

VERITAS ACADEMY

A Utah Public Charter School

Seeking charter school status under UCA §53A-1a-501.9

Tuesday, September 3, 2013

Board Members:

Peter Chan, PhD
Brad Allen, CPA
Joyce Tan, MEd
Michael McKell, JD
Richard Morley



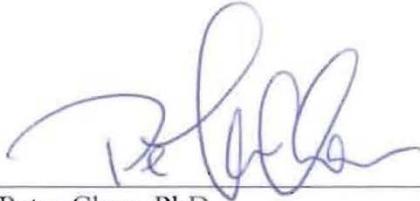
Required Information

I. Charter School Information																									
1. Name of proposed charter school	VERITAS ACADEMY																								
2. Name of applicant	VERITAS ACADEMY																								
3. Authorized agent	Richard Morley																								
4. Mailing address: Street, City, State, Zip	775 West 1200 North, Suite 100, Springville, UT 84663																								
5. Phone number (480) 415-5551	6. veritasacademyutah@gmail.com																								
7. District(s) where proposed charter school is located	PROVO SCHOOL DISTRICT																								
8. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other																									
9. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below)																									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Name</th> <th style="padding: 5px;">Email</th> <th style="padding: 5px;">Type of Member</th> <th style="padding: 5px;">Position</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Richard Morley</td> <td style="padding: 5px;">M13rich@gmail.com</td> <td style="padding: 5px;">Education/Development</td> <td style="padding: 5px;">Chairman</td> </tr> <tr> <td style="padding: 5px;">Brad Allen</td> <td style="padding: 5px;">brad@daviesallen.com</td> <td style="padding: 5px;">Accounting, CPA</td> <td style="padding: 5px;">Treasurer</td> </tr> <tr> <td style="padding: 5px;">Peter Chan</td> <td style="padding: 5px;">peterchanbyuh@gmail.com</td> <td style="padding: 5px;">Education/Technology</td> <td style="padding: 5px;">Vice-Chair</td> </tr> <tr> <td style="padding: 5px;">Mike McKell</td> <td style="padding: 5px;">mike@utahlegalteam.com</td> <td style="padding: 5px;">Attorney</td> <td style="padding: 5px;">Member</td> </tr> <tr> <td style="padding: 5px;">Joyce Tan</td> <td style="padding: 5px;">joycetan4u@gmail.com</td> <td style="padding: 5px;">Education</td> <td style="padding: 5px;">Secretary</td> </tr> </tbody> </table>		Name	Email	Type of Member	Position	Richard Morley	M13rich@gmail.com	Education/Development	Chairman	Brad Allen	brad@daviesallen.com	Accounting, CPA	Treasurer	Peter Chan	peterchanbyuh@gmail.com	Education/Technology	Vice-Chair	Mike McKell	mike@utahlegalteam.com	Attorney	Member	Joyce Tan	joycetan4u@gmail.com	Education	Secretary
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Mike McKell	mike@utahlegalteam.com	Attorney	Member																						
Joyce Tan	joycetan4u@gmail.com	Education	Secretary																						
10. Date school will start Tuesday, August 26, 2014	11. Number of instructional days 180																								
12. Grades served K-12	13. Hours of instruction 990																								
14. Projected Enrollment:																									
Operational Year 1: Total: <u>825</u> Grades K-6: <u>625</u> , Grades 7-8: <u>150</u> , Grades 9-12: <u>50</u>																									
Operational Year 2: Total: <u>925</u> Grades K-6: <u>650</u> , Grades 7-8: <u>150</u> , Grades 9-12: <u>125</u>																									
Operational Year 3: Total: <u>1025</u> Grades K-6: <u>675</u> , Grades 7-8: <u>150</u> , Grades 9-12: <u>200</u>																									
Ultimate enrollment: Total: <u>1300</u> Grades K-6: <u>700</u> , Grades 7-8: <u>200</u> , Grades 9-12: <u>400</u>																									
Does proposed grade configuration match resident district grade configuration?																									
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																									

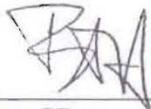
<p>15. Target percentage of students with an IEP 12%</p>	<p>16. Target percentage of students identified as minority 20%</p>
<p>17. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) 30%</p>	<p>18. Is this a conversion? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here:</p> <p>No waivers sought at this time.</p> <p>Veritas Academy reserves the right to seek a waiver from the State Board of Education at any time.</p>	

VERITAS BOARD of DIRECTORS
SIGNATURE PAGE

We the Board of Directors of the VERITAS ACADEMY, affix our signatures to this proposal document, and endorse its content, on this 3rd day of September, 2013.



Peter Chan, PhD



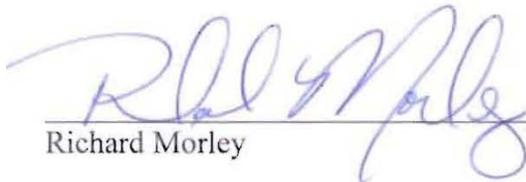
Brad Allen, CPA



Joyce Tan, MEd



Michael McKell, JD



Richard Morley

VERITAS ACADEMY PROPOSAL DOCUMENT

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SECTION ONE – EXECUTIVE SUMMARY

Contrary to Christopher Columbus’ discovery in 1492, regarding the spherical appearance of the world, the world is “flat”...and, it’s becoming “flatter.” Not in a tangible sense, of course, but in the world community’s ability to share ideas and knowledge across great distance with one another. The global neighborhood shares art, philosophy, law, education, technology, religion, and science today with an effortless click of a button—literally. Still, there are naysayers who refuse to acknowledge that we live in a fully integrated, international education and globally sensitive economic world. But, they are wrong – ostriches with their heads submerged deep in the sands of ignorance and apathy.

Today, traveling to China is a quick jaunt of just under 12 hours. Kelly Olsen, CMO of Morinda, a Provo-based international company, skips back and forth to mainland China (and the Orient) numerous times a year—it’s what he does as the head of marketing operations for the global supplier of health and wellness products and services. Morinda creates hundreds of jobs for Utahns. And, Morinda is only one example of hundreds of Utah businesses that hire employees who are educated in sound business principles, multi-national language skills, cross-cultural familiarity, and global economic comprehension. Morinda’s world is “flat.”

The Veritas Academy Model

Veritas Academy’s educational model addresses the steadily increasing pressure on Utah’s primary and secondary schools to provide a comprehensive educational experience for students preparing for challenging post-secondary education (with an emphasis in international business/relations and leadership), as well as indispensable occupational opportunities in a globally competitive workforce.

Veritas students registered in first through sixth grades will focus their studies utilizing proven educational methodologies while engrossed in a Chinese-Dual Immersion program (phased in). Students registered in seventh through twelfth grades will also focus on studies related to international languages, cultures, leadership, and business. International education delivery and communication is made possible through readily accessible affordable technology advancements developed during the past few years. All curriculum for domestic and articulated international studies will map to Utah’s required core curriculum per Utah state law.

Veritas Academy will provide opportunities for international secondary school student and teacher exchange—both from China to Provo, and, from Provo to China. The existing F-1 visa program will be utilized to provide international student exchange. Chinese students who anticipate spending their senior year in the U.S. will be prepared for that experience by receiving additional training during their sophomore and junior years (or equivalent) in China. International students will be provided limited mentoring and “student teaching” opportunities. Veritas Academy’s governing board will work vigorously with federal and state officials to expand options for educational visas.

Recently, the State Board of Education authorized a large international school in the Salt Lake Valley. The success of dual-immersion programs throughout the state, have come to the

forefront of Utah's public education system. The demand for Chinese Dual-Immersion education in Utah County is extremely strong as sighted in a recent telephone survey of Utah County based public schools with Chinese Dual-Immersion programs Three schools within the Provo and Nebo School Districts are currently at capacity and each program has a significant waiting list. (Refer to notes in Section Three of this application.)

Utah was the pioneer of broad-based dual-immersion programs in the primary education field. The Utah State Legislature's Public Education Appropriations subcommittee recently received a report from Utah's Dual Language Immersion directors and leaders. The conclusion of this report was that demand for dual-immersion is skyrocketing, and Utah must be prepared to provide for significantly more students who want to learn a second language in our primary schools. Utah's dual-immersion pilot program has received bi-partisan support on Capitol Hill. Recently, Rep. Joel Briscoe thanked Senator Howard Stephenson for his work on the implementation and expansion of dual-language programs throughout Utah. Rep. Carol Spackman-Moss, a retired public school teacher, added "kudos to...everyone who helped get this program going. I'm proud to say that two of the schools...are in my district. If anything, the complaints I hear are that they can't get their kids in to the program." (From recording of Public Education Sub-appropriations Committee meeting, 8/31/13.) [Report Brief: *Critical Languages: Dual Language Immersion Education Appropriations Report*, may be found at the following link: <http://le.utah.gov/interim/2013/pdf/00003026.pdf>, also, the audio presentation of the Critical Language Report may be found at the following link: http://utahlegislature.granicus.com/MediaPlayer.php?view_id=2&clip_id=15611&meta_id=472863]

A vital component for the success of this dual-immersion program is the cross-cultural exchange of Mandarin speaking educators. Utah's students are now benefiting from the foresight of educators and policymakers when they started the program years ago to streamline the exchange of international teachers, primarily from China. Governor Jon Huntsman, Jr., a Mandarin speaker himself, provided the vision and relationship necessary to bring Utah and China together for this cross-cultural exchange. The program has been a tremendous success, and more of Utah's public school children are on their way to becoming dual-language speakers.

State Senator, Howard Stephenson, made this statement regarding Utah's international educator exchange program..."as you can see, what we have here today, is quite remarkable from these countries (China), and they are usually here for three years, and then they return to their countries, and help their students understand about American culture. This is a wonderful bridge of cultural and educational awareness that we have initiated in Utah. And, every week, another state of our fifty states, comes to Utah to learn about the success of this program. We hope this spreads around the nation, because it is time for all of America to become familiar with China, its culture, and especially its language." (From recording of Public Education Sub-appropriations Committee meeting, 8/31/13.)

Utah students will benefit from the cross-cultural exchange provided through the Veritas Academy public education model. European and Asian countries have long benefited from integrating a multilingual approach to their educational system. Students' ability to learn naturally and effectively is enhanced by their early intensive exposure to foreign language.

SECTION TWO – NEW & CREATIVE

Modern education models must provide students the opportunity to engage in an innovative, interactive, globally aware learning environment. Current trends in educational delivery and global workforce requirements have demanded the expansion of the learning environment past the traditional walls of the brick-and-mortar schoolhouse.

Veritas Academy may be categorized by the Utah State Charter School Board under charter schools meeting unique standards as outlined in UCA §53A-1a-501.9. Veritas' focus on designing a charter school with an international concentration that provides opportunities for the exchange of students and teachers, is satisfied.

Veritas primary and secondary schools will provide new and creative approaches to the following scheduling, curriculum, and delivery methodologies related to its overall mission:

Extended-Day Hybrid/Flex Scheduling

Grades 9-12 will offer an extended day schedule model for students attending classes on campus. Students in the high school may choose their daily class schedule based on individual needs and interests. Veritas will provide an extended-day hybrid/flex scheduling model beginning at 8:00 a.m. and ending at 6:00 p.m., Monday through Friday. An "A/B Day" class schedule model is being considered by the Veritas governing board, and may be utilized to create greater efficiency for students who wish to pursue a more traditional educational track in a brick-and-mortar environment. Students must meet the 180-day state requirement of attendance either through on-line courses or traditional seat time or a combination of both. This environment tends to more closely mirror the structure found in higher education campuses throughout the State of Utah.

The extended day approach gives students the option of finding accelerated pathways to graduation. Veritas Academy will provide secondary students, through Programming Pathways (PPS), the option of graduating in several areas of discipline with an Associates Degree in the same time it used to take to acquire a high school diploma. Several high schools, charter and district, provide successful models to accomplish early graduation and/or the receipt of an Associates Degree. Utah's Early College High Schools are a significant example of this.

The hybrid/flex approach allows for students to diversify their schedules to meet personal needs and goals. Students will be able to identify primarily core subject classes available online through a variety of reputable/approved curriculum providers.

For years Utah has struggled to keep pace with student-teacher classroom demand. Utah has a large population of educators who have placed their careers on "hold" for a number of personal reasons. The Veritas model allows many of those "inactive" educators to become part-time certified teachers pursuing their occupations during off-hours. Veritas' governing board will actively pursue educators who want to stay active in the "classroom" environment to provide instruction for Veritas students, grades 9-12.

Chinese Dual-Immersion Program (Grades 1-6). Veritas Academy intends to apply for “affiliation” with the Utah Chinese Dual-Immersion Project (or an acceptable equivalent). <http://utahchineseimmersion.org/>

Veritas Academy spoke with Sandra Talbot, Director of the Utah Chinese Dual-Immersion Project (UCDIP), regarding association with the dual-immersion project. Ms. Talbot conveyed her enthusiasm about the Veritas Academy Dual-Immersion Program. Because UCDIP’s resources are targeted to a specific market segment (that Veritas will qualify for upon being cvchartered), it will be necessary to receive charter approval by the Utah State Board of Education before a formal relationship between Veritas and UCDIP will exist. UCDIP provides a variety of curriculae beginning with students in the First Grade.

The Utah Chinese Dual-Immersion model requires program implementation in the first grade. Each year students progress along a normal annual education track and receive Chinese-English instruction under state qualified dual-immersion educators. In the dual-language program, 50% of the instruction will be provided in the target language (Mandarin) and 50 % in English. A typical school day will offer instruction from two highly-qualified teachers. These teachers will be “paired” to provide educational consistency in course content, methodology, and philosophy. The Utah State Office of Education requires dual-immersion teachers to receive a dual-immersion endorsement. (Refer to the following link: <http://www.schools.utah.gov/cert/Endorsements-ECE-License/Dual-Immersion.aspx>)

The governing board of Veritas Academy intends to implement a Chinese dual-immersion program in its K-6 elementary school beginning with the First Grade beginning with the 2014-2015 school year, and implementing additional instruction year by year through the sixth grade. As the UCDIP continues to progress in its development of secondary materials of instruction, Veritas intends to provide a dual-immersion program in its Middle School and High School offerings.

According to the Utah State Office of Education’s website, there are multiple proven benefits to employing a dual-immersion instructional program within the educational environment, and they are:

Second Language Skills. Students achieve high proficiency in the immersion language. **Improved Performance on Standardized Tests.** Immersion students perform as well as or better than non-immersion students on standardized tests of English and math administered in English. **Enhanced Cognitive Skills.** Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language. **Increased Cultural Sensitivity.** Immersion students are more aware of and show more positive attitudes towards other cultures and an appreciation of other people. **Long Term Benefits.** Immersion students are better prepared for the global community and job markets where a second language is an asset. [Utah State Office of Education, <http://www.schools.utah.gov/curr/dualimmersion/>]

Non-Dual-Immersion Instruction (Grades K-6). As necessary, students not participating in the Chinese Dual-Immersion program in grade K-6 will offer the highly acclaimed and academically

rigorous Core Knowledge sequence. Also, in tandem with Core Knowledge, Veritas will utilize Singapore Math, Shurley English, Spalding Language Arts, and the Leader In Me. Veritas' current K-6 classroom environment will be limited to 25 students per classroom.

Programming Pathways for Success | PPS. Each student enrolled in Veritas secondary schools (grades 7-12) will participate in streamlining their academic coursework. *Programming Pathways for Success*, or PPS, will provide each student with a custom fit, class-by-class, term-by-term, year-by-year, personalized exit strategy. Each student will work with a PPS counselor to “reverse engineer” that student’s critical pathway to graduation. Every student participating in an accelerated program leading him/her to an Associates Degree will know exactly how to get there.

Chinese Language Instruction (Secondary). Chinese language instruction in the secondary schools will be promoted and encouraged. Veritas will provide high-quality instruction throughout its Language and Foreign Language programs.

The Utah State Office of Education is actively pursuing the creation of a “parallel” course of dual-language instruction—aligned with Utah’s core. Gregg Roberts, USOE World Language & Dual Language Immersion Specialist, recently shared USOE’s vision for students who start dual-immersion programs in the primary grades and wish to continue these same language pursuits in junior-high and high school. Mr. Roberts said, “(Utah is) the first state to ever attempt a secondary continuation model of a dual-language program where these students will actually be taking AP exams in 9th grade.” The Office of Education and the University of Utah and BYU are working together to design 3000 level courses utilizing a blended learning model. When these students enter the post-secondary system, they are only two courses deficient of having a minor in their foreign language. (From recording of Public Education Sub-appropriations Committee meeting, 8/31/13.)

Chinese Cultural Exposure (Primary and Secondary). Dr. Peter Chan, Veritas Academy board member, has assisted in the organization of Chinese exchange student s during summertime “camps.” Hundred of Chinese students and local charter school students have participated in an organized cross-cultural exchange of language, arts, philosophy, etc. The formal “camps” culminate in a festival-style presentation in both Chinese and English. Chinese students resident in Veritas Academy environment allow for the extension and practical exposure to the Chinese culture and evening education options that most dual-immersion students miss once they leave the confines of the school’s campus.

International Student Exchange (Secondary). No public education dollars will be used to educated international students on F-1 visas. Veritas students’ families will be encouraged to provide housing (“host families”) for international students during their extended visit.

International Teacher Exchange (Secondary). Former Governor Huntsman’s program for extended stay international teachers, and continued to be endorsed by Gov. Herbert, will be used to give access to the classroom for international teachers. Current Veritas board members have relationships with education providers in China (Nanning, GuangXi, China; Cheng du, and others) to structure the necessary programs for the exchange of students and teachers. Most

barriers to entry for students and teachers from China are a result of U.S. visa restrictions. Many of those barriers have been mitigated through relationships with mainland China created while Jon Huntsman, Jr. was governor of the State of Utah.

Certified Chinese Language Teachers. Availability of Mandarin speakers to provide certified teaching services in Utah is growing along with the program. Gregg Roberts, USOE World Language & Dual Language Immersion Specialist, has provided statistics regarding the composition of Mandarin Dual-Immersion teachers in Utah. (One-third of all dual-immersion programs in public schools in the United States, are in Utah. Currently, there are 28 Mandarin Chinese dual-immersion programs throughout Utah’s public education system.) This past summer, the Office of Education provided professional development for 98 teachers (Chinese Dual-Immersion) and of those teachers about 30 were from over-seas, and the remainder were from Utah. Of the 68, thirty were native English speakers. This year there were six Chinese-speaking teachers that came out of the University of Utah. Utah has Chinese language teachers coming from programs at Utah State University, Brigham Young University, and University of Utah. (From recording of Public Education Sub-appropriations Committee meeting, 8/31/13.)

LingChat. LingChat is a web application that enables U.S. K-12 students to connect with other K-12 students around the world and engage in 1v1 collaborative activities and games that boost intercultural competency, foster mutual understanding, and help students learn each other's native languages. It provides a research-based approach to building student confidence and language development. The core features of the current version include individual user accounts, synchronous video conferencing, text chat, voice-to-text transcription, collaborative drawing canvas, Google Translation, 1v1 language games. Future iterations will include a wide variety of features, including collaborative video and animated theater tools, more language games.

In our study of 33 student users, we discovered that every student that used LingChat more than once showed significantly more confidence and autonomy in engaging native speakers of their target language and that students expressed more enthusiasm and engagement in learning their target language when collaborative games were included. We had 12 Chinese students (six 9-year-olds, two 12-year-olds, and four high school students). We had 21 American students (most were elementary students, a few middle school students, one high school and one college student) [Source: Dr. Peter Chan, BYU, Veritas Board Member]

Veritas Academy is a charter school providing for focus on international themes and the exchange of international teachers and students and qualifies for special consideration by the Board under UCA §53A-1a-501.9.

SECTION THREE – RATIONALE

Providing opportunities for students to prepare for superior functionality and integration in the global marketplace is one of the primary goals of Veritas Academy. A recent article written by Howard Martin, Ernst & Young Global Consumer Products Sector Leader, on worldwide emerging markets, states that “[b]etween now and 2050, the world’s population is expected to grow by 2.3 billion people, eventually reaching 9.1 billion. The combined purchasing power of the global middle classes is estimated to more than double by 2030 to...\$56 trillion. Over 80% of this demand will come from Asia.” [Martin, H., Ernst & Young, Global Trends Shaping the Business World: Emerging Markets Increase Their Global Power]

Perhaps this is why Utah’s current governor, Gary Herbert, challenged Utah’s public education sector to provide 100 dual-immersion programs for more than 30,000 kids statewide by 2015. [KSL.com, Dual-Immersion Program Bring Out-of-State Educators to Utah, Feb. 22, 2013] During a recent visit to Utah, a visiting Wyoming educator commented, “I think for states that want to be globally competitive, (dual-immersion programming) is going to be an extremely important strategy that will help states move that way.” [ibid] Former Governor Jon M. Huntsman, Jr. introduced a very successful program encouraging the exchange of international educators initiative to Utah in 2005. And, during the 2013 General Session of the Utah Legislature, HB344 (Lifferth), Establishment of Charter Schools Amendments, the legislature passed a bill (Gov. Herbert signed) that provided for the “prioritization” of charter schools that included in their mission the exchange of students and teachers from international countries.

Chinese is the most widely spoken language in the world. It is the third most spoken language in the United States (*US Census, 2010*). Estimates place world population at 7,106,345,166, with 1,357,578,567 of those people in China (geohive.com estimate, March 14, 2013). Nearly 19.1% of the world’s population lives in China. Of those 1.36 billion Chinese, it is estimated that 1.213 billion people worldwide speak Mandarin as their first language (*Ethnologue, 16th Edition, 2009*). Spanish speakers (329,000,000) and English speakers (328,000,000) are a distant second and third place.

Utahns place a high-priority on learning a second language. One-third of Utah’s workforce is bilingual. [KSL.com, Dual-Immersion Program Bring Out-of-State Educators to Utah, Feb. 22, 2013.]

Many Utahns have been engaged in international business post-secondary education. Utah’s top higher-education institutions frequently rank within the Top 100 schools in the nation. In 2012, U.S. News & World Report ranked Brigham Young University (BYU)...“In specialty categories, the Marriott School moved up three spots to 14th in international business...” [http://news.byu.edu/archive/11-sep-usnews2012.aspx] The University of Utah’s David Eccles School of Management ranked #61 including its international business school. [<http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-business-schools/university-of-utah-eccles-01226>]

Despite the fact that many school districts statewide have grasped the concept that for students to compete in the future global economy they will need to speak (and write) a second language.

Currently, the Provo and Nebo School Districts have not made a significant commitment to engage in dual-immersion programs. Only one elementary school in Nebo School District (Sage Creek Elementary) and one elementary school in the Provo School District (Wasatch Elementary) currently support a Chinese Dual-Immersion program [USOE list, 2012-2013]. And, only one elementary school in the Nebo School District (Westside Elementary) and two elementary schools in the Provo School District (Canyon Crest and Timpanogos Elementary) currently provide Spanish Dual-Immersion programs [USOE list, 2012-2013].

The basic need for additional charter school capacity (not including the need for additional dual-immersion programs) is provided in the study commissioned by the Veritas Academy governing board may be found in Section Five (Market Analysis) of this proposal.

To meet the demand of Utah County residents and Utah's participation in global markets, Veritas Academy will provide much needed infrastructure to assist in creating an academic framework for Utah's economic and academic future.

SECTION FOUR – STUDENT POPULATION

Target Population

Veritas Academy will seek to draw from students who's parents are interested in their children excelling in a personalized educational environment as well as students who want to benefit from the breadth and rigors of a dual-immersion program. Veritas Academy has been created to provide students from various cultural backgrounds to enjoy a high-quality, dual-immersion learning environment that will increase their ability to speak and write a second language, improve their test performance and scores, enhance cognitive proficiency, increase social and cultural awareness, and prepare them to contribute to a greater degree in a global community.

Southern Utah County's population is growing at a greater rate than other areas in the county. High birthrate among young families creates greater pressure on the local districts to provide additional educational opportunities and facilities. Increasing pressure to grow access to public education in southern Utah County has voters concerned about frequent proposals to increase bonding capacity (through local property taxes) in the Nebo School District. The 2009 Nebo bond proposal was almost rejected by local voters. Charter schools do not rely on local bonding to build their facilities. [<http://archive.satrib.com/article.php?id=12737790&itype=NGPSID&keyword=&qtype=>]

Veritas Academy's student population will also reflect similar populations to the school districts in which they reside as it related to English Language Learners (ELL). Start-up Board and staff will focus on enticing similar demographic populations than those in the local area. 12% IEP, 20% minority, and 30% economically disadvantaged student populations are anticipated.

Although Veritas Academy is a "commuter" school, its student population will inevitably reflect a strong demographic sampling of the southern Utah County population. Utah County's south Provo and southern Utah Valley population provides a higher concentration of potential ELL than anywhere else in Utah County.

Veritas Academy is proximally located to a major I-15 freeway exchange and will provide access to students and families throughout southern and central Utah County, thus increasing the possibility of social, cultural, and economic diversity within the student body.

Special Populations

Veritas Academy will provide an environment of high academic achievement by identifying students at risk of academic failure and providing an Individualized Academic Achievement Plan (IAAP) for each student. Veritas Academy anticipates a student population that reflects the general population of southern Utah County in regards to special needs, under-served populations, ethnic diversity, and socio-economic status.

Intent To Enroll

Each year during the Open Enrollment period, data submitted to the Board on the Intent to Enroll Form (ITEF) will be used to create a structured database of potential candidates for enrollment into Veritas Academy.

Lottery Policy

The Veritas governing board will adopt an appropriate lottery policy consistent with state and federal laws.

Student Attendance and Enrollment

The success of Veritas Academy may be directly correlated with consistent student attendance. Regular, consistent student attendance is encouraged and required by state and federal law. Students' and their families will be encouraged to promptly enter the school at the beginning of the school day and exit when all program and educational requirements are satisfied for that school day. In the event a student will not be present during the school day, all or part, the student's parent/guardian is responsible to assure that the school is aware of the absence.

The purpose of pupil accounting, as defined by administrative rule, is to "specify pupil accounting procedures" to be used in the "apportioning and distributing" of state educational funds. [R277-419-2(B)] Veritas Academy will conduct 990 instruction hours and do it in 180 school days each year. [R277-419-4(A)(1)] Veritas Academy will ensure that the 990 hours and 180 days will be conducted during the school year. [R277-419-4(A)(2)]

Student population capacity diagram for the first five years of operations.

VERITAS ACADEMY - PROVO					
Grade Level	School Year				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	100	100	100	100	100
1	100	100	100	100	100
2	100	100	100	100	100
3	100	100	100	100	100
4	75	100	100	100	100
5	75	75	100	100	100
6	75	75	75	100	100
7	75	75	75	100	100
8	75	75	75	75	100
9	50	75	75	75	100
10	0	50	75	75	100
11	0	0	50	75	100
12	0	0	0	50	100
Total	825	925	1025	1150	1300

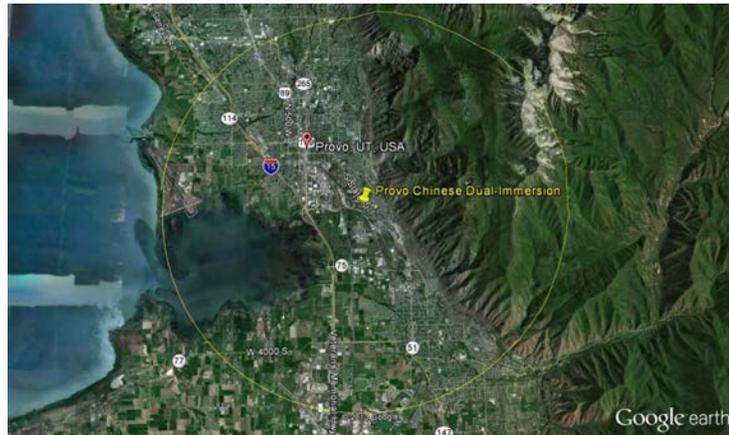
SECTION FIVE – MARKET ANALYSIS

Location

The proposed location for the Veritas Academy campus is (approximately) 1750 South State Street, Provo, UT. (Northwest corner of the intersection located at 1860 South and State Street in Provo, UT.) The property is located 2.2 miles from downtown Provo, UT, and, 1.6 miles from Interstate 15 (due west). The sizeable unimproved lot runs parallel to “old” State Street on the northeast with approximately 1,115 lineal feet as frontage. This substantial frontage provides ample access to the property and will provide a wonderful view of the buildings on the property.

Several major roadways, highways, and freeways will help parents and commuters travel quickly and safely in both the morning and afternoon commute times.

Utah Transit Authority (UTA) provides bus service (Route 822) from the north southbound beginning at Utah Valley University (UVU) and from the south northbound beginning in Payson along State Street. Secondary students from all over the Utah County may safely commute to Veritas Academy using the public transit system—thus increasing potential student enrollment capability. Also, access to the school from local UTA service would create additional options for low-income students and students with disabilities.



Veritas Academy’s proposed location provides the option of utilizing this facility for local and community programs and events. The property owner/developer has indicated that there may be a large indoor sports-style facility located on the southeast end of the property. Use of this facility for Veritas events of all types would be ideal. Campus facilities will conform to all necessary local, state, and federal building and seismic guidelines, regulations, and laws.

Market Context and Trends

A professional feasibility study was commissioned by the Veritas Academy to determine the viability of placing a public charter school of this size and description at the intended location. Ryan Christensen, Senior Principal, at Locke Financial, in Chandler, AZ, concluded through his analysis that “this site and facility are suitable the sustainable and on-going growth of a charter school with enrollment ‘roll-up’ growth each year.” Further Christensen has determined that the projections provided by Veritas Academy’s governing board “in the enrollment Matrix are conservative.” (Christensen, R., Locke Financial, *Feasibility Study—Veritas Academy*, p. 31 of 37.)

Christensen's comprehensive analysis provides the following substantiated claims:

- One of the primary determinants of publicly funded charter school success in Utah is that a school facility be located in a market that is not overbuilt with other charter schools. Evidence supports that new charter schools can be successful in Utah (operationally and financially) when the charter school student population is less than 35% of the total student population. (Christensen, R., Locke Financial, *Feasibility Study—Veritas Academy*, p. 3 of 37.)
- The K-12 student enrollment in the five miles surrounding the proposed Campus location is 19,643 as of the 2011-2012 school year. The proposed campus upon completion has a capacity of 1300 students. The K-6 student charter school enrollment surrounding the campus is 1,973 for the 2011-2012 school year. Therefore, the charter school market ratio for the proposed Campus upon completion will be 10%. This is well within an acceptable range (see table on page 3 of 37). (ibid, p. 3 of 37)
- Within the five (5) miles surrounding the identified area is an established community with more than 39,060 households reported in the 2010 census. Of those households, more than 53.8% are renter occupied homes with a median income of \$42,683. These demographics support Veritas Academy's primary demographics and support the operator's mission. The campus location is positioned well to capitalize on the large population. The site is close to the freeway access of Interstate 15. This area will continue to be highly populated and will continue to grow with adequate infill real estate available. The estimated count for households in 2017 per ESRI reports is 45,038. (ibid, p. 9 of 37)

The Locke Financial feasibility report makes the following demographic observations:

- 5-Mile Radius – Within the five-mile radius of the proposed Campus, there are three (3) competing charter schools. Charter school enrollment for the 2011-2012 school year was 1,973 with an average of 658 students per campus. Charter school enrollment for this year is 10% of the overall student enrollment counts. There are 23 district schools from one school district within a five-miles surrounding the identified site with a combined enrollment of 17,100 students.
- 3-Mile Radius – Within the three miles surrounding the Campus, there are two (2) of the three (3) competing charter schools with an enrollment of 1,276 for the 2011-2012 school year. Charter school enrollment for this school year is 9% of the overall student enrollment counts. Of the 23 district schools, eight (8) are located within the three miles surrounding the Campus. District school enrollment for this three-mile radius is reported at 5,744 for the 2011-2012 school year. (ibid, p. 9 of 37)

A non-scientific telephone survey was conducted with the three district schools currently providing Chinese Dual-Immersion programs in the Provo and Nebo School Districts. In general, it was determined that all seats provided for in the dual-immersion programs at each school were filled to capacity. Also, each school maintained a significant, active waiting list for program vacancies. The schools surveyed and the contact information for these schools follow.

ALPINE ELEMENTARY DUAL IMMERSION

<http://alpine.alpineschools.org/chinese-immersion>

(801) 756-8525 (Susan, contact); Waiting list of 10 in first grade. Class size 25.

WASATCH ELEMENTARY DUAL IMMERSION

http://www.wasatch.provo.edu/Site_Home/Chinese.htm

(801) 374-4910 (Staffer, contact); Waiting list of 15 in first grade. Class size 26, 1st - 5th grades.

SAGE CREEK ELEMENTARY DUAL IMMERSION

<http://sagecreek.nebo.edu/content/chinese-immersion-information>

(801) 489-2860 (Mary Brewer, contact) ; Waiting list 10+/- . Class size 30/grade. (1, 2, 3 grades.

Proximity to Local Schools

Nearly the entire Provo School District lies within a five-mile radius of the proposed site for the Veritas Academy. Within a five-mile radius of the proposed location, the Nebo School District has five elementary schools and two secondary schools. Three brick-and-mortar charter schools are within a five-mile radius of the Veritas site.

Proximity of Area Public Schools to Veritas Academy				
School Name	School Level	School Dist.	Dist/miles	Notes
Amelia Earhart	Elementary	Provo	4.10	
Franklin	Elementary	Provo	2.40	
Provost	Elementary	Provo	1.21	
Provo Peaks	Elementary	Provo	1.95	
Rock Canyon	Elementary	Provo	3.96	
Spring Creek	Elementary	Provo	0.32	Nearest ELEM
Sunset View	Elementary	Provo	3.09	
Timpanogos	Elementary	Provo	2.89	Spanish D-I
Wasatch	Elementary	Provo	2.68	Chinese D-I
Westridge	Elementary	Provo	4.28	
Centennial	Middle S/Secondary	Provo	4.00	
Dixon	Middle S/Secondary	Provo	2.81	Nearest MS
Independence	High S/Secondary	Provo	3.71	
Provo	High S/Secondary	Provo	3.04	Nearest HS
Timpview	High S/Secondary	Provo	4.98	
Art City	Elementary	Nebo	3.48	
Brookside	Elementary	Nebo	3.67	
Cherry Creek	Elementary	Nebo	3.68	
Sage Creek	Elementary	Nebo	4.40	Chinese D-I
Westside	Elementary	Nebo	2.94	Spanish D-I
Springville Jr.	Jr. High/Secondary	Nebo	3.66	
Oakridge	High S/Secondary	Nebo	4.42	
Springville	High S/Secondary	Nebo	4.42	
Freedom Academy	Elementary/Secondary	Charter (P)	3.57	
Merit Academy	Secondary	Charter (N)	2.94	

Reagan Academy	Elementary/Secondary	Charter (N)	2.94	
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Competitive Advantage Analysis

Public Funded "Charter" Schools

Education Quality: One of the primary reasons that parents choose charter schools over district schools is that they perceive their child will receive a better education at a charter school than they will at a district school. Charter schools are typically small, agile organizations that focus intently on improving education and child development outcomes. Charter schools are more apt to be innovators whereas district schools may be quite slow in adapting new curriculum or teaching methodologies.

Custom educational programs: One of the strengths of charter schools is that they adapt their educational model to meet the needs of their local market. Some examples of custom educational models include: international baccalaureate, classical education, leadership development, sports programs, fine arts and many more.

School Culture: Many parents feel that education is about much more than the 3 r's. These parents look not only for academics, but for a healthy learning environment. They want to have more control over what their children are exposed to. Charter schools provide an atmosphere where parents can influence school culture and ensure that their child is also in a safer, values based environment.

Access to Staff: Charter schools typically provide parents significantly more access to and involvement with the school staff. Many parents of children at charter schools felt that they were unwelcome or unwanted participants in the district school environment. Parents of children at charter schools tend to be much more involved with their children and therefore resent any barriers between them and the school staff.

Choice. When parents are allowed to make a choice to enroll their child into a charter school, they seemingly take more ownership -responsibility for the education of that child. In a world where things seem to be more and more predetermined, parents are eager to have a positive and lasting influence on their child's education. Whether it is environment, academics, or even a specific teacher that they want, parents are positively responding to educational choice and charter schools provide that opportunity.

In summary, many parents choose charter schools because they perceive them to be better for their child in some way. Whether it is the environment, the curriculum, the access to staff, or even the school culture, many parents perceive charter schools as a more appropriate placement for their child and therefore exercise their right to choose and place their children in charter schools.

Because of these factors, public charter schools have seen dramatic increases. There were 518 charter schools built in 2011 and there are now 5,275 charter schools operating in US. 3.7% of

children now attend charter schools ... up from 2.9%, three years ago. 5.4% of all schools in the United States are public charter schools, up from 4.8% three years ago.

The graph below (Locke Financial analysis, p. 7 of 37) shows the number of charter schools operating at the end of each school year. Most telling is that the Washington, DC based Center for Education Reform states that there are over 1.2 million children on wait lists trying to enroll in a charter school. Based upon average school enrollment, that is enough children to fill another 4,000 charter schools. (Christensen, R., Locke Financial, *Feasibility Study—Veritas Academy*, pp. 5 and 6 of 37.)

Veritas Academy will mitigate the negative effects of customary and cultural district school popularity by:

- 1) Educating the local citizens and potential students through a detailed “outreach” campaign
- 2) Providing busing services and bus passes for students
- 3) Constructing aesthetically pleasing, high-tech facilities before the first day of operations
- 4) Providing after school programming to students and parents for additional integration of international programs and students

OUTREACH

Effective Marketing

Veritas Academy will ensure marketing strategies, materials, and programs are consistent with its charter contract and mission. Outreach programs and projects will include: 1) Effective word of mouth campaigns, 2) Potential student parental marketing, 3) A state of the art website with recruiting information, 4) Use of all appropriate Social Media resources, 5) Print and electronic media plans, 6) The building of the facility will provide marketing opportunities, 7) Nicely printed and organized “welcome binder”, 8) Local cable channel advertising, 9) Radio ads on AM/FM/XM, 10) On-site marquee, 11) Underserved population identification and recruitment, 12) Local employers, 13) Bus-side advertising.

SECTION SIX – GENERAL FINANCIAL PLAN

The utilization of sound business and financial practices is paramount to the successful short-term and long-term operations of Veritas Academy charter school. The proper handling, acquisition, and dispersal of publicly appropriated funding, requires planning and expertise.

Veritas Academy’s governing board will provide fiduciary oversight for all accounting processes and practices, reporting, and auditing of public and private funding associated with the general maintenance and operations of the school. The Board will assure the accuracy and timely reporting of all state and federal funding per state and federal reporting and management guidelines and mandates. The Board will practice and adhere to standards of transparency and disclosure provided for by state and federal law and administrative rule. All reporting to the State of Utah’s financial reporting website will be accurate and clearly delineated.

The governing board will authorize a committee for the specific purpose of preparing an annual, detailed budget to be presented to the board for adoption in an open and public meeting.

Nonprofit Status. Veritas Academy will incorporate as a Utah Nonprofit Corporation under the provisions of the Utah Revised Nonprofit Corporation Act, Title 16, Chapter 6a. Further, Veritas will seek federal tax-exempt status under the provisions of an American tax-exempt nonprofit organization 26 U.S.C. § 501(c)(3) for Religious, Educational, Charitable, Scientific, Literary...Organizations.

Financial Plan. The Board has provided a detailed “plan” of its financial blueprint for the acquisition of revenues and dispersal of expenditures, consistent with state and federal law, as well as administrative rules and regulations.

Auditing. Veritas Academy’s governing board will provide for necessary and proper redundant systems and internal and external auditing processes consistent with Generally Accepted Account Principles (GAAP) and Generally Accepted Auditing Standards (GAAS). Consistent with state statute, UCA §53A-1a-507(4)(a) and (b), which states that “(a) charter school shall make the same annual reports required of other public schools under this title, including an annual financial audit report,” and that “(a) charter school shall file its annual financial audit report with the Office of the State Auditor within six months of the end of the fiscal year,” the governing board of Veritas Academy will provide for all state reports and audits as required.

Liability and Other Insurance. In accordance with state and federal law, the governing board of Veritas Academy will provide for the uninterrupted insurance coverage of the school facilities, also its employees, students, volunteers, and visitors.

Health Insurance. Veritas Academy’s governing board intends to provide health insurance for all its full-time employees.

Treasurer’s Bond. A fidelity bond (Treasurer’s bond) and associated board liability coverage will be secured to cover the Treasurer, the Business Administrator, and all board members.

Fees. Consistent with the Constitution of the State of Utah, Article X, Section 2, children in the elementary grades (K-6) shall not be assessed fees; therefore, it is the policy of Veritas Academy to provide a “free” public education to its elementary aged students. Fees associated with secondary students may be assessed.

THE PLANNING YEAR

The Veritas Academy governing board anticipates opening its doors for its first year of operations in late August, 2014.

Director. The Director will work with the governing board to provide pre-opening services to the school before the first day of operations.

Prior to opening, the Director will assist the governing board in the following activities:

1) Recruiting of teachers and other staff, 2) Recruiting of students and orientation of parents/guardians, 3) Acquisition and development of curriculum, 4) Development and design of school facilities, 5) Purchasing and procuring capital equipment, 6) Support staff equipment and furniture purchasing and procurement, 7) Compiling and editing the Teacher-Employee Handbook (Human Resources Handbook), 8) Compiling and editing the Parent-Student Handbook, 9) Compiling, editing, and assembly of the Student Registration Packet, 10) Compiling and editing the Policy Manual, 11) Procurement of technology, 12) Other appropriate Planning Year activities.

Assistant Director. The Assistant Director will provide support services to the Director and to the school. The Assistant Director will be hired for the first year of operations prior to the first day of operations. Secretarial and Clerical Staff. To assist the Director, Assistant Director, and governing board in their efforts, the board will assist the Director in locating a secretary prior to the opening of Veritas Academy.

Salaries for Planning Year Administration. The staff will receive compensation during the abbreviated Planning Year operations.

Insurance. As previously mentioned, liability insurance for the Planning Year will be obtained through Risk Management to cover board and staff activities.

Office Facilities. In an effort to operate with an attitude of frugality, the Board of the Veritas Academy will not provide office facilities during the Planning Year. Instead, Board meetings will be held in an environment consistent with the Open and Public Meetings Act (OPMA) found in Utah state and federal law (e.g. public library, local school, other public facility, etc.)

Website Development and Marketing. As mentioned previously, website and marketing activities will be outsourced. The Board will be heavily involved in the marketing and outreach activities of the school.

Library Acquisitions. The governing board of the Veritas Academy plans no library, periodical, or media purchases during the Planning Year.

Legal Services. Veritas Academy will function under a Utah Nonprofit Corporate status. Also, the Board will seek a federal tax exemption under §501(c)(3). Legal services will be provided on an informal basis by qualified board members.

Technology and Capital Equipment. Technology will drive the mission specific goal to ensure students understand and have access to technology and communications devices present in the world around them.

Curriculum. The Board will spend the Planning Year working with the Director and other volunteer curriculum specialists to provide content and delivery processes and procedures during the Planning Year.

Planning “Year” Funding. The Veritas Academy governing board will secure financing of \$235,923 for its Planning Year operations through a private source. The initial loan will be paid with interest over a contracted term, from operating revenue beginning the first year of operations.

THE START-UP YEAR

The activities for the Veritas Academy during its inaugural year (Start-up Year) include the following (but are not limited to):

Enrollment. The enrollment matrix provides a graphic depiction of the anticipated enrollment for Veritas Academy for the first five (5) years of operations.

Registration Activities. Registration activities will be consistent with the explanations provided in this document. Registration for students wishing to enroll in the Veritas Academy, will be able to fill out the necessary forms through the school’s website, or, they may be able to obtain a registration packet by contacting a member of the board, the Director, the Secretary, or another person (or entity) authorized by the governing board. A comprehensive Registration Packet will be available to anyone upon request.

Revenues in 1st Operational Year. The Budget form shows anticipated revenues of \$4,480,968 (calculated from USOE budget template) for the first year of operations. \$40,000 in fees (secondary educational sources) and an additional \$50,000 in privately obtained fundraising amounts are accounted for in the first year’s budget. \$4,390,968 of revenues are from state sources. For a detailed delineation of revenue sources, please reference Appendix A.

General Expenses for 1st Operational Year. Classroom Furnishings (\$60,000) – First year of operations has a requirement of desks and chair combination (or equal). Also a teacher’s desk and chair are expensed.

Computer Equipment/Buses/Technology An expenditure of \$152,000 during the first year of operations for computers, buses, and technology.

Text, Curriculum & Library – Curriculum expenses for the first year of operations are provided for in the Planning Year.

Payroll & Benefits – Salaries and benefits (i.e. Retirement, FICA 7.65%, FT Employee Healthcare \$10,000, UEI & WC 3.5%, etc.) for the first year of operations are \$2,784,400.

Teachers – The average teaching salary was determined after having discussed hiring and benefits options with a number of charter school administrators. (It appears as though most estimates for the first year average salary fall between \$34,000 and \$42,000.) Veritas Academy Vista’s estimate was \$38,000/teacher. Teachers in a dual-immersion program are required have a special certification and must be bilingual. Veritas Academy’s governing board anticipates having to pay dual-immersion teachers at the higher end of the market.

Staff & Support Services – The budget reflects the costs for payroll and benefits for support staff to be \$316,300. Support staff provides the infrastructure needs for teachers and administrators to deliver education to students.

Administration – Costs associated with the school’s Director (\$84,000 salary), school staff, and the Business Administrator (\$52,500), total \$245,150 (with benefits).

Outside Auditor – The board will acquire the services of an “outside Auditor,” consistent with the laws of the State of Utah and the federal government. \$9,000 has been earmarked for the services of an external Auditor. Outsourced/Contract Services – Approximately \$1,026,344 has been budgeted for the utilization of contracted, or outside, services not provided by an employee of Veritas Academy. These services may include: curriculum development, nursing services, psychological services, computer technology services, custodial services, etc.

Loan Repayment. The figures shown in the pro-forma budgets for the first year of operations include the repayment of \$50,000 for debt service accrued by Veritas Academy’s Board during the Planning Year.

Fundraising. The governing board of the Veritas Academy will be actively engaged in fundraising efforts to provide additional private and public financial resources for the school

CONTINGENCY BUDGET

Budget projections are based on state legislative appropriations and may require additional adjustments in WPU, state, and federal programs to determine actual annual estimates. All pro-forma budgets have been created utilizing reasonable assumptions. The Veritas Academy governing Board will design and adopt budgets consistent with state statute, administrative rule, and federal law.

SECTION SEVEN – ORGANIZATIONAL STRUCTURE & GOVERNING BODY

The roles and responsibilities of the Veritas Academy governing board include, but are not limited to: 1) Protect the legal interests of the charter school, 2) Determine and guarantee the vision/mission of the charter school, 3) Ensure Board members acquaintance with the charter contract, 4) Attend required state training for Board members, 5) Create, vote on, and implement the school budget, 6) Oversee the creation and approval of school policy, 7) Exercise sound legal practices, 8) Ensure sound ethical practices and policies are followed, 9) Advocate good external relations with the community, school districts, media, parents, and students, 10) Hire the administrator, 11) Evaluate the administrator, 12) Assure that the Treasurer and Business Administrator are bonded (as required), 13) Swear-in Business Administrator, 14) Appoint a competent, trained records manager for the charter school, 15) Practice strategic planning and measure performance through accurate assessment, 16) Ensure adequate resources and effectively manage those resources, 17) Provide for the safety and maintenance of school property and facilities, 18) Manage liabilities wisely, 19) Provide transparency through accurate and accessible meeting minutes and documentation, and 20) Provide Open & Public Meetings (OPMA) and Government Records & Access Management Act (GRAMA) training to Board members.

Organization of the Board. The property, business and affairs of the Corporation shall be managed by a Board of Directors. The number of Directors shall be no less than five (5), but may be more than five (5), as fixed from time to time by the Bylaws of the Corporation. Should the number of Directors become less than five (5), the remaining Directors shall appoint a replacement by majority vote. The Directors shall be elected in the manner set forth in the Bylaws of the Corporation.

Board Positions/Roles/Responsibilities	
Board Position	Roles/Responsibilities
Chairman	<i>shall convene regularly scheduled Board meetings, preside or arrange for other members of the executive committee to preside at each meeting.</i>
Vice-Chairman	<i>will chair committees on special subjects as designated by the board</i>
Secretary	<i>shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.</i>
Treasurer	<i>shall make a report at each Board meeting; chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.</i>

School Leaders. Veritas Academy board members have a broad range of expertise in charter school, professional, and managerial areas. These areas of expertise include the following (but, are not limited to): 1) Human Resources Management, 2) Policy and Procedure creation, implementation, review, and enforcement, 3) Budgets, Financing, and Accounting, 4) Law, 5) Architectural and Building Design/Engineering and Construction, 6) Facilities Management and Maintenance, 7) Curriculum Development and Delivery, 8) General Technology and Proprietary Communications Systems Development and Integration, 9) Business Association and Leadership, and 10) Supply and Maintenance.

APPENDIX A: PROPOSED BUDGET

School Name: VERITAS ACADEMY		
Part I Budget Information		
Read this before you begin this page:		
Complete all Sections of Part II, Detail of Budget Information, before returning to this page (to open, click on each worksheet tab at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into this page. Where you see a \$0 already inserted in the columns below, a formula has been inserted. Do not delete this formula. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.		
Budget Summary		
	Planning Period (through June 30, 2014)	
	1st Operational Year (July 1, 2014-June 30, 2015)	
Total Revenues	\$235,923	\$4,480,968
Total Budgeted Expenditures (Items A through H)	\$235,923	\$4,356,019
A. Salaries (100) and Benefits (200)	\$132,923	\$2,784,400
B. Purchased Professional and Technical Services (300)	\$66,000	\$174,250
C. Purchased Property Services (400)	\$0	\$804,094
D. Other Purchased Services (500)	\$0	\$48,000
E. Travel (580)	\$3,500	\$5,000
F. Supplies and Materials (600)	\$25,000	\$292,525
G. Property (includes equipment and computer hardware) (700)	\$8,500	\$188,750
H. Debt Service and Miscellaneous (800)	\$0	\$59,000
Revenues - Budgeted Expenditures	\$0	\$124,949
Percent of Revenue Budgeted	100%	97%

APPENDIX B: BACKGROUND INFORMATION SHEETS

Background Information Sheet

Name Dr. Peter Chan

Role with school Board Member

Expertise Instructional design, distributed learning, international education, higher order thinking, video ethnography, Chinese education

Statement of Intent:

My expertise in instructional and curriculum design will help the board in all its academic related discussions. I will help ensure decisions are based on sound scholarly studies and practices. I will also bring to the board international perspectives based on my extensive work in Asia and the Pacific. I am committed to making this the best educational experience for all the students of the school.

Not-for-Profit History:

Executive Committee Member, Global Chinese Society for Computers in Education (2005 to present)

As a member of its Executive Committee, I help govern the largest organization relating to computers in education in the global Chinese community. Its members are top academics in this field from all over the world. I also organized its annual conference when it took place in Hawaii.

President BYU-Hawaii Chapter of the Honor Society of Phi Kappa Phi

It was an honor to be elected by professional colleagues to be the chapter president. During my tenure as the President, high-profiled speakers were invited to speak at our semi-annual events and a number of policies and procedures were put in place to increase the professionalism of the organization.

Associate Vice President. Society for Information Technology and Teacher Education (2001 to 2004)

This is a large and prestigious professional organization in North America. During my tenