptional Children

President, BYUH Chapter of Phi Kappa Phi Honor Society

Advisory Council, **Oxford Educational Research Symposium**

Speaker Specialist on Disabilities, U.S. State Dept. Bureau of International Programs

Reviewer of State plans for the **U.S. Department of Education**

Advisor, **University Disability Council**, BYUH

WASC Oral Competency Committee, BYUH

Coordinator, **Special Education Certificate and Licensure**, BYUH

Hawaii Chapter of Council for Exceptional Children Nomination Committee

Coordinator, **Annual P.A.C.E. Symposium** (*Parents as Advocate for Change in Education*)

Conduct quarterly **P.A.C.E. Skill Training** for parents (Teaching Spelling; IEP Clinics)

Coordinator, monthly **Windward District Ko'olauloa Children's Community Council (CCC)**

Professional Chair, Ko'olauloa Children's Community Council

Participate in quarterly **Children's Community Council (CCC) Co-Chair** meeting

Coordinate, **Learning Disability Association of Hawaii**

Consultant, **International Dyslexia Association of Hawaii**

Consultant, **Hawaii Fetal Alcohol Syndrome Disorder** Steering Committee and Speaker Bureau

Consultant, **Hawaii Department of Education**

Consultant, **Special Education Advisory Council**

Consultant, **Hawaii Special Parent Information Network (SPIN)**

Consultant, **Hawaii Families As Allies** (Keynoted at the Annual Ohana Institute Day)

Member and Nomination Committee, Hawaii Chapter of Council for Exceptional Children

Mentor, **Fulbright candidates** (through AVP Office)

Search Committee, **Social Work**

Search Committee, **Entrepreneurship**

Search Committee, **Disability Coordinator**

Consult on **Campus Signage** Committee

Consult with **Title IX** office on Policy Review, Sexual Assault Study

Consult with HR **Policies on Disability**

Guest speaker, **Singapore Stake Interfaith Exchange**

Guest speaker, **Social Work**

Guest speaker, **School of Business**

Advisor, China Student Club

Dissertation Advisor for Doctoral Candidate

Consult with **parents and public schools** on special education issues

PAST VOLUNTEER SERVICES AT UNIVERSITY, COMMUNITY AND GOVERNMENTAL LEVELS (2008-2014)

Executive Committee, University Faculty Senate

Vice-Chair Senate, Research Committee

Senate, Faculty Affairs Committee

Chair, University Technology Committee

Chair, First-Year Success Committee

Disability Advisory Council

Promotion & Tenure Committee

Judicial Hearing Board

Capital Campaign Committee

Academic Integrity Committee

International Study Abroad Committee

Pennsylvania Framework for K-4 Programmatic Assessment

Chapter Counselor, Kappa Delta Pi, International Honor Society in Education

Headquarters Chair, International Committee, Kappa Delta Pi, International Education Honor Society

Headquarters, Chapter Development Team, Kappa Delta Pi, International Education Honor Society

Students Advocating for Disability Awareness (SADA)

Representative, **Pennsylvania Association for the Education of Young Children**

Interagency Coordinating Council, PA

Editor, Smart Start Parenting and Literacy Committee, PA

Diversity Committee, Penn State

Co-organizer, **MathCounts**, Penn State

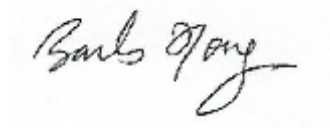
Co-organizer, **Math League**, Penn State

Family Living Program Development Committee, Centre County Cooperative Extension, PA

Local Interagency Coordinating Council, PA

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A handwritten signature in black ink, appearing to read "Paul Young", is written on a light-colored rectangular background.

Applicant's signature

Name: Crystal Huang

Role with application: Board Member

Expertise: Curriculum, Human Resources, Charter Board Experience

As a member of the board I and resident of Utah, I will bring my past knowledge of charter board experience to create a successful charter school by overseeing the entire charter process. I will also bring insights into the Singapore teaching methodology to enhance professional development for our teachers and administrators. I will also assist in talent recruitment with my experience in HR.

Statement of Intent: Having children in the Utah educational system, I am highly involved in my children's educational endeavors. I have noticed a large gap in Utah County. No schools have provided an opportunity for an accelerated curriculum for students in Utah County. Even the magnet programs through ASD is 2 years behind that of the Irvine School District's in Southern California (where I am originally from). This puts our kids at a huge disadvantage when it comes to college prep and even job prep. Having been highly involved in the EdTech space in Silicon Valley, I have seen how important it is to create a strong foundation in early childhood education. Studies have shown that children with a strong academic foundation adapt better in the high school and college scene. They are seen to take on tougher classes, more challenges, as well as extra-curricular activities. Their brains have been wired to understand difficulties and complexities in learning and social environments. I hope to be able to present a different form of educational acceleration to Utahns.

Not-for-Profit History: I have been on the board for Renaissance Academy for the last 2.5 years. While on the board, I implemented quantifiable goals for the school/executive director, an organized board calendar, and was instrumental in the school's expansion goals and implementation. I am also on the board for a nonprofit youth sports organization – Utah Basketball Association and have been involved with sponsorships and operations of the nonprofit. Previously, I was on the entrepreneurship board for the LDS Business College.

Employment and Education History: Please see attached resume.

Contact

650-427-9087 (Mobile)
crystal@prosky.co

www.linkedin.com/in/crystalahuang
(LinkedIn)
www.prosky.co (Company)
www.facebook.com/proskyers
(Other)
twitter.com/proskyers (Other)

Top Skills

Web Design
Marketing
Graphic Design

Languages

English (Native or Bilingual)
Mandarin Chinese (Native or Bilingual)
Cantonese (Elementary)

Crystal Huang

Entrepreneur and CEO
Lehi, Utah

Summary

Co-Founder and CEO of ProSky, a high-growth HR SaaS company that gives organizations the ability to innovatively evaluate candidates and develop employees through succession pathways, so they can recruit, hire, and retain the best diverse talent & culture fit.

An award-winning entrepreneur and guest-speaker for organizations like the Gates Foundation, Institute for the Future, Close-It Summit, Cornell, and the ACT Foundation.

Passionate about starting and continuing education and talent initiatives that are innovative, creative, and collaborative in nature. Innovating the HR Tech Industry!

Experience

ProSky
Co-Founder/CEO
January 2014 - Present (6 years 6 months)
San Francisco Bay Area

ProSky – The #1 Hiring Hack! ProSky gives you the ability to innovatively evaluate candidates and develop employees through succession pathways, so you can recruit, hire, and retain the best diverse talent & culture fit.

Sign up for a demo at <https://prosky.co/demo>.

ProSky is also part of the 500 Startups Batch #11!

PeopleSpaceOC
Startup Advisor and Mentor
2016 - Present (4 years)
Irvine, CA

ROAR HQ and UBA
Executive Board Member
June 2018 - Present (2 years 1 month)

500 Startups
Startup Advisor & Mentor
2016 - Present (4 years)

Renaissance Academy
Board Member
April 2018 - June 2020 (2 years 3 months)

LDS Business College
Advisory Board - Entrepreneurship
June 2014 - December 2016 (2 years 7 months)
Salt Lake County, Utah, United States

Abacus Prodigy
CEO, Co-Founder
2010 - December 2013 (3 years)
Utah

Inception Learning is dedicated to revolutionizing the K-12 education system in the U.S. and throughout the world by applying the latest in education technology. Inception Learning won multiple awards including the 2012 Utah Innovations Awards and was named #5 in Utah's Top Ten Startups to Watch! Our first product was the Abacus Prodigy electronic abacus and app where we taught young children how to use an abacus.

AMP Security
HR, Logistics, and Marketing
2009 - February 2010 (1 year)
Orem, Utah

- Created new sales and marketing materials that the sales division used to generate \$28 Million in revenue.
- Managed entire housing and travel network for over 360 employees.
- Re-created HR managing system and implemented a digital onboarding and complete HR system, which in turn boosted company efficiency by 75%.
- Created and Implemented training programs for Office Assistants and Data Entry Reps.
- Hired and trained Office Assistants and Data Entry Reps.

Freelance

Branding, Marketing, Graphic Design, Web Design, Public Relations
2001 - 2010 (9 years)

International + Domestic

Ran marketing campaigns and projects for companies like DKNY, MAC, Canon, D&G, and Nike.

Vivint

Director of Marketing
2005 - 2009 (4 years)

Oversaw Marketing Operations. Directed and led the design and branding of their new image, logo, website, and various other elements. Direct liaison with vendors. Developed core marketing + web structures. Designed brochures, recruitment folders, website and other promotional materials, both digital and tradition.

E. Excel

Call Center Manager
2004 - 2005 (1 year)

Springville, Utah

Call Center Manager and Trainer. Managed customer service call center. Created new training materials for product line, including specific and correct skin-care usage. Hired and trained bilingual call center representatives. Created and managed up-sell programs. Coordinated with department heads on various matters.

Brigham Young University

Web Developer and Creator of Global Career Website
2001 - 2002 (1 year)

Under the supervision of the University's Career Placement International Job Placement Director, I created the Global Career Website. Key presenter of the website developmental stages and positive outcomes to the University's president. As a result of my contribution, the Global Career Website was endorsed by the University's president and VP of Student Affairs.

FLY Entertainment Pte. Ltd.

Public Relations Associate
2001 - 2001 (less than a year)

Singapore

Trained to handle large accounts such as MAC, Nike and Canon. Direct relations with the media in promoting new products and services by internationally-renowned companies. Events Coordination for runway, award shows (MTV) and corporate occasions. Management of high-profile celebrities in Asia.

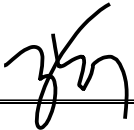
Education

Brigham Young University
Bachelor of Arts - BA · (2000 - 2005)

Timpview
College/University Preparatory and Advanced High School/Secondary Diploma Program · (1998 - 2000)

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Applicant's signature 

Name: Justin Hsia

Role with application: Board Member

Expertise: Early Childhood Education, Dual Language Learning

As a member of the board and resident of Utah, I will be overseeing the entirety of the pre-operation phase of Aurora Preparatory School. I will also use my experience to continue the pipeline for foreign teacher recruitment for the two DLI programs. When the school is in its operation phase, I plan to transition to an employee of the school as Dean between December of 2021 and January of 2022.

I intend to become an employee of the school.

Statement of Intent:

Given my vast educational experience in Asia as well as in the US and Canada, it has always been a dream to create a hybrid of the east and west educational systems, to truly create a moderate education system of excellence. I have been studying Utah's educational policies the last number of years and I am convinced that this is a great location to create such an educational foundation. My goal is to be able to bring excellent operations while maintaining high standards and quality education for students in Utah.

Not-for-Profit History:

2012-2014 Shanghai Utsukushi Gaoka Montessori School, English/Montessori Teacher, Shanghai, China

Responsible for creating the English curriculum of the in-class and afterschool programs of the 2 school campuses. Placed in charge of a kindergarten cohort of around 25-30 4-6-year-olds at the international campus of the school. Responsible for executing a trilingual curriculum system at the international campus (English, Mandarin and Japanese).

Employment History:

2008-2012 Hyagen International, Technical Manager, Shanghai, China

Technical management role overseeing the biotechnology division of the organization. During the term, successfully formulated and developed new line of beauty health care products sold over television sales channels with yearly sales exceeding \$1 million. Managed R&D team to create a novel joint health care supplement in cooperation with Taiwan's R&D team.

2012-2014 Shanghai Utsukushi Gaoka Montessori School, English/Montessori Teacher, Shanghai, China

(see non-profit history above)

2014-2016 Hyagen International, Technical Manager, Shanghai, China

Technical marketing management role developing the marketing strategies for product lines. Business development roles in pursuing new avenues for sales channels. Nationwide travel in

China for new opportunities of expansion of business. Localized marketing strategies for each province's tailored needs.

2016-2018 Music Peekaboo, Management Consultant / Curriculum Developer, Shanghai, China

Develop curriculum for an early childhood learning center. Successfully create and implement the 5th curriculum (English Language Learning) (other four programs are Arts, Music, Math and Chinese). Work directly with executives on business development and planning of future programs. Assist business leaders in organizational restructuring to implement new business developments. Develop and maintain policies, procedures, and templates that support the project management methodology and ensure the project management group staff and project teams are appropriately trained.

2018-2020 Megabrain China, Management Consultant / Curriculum Director / Teacher, Shanghai, China

Direct curriculum development team to create and execute English Language Learning curriculum for ages 3-17. Advise on existing and potential educational consultancy products and programs for business. Engage in new business development opportunities. Travel overseas to develop critical ties for partnerships, including American education institutions (K-12 charter schools, charter networks and state universities in Utah and Arizona). Provide advisory services to business leaders for strategic and developmental plans for expanding services. Analyze current operations systems and structures of organization and where required, advise on restructuring.

2020-current Megabrain US, Management Consultant, Utah, USA

Assist business executives in developing new educational consultancy products and programs. Form new teacher recruitment cooperation between Megabrain China and Megabrain US for Chinese and English teachers for the US and China. Strategize with business leaders on financial outlook and structural development of organization.

Education History:

College Education details:

Brigham Young University, Provo, Utah 2002-2003 (no degree)

University of British Columbia, British Columbia, Canada 2003-2008 Bachelor of Science, Cell Biology and Genetics

University of Liverpool, Liverpool, England 2012-2015 Master in Business Administration, International Business

Languages: Fluency in English, Mandarin and Cantonese, basic understanding of French and Japanese

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

Justin R Hsia

Applicant's signature

APPENDIX B: ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION OF
AURORA PREPARATORY SCHOOL, INC.
(A Utah Nonprofit Corporation)

ARTICLE I – NAME

This corporation shall be known as Aurora Preparatory School, Inc.

ARTICLE II- PRINCIPAL BUSINESS ADDRESS

The street and mailing address of this corporation's principal office is 844 West 2700 South,
Lehi, Utah 8404 3.

ARTICLE III- DURATION

The period of duration of this corporation shall be perpetual, subject to dissolution in
accordance with applicable law.

ARTICLE IV - PURPOSE

This corporation is organized as a nonprofit corporation exclusively for charitable, scientific,
literary, and educational purposes, within the meaning of Section 501(c)(3) of the Internal
Revenue Code of 1986 and Section 59-7-105(1)(a) of the Utah Code Annotated (1953),
including, for such purposes but without limitation, distributions to organizations that qualify
as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE V - POWERS

In furtherance of the foregoing purpose and objective (but not otherwise) and subject to the
restrictions set forth in Article XI, this corporation shall have and may exercise all of the
powers now or hereafter conferred upon nonprofit corporations organized under the Act and
the laws of Utah and may do everything necessary or convenient for the accomplishment of
any of the corporate purposes, either alone or in connection with other organizations, entities
or individuals, and either as principal or agent, subject to such limitations as are or may be
prescribed by law.

ARTICLE VI - NO STOCK

This corporation shall be nonprofit and shall not issue stock.

ARTICLE VII - BOARD OF TRUSTEES

The initial bylaws of this corporation shall be as adopted by the incorporator. The initial board of trustees (the "Governing Board of Trustees") shall be as appointed by the incorporator. The Governing Board of Trustees shall have power to alter, amend or repeal the bylaws from time to time in force and adopt new bylaws. The bylaws of this corporation may contain any provisions for the regulation or management of the affairs of this corporation that are not inconsistent with applicable law or these Articles of Incorporation, as amended from time to time. However, no bylaw at any time in effect, and no amendment to these Articles of Incorporation, shall have the effect of giving any trustee or officer of this corporation any proprietary interest in this corporation's property or assets, whether during the term of this corporation's existence or as an incident to its dissolution.

ARTICLE VIII - NO MEMBERS

This corporation shall not have members.

ARTICLE IX - REGISTERED AGENT

The name of the initial registered agent and the address of the initial registered office of this corporation shall be:
Crystal Huang 844 West 2700 North Lehi, Utah 84043

ARTICLE X – DEBT AND FINANCIAL OBLIGATIONS

This corporation, with the approval of the Board may incur debt, however, neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of this corporation, the charter school or persons or entities that operate the charter school.

ARTICLE XI - PROHIBITED DISTRIBUTIONS

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, any member of the Governing Board of Trustees, officers, or other private persons, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or corresponding section of any future federal tax code.

ARTICLE XII- DISSOLUTION

Upon the dissolution of this corporation, the Governing Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of this corporation and the return of any assets held upon condition that such assets be returned in the event of this corporation's dissolution, dispose of all of the remaining assets of this corporation exclusively for the purposes of this corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding section of any future federal tax code, as the Board of Trustees shall determine. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of this corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

AURORA PREPARATORY SCHOOL, INC.

[Update this Business](#)

Entity Number: 12015939-0140

Company Type: Corporation - Domestic - Non-Profit

Address: 844 W 2700 N Lehi, UT 84043

State of Origin:

Registered Agent: Crystal Huang

Registered Agent Address:

844 W 2700 N

Lehi, UT 84043

[View Management Team](#)

Status: [Active](#)

[Purchase Certificate of Existence](#)

Status: Active  as of 11/03/2020

Renew By: 11/30/2021

Status Description: Current

The "Current" status represents that a renewal has been filed, within the most recent renewal period, with the Division of Corporations and Commercial Code.

Employment Verification: [Not](#) Registered with Verify Utah

[History](#)

[View Filed Documents](#)

Registration Date: 11/03/2020

Last Renewed: N/A

[Additional Information](#)

NAICS Code: 8139 **NAICS Title:** 8139-Business, Professional, Labor, Poli

[<< Back to Search Results](#)

APPENDIX C: GOVERNING BOARD BYLAWS

Bylaws of Aurora Preparatory School, Inc.
a Utah Non-Profit Corporation

Article I: NAME, PURPOSES AND DEDICATION

- Section 1. **Name.** The name of this non-profit corporation shall be Aurora Preparatory School, Inc. (the “Corporation”).
- Section 2. **Purposes.** This Corporation is organized and shall be operated as a non-profit corporation under the laws of the State of Utah, exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, including, but not limited to, the operation of charter schools.
- Section 3. **Dedication of Assets.** This Corporation’s assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to entities, trusts, funds, or corporations that are organized and operated exclusively for charitable purposes and that have established exempt status under Internal Revenue Code Section 501(c)(3).
- Section 4. **Prohibition against Private Inurement and Excess Benefit.**
- (1) No Director, officer, employee of the Corporation, member of a committee of the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit of the Corporation, except that the Corporation can pay reasonable compensation for services rendered in accordance with these Bylaws; provided, however, that compensation shall not be paid if such payment would constitute an unreasonable act of self-dealing or would result in the termination of the Corporation's tax exempt status under Section 501(c)(3) of the Internal Revenue Code.
 - (2) No Director, officer, employee of the Corporation, member of a committee of the Corporation, or any other private individual shall be entitled to share in the distribution of any of the corporate assets in the event of the Corporation's dissolution. All Directors shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied shall be distributed exclusively to other tax-exempt corporations operating with similar purposes as the Corporation's purposes provided in the Articles of Incorporation.

Section 5. **Non-Discrimination Policy.** The Corporation, in its operation as a public charter school, that is non-sectarian and publicly funded, shall admit students of any gender, religion, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school. Any charter school managed and/or operated by the Corporation shall not discriminate on the basis of gender, religion, race, color, national and ethnic origin in the charter school's administration of its educational policies, admissions policies, or charter school administered programs.

Article II: MEMBERS AND OFFICES

Section 1. **Members.** The Corporation shall not have members.

Section 2. **Offices.** Offices may be established and maintained at such places as the Board of Directors may from time to time designate.

Article III: DIRECTORS

Section 1. **Board of Directors.** The board of directors of the Corporation shall be known and described as the “Board of Directors” or the “Board”. Each director who serves on the Board of Directors shall be known and described as a “Director”.

Section 3. **Number.** The number of directors of the Corporation shall be not less than 3 (three) and not more than 7 (seven). Directors must be a natural person 18 years of age or older. Other qualifications shall be as determined by the Board.

Section 4. **Quorum.** At least 50% of the Directors then in office shall constitute a quorum for the transaction of business.

Section 5. **Election of Directors.** The Directors of the Corporation shall elect the Directors of the Corporation. Each Director shall be elected to a term of 1 (one) year, and until a successor Director has been elected.

Section 6: **Meetings.** The Board shall meet regularly, at an agreed upon time and place as designated by the Board. One meeting annually shall be for the purpose of the election of Directors, appointment of officers, review and approval of the corporate budget

- All meetings of the Board shall be conducted by the Board Chair or the designee of the Board and may be governed by the procedural rules set forth in the most recent edition of Roberts’ *Rules of Order*.
- Notice of meetings and the proposed agenda shall be made a minimum of 24 hours in advance of the meeting and posted on the charter school’s website and at a physical location as designated by the Board. Written notice shall also be received 24 hours in advance by each Director electronically by the method each Director has notified the Corporation of.

- Any Director may participate in a meeting of the Board of Directors by means of telephone conference or similar electronic device by which all persons participating in the meeting can hear each other at the same time. Such participation may constitute presence in person at the meeting.
- Special meetings of the Board shall be called upon the request of the Chair or one-third of the Board.

Section 7: **Vacancies.** When a vacancy on the Board exists, nominations for new members may be received from present Directors by the Chair at any time in advance of any Board meeting. These nominations shall be sent out to Directors with the regular Board meeting announcement, to be voted upon at the next Board meeting. These successors elected to fill the vacancies will be elected to the end of the particular Director’s term.

Section 8: **Resignation or Termination.** Resignation from the Board must be in writing and received by the Secretary. A Board member may be removed for any reason by a three-fourths vote of the remaining directors.

Section 9. **Right to Inspect.** Every Director of the Corporation shall have the absolute right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary. The inspection may be made in person or by the Director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

ARTICLE IV - OFFICERS

Section 1. **Officers.** The officers of the Corporation shall consist of the President, Secretary, Treasurer, and any such other officers as the Board of Directors may appoint. A person may hold more than one of these offices at one time; provided, however, that the President and the Secretary may not be held by the same person.

Section 2. **Election and Term of Office.** The Board of Directors shall appoint all officers of the Corporation for terms of one (1) year, or until their successors are appointed and qualified.

Section 3. **Removal.** Any officer may be removed by the Board at any time, with or without cause. Such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer shall not of itself create contract rights.

Section 4. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. **President.** The President shall be the chief executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the corporation. He or she shall appoint the principals and may sign, with the Secretary or any other proper officer of the corporation thereunto authorized by the Board of Directors, deeds, mortgages, bonds, contracts, or other instruments that the Board has authorized to be executed, except in cases where the signing and execution

thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer of the corporation, or shall be required by law to be otherwise signed or executed, and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time. The President shall be an ex-officio member of all committees, countersign all financial certificates, and enforce the Bylaws.

- Section 6. **Treasurer.** The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board of Directors. The books of account shall be open to inspection by any Director at all reasonable times. The Treasurer shall:
- (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate;
 - (b) disburse the Corporation's funds as the Board of Directors may order;
 - (c) render to the President and the Board of Directors, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and
 - (d) have such other powers and perform such other duties as the Board or Directors or the Bylaws may require.
- Section 7. **Secretary.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board of Directors and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; the names of persons present at meetings. The Secretary shall keep or cause to be kept, at the principal office of the Corporation, a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may require.
- Section 8. **Compensation.** The salaries of officers, if any, shall be fixed from time to time by resolution of the Board of Directors or by the person or committee to whom the Board of Directors has delegated this function, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a Director. In all cases, any salaries received by officers shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the public benefit purposes of the Corporation. No salaried officer serving as a Director shall be permitted to vote on his or her own compensation as an officer.

ARTICLE V: INDEMNIFICATION

- Section 1. The corporation shall indemnify its directors and officers to the fullest extent not prohibited by the law; *provided, however*, that the corporation may modify the extent of such indemnification by individual contracts with its directors and executive officers; and, *provided, further*, that the corporation shall not be required to indemnify any director or officer in connection with any proceeding (or part thereof) initiated by such person unless (i) such indemnification is expressly required to be made by law, (ii) the proceeding was authorized by the Board of Directors of the corporation, (iii) such indemnification is provided by the corporation, in its sole discretion.

ARTICLE VI: GIFTS, DONATIONS AND BEQUESTS

Section 1. Gifts, Donations and Bequests may be given directly to the Corporation with directions that the income therefrom shall be used to support the purposes of the Corporation. The Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Directors may also decline any gift, bequest or devise or any part thereof, which in their opinion will not be properly available for the Corporation or serve its purposes.

ARTICLE VII - AMENDMENTS

Section 1: These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements or the Chair of the Board may direct a vote be taken without a meeting of the Board. Proposed amendments may be voted on by mail ballot and such vote may be directed by the Executive Committee prior to any formal meeting of the Board of Directors. The Secretary of the Corporation, or such office as the Chair may direct, shall manage all voting, serve as teller and certify all results.

These Bylaws were approved at a meeting of the Board of Directors on Nov.2, 2020

CERTIFICATE OF ADOPTION OF BYLAWS

I, Justin Hsia, certify that I am the elected and acting Secretary of AURORA PREPARATORY SCHOOL, INC., a Utah non-profit corporation, and the foregoing Bylaws constitute the Bylaws of such Corporation as adopted at a meeting of the Board of Directors held on Nov. 2, 2020.

Justin R Hsia

Signature of Justin Hsia

APPENDIX D: MINUTES FROM GOVERNING BOARD MEETINGS

APS Board Meeting Minutes

November 02, 2020 11:00 AM

Attendees (all present electronically): Doug Pike, Crystal Huang, Barbara Hong, Dale Cox, Justin Hsia

Called to order approximately 11:05 AM

Agenda:

1. Full Application – Justin noted that the draft was on the shared Google drive – Dale asked that a link be resent
2. Articles of Incorporation – a motion was made by Justin, seconded by Doug that the Articles as presented and amended be approved – passed unanimously
3. APS Bylaws - Incorporation – a motion was made by Justin, seconded by Doug that the Articles as presented and amended be approved – passed unanimously
4. APS Incorporation as Utah Nonprofit – it was discussed that the incorporation proceed and Doug and Justin were assigned to file the documents
5. Full Application Submission to ASD – it was discussed that we hand deliver the copy to the district addressed to the superintendent

Proposed Discussion Items:

1. Full Application
 - a. Draft will be sent to everyone to go over and indicate changes that need to be made
 - b. Use google drive version to make comments and/or changes
 - c. Doug to be final edit of the final application
2. APS Articles of Incorporation
 - a. Approve the Articles of Incorporation
3. APS Bylaws
 - a. Approve the Bylaws
4. Incorporate Aurora Preparatory School, Inc. as a nonprofit in Utah
 - a. File for 501(c)(3) at a later time after full application approval
5. Full Application to be submitted to ASD
 - a. When
 - b. Who

The meeting was adjourned approximately 11:25 AM

APPENDIX E: LIST OF WAIVER REQUESTS – IF APPLICABLE

Aurora Preparatory School is not requesting waivers from Administrative Rules.

APPENDIX F: EXECUTED CONTRACT(S) OR MOUS – IF APPLICABLE

Aurora Preparatory School has not entered into any contractual agreements with ESPs, school designers, commercial developers, or others. The school will wait until the charter agreement and license has been obtained before executing any contracts.

APPENDIX G: STARTUP AND IMPLEMENTATION GRANT
APPLICATION

START UP AND IMPLEMENTATION GRANT APPLICATION

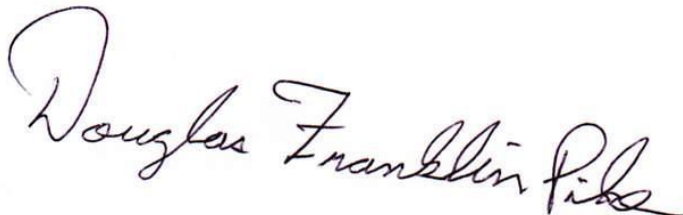
GRANT ASSURANCES

GRANT FUNDS MAY ONLY BE USED FOR THE FOLLOWING:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
 - *Costs associated with creating and implementing office functions;*
 - *Costs associated with the installation of computers, data systems, networks, and telephones;*
 - *Personnel expenses incurred either before or after the school's opening; and*
 - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

THE BOARD UNDERSTANDS THAT:

- Funding is based on projected authorized enrollment.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.



Board Chair Signature

October 28, 2020

Date

BUDGET

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$53,500	\$30,000	\$10,000	\$93,500
<i>Details</i>	Half time dean & admin asst	Portion of dean pay	Portion of dean pay	
Benefits (200)	\$15,932	\$8,935	\$2,980	\$27,847
<i>Details</i>	6% retirement 10% SS/FICA/U/WC 13% insurance 1% other	6% retirement 10% SS/FICA/U/WC 13% insurance 1% other	6% retirement 10% SS/FICA/U/WC 13% insurance 1% other	
P & T Services (300)	\$64,068	\$50,000	\$20,000	\$134,068
<i>Details</i>	Administration and instructional consultants	Administration and instructional consultants	Administration and instructional consultants	
Property Services (400)	\$	\$	\$	\$
<i>Details</i>				
Other Services (500)	\$37,900	\$34,865	\$15,820	\$88,585
<i>Details</i>	Liability Ins Telephone Internet Advertising	Liability Ins Telephone Internet Advertising	Liability Ins Telephone Internet Advertising	
Travel (580)	\$	\$	\$	\$
<i>Details</i>				
Supplies and Materials (600)	\$1,200	\$1,200	\$1,200	\$3,600
<i>Details</i>	Office supplies	Office supplies	Office supplies	
Property (700)	\$2,400	\$	\$	\$2,400
<i>Details</i>	Office furniture			
Total	\$175,000	\$125,000	\$50,000	\$350,000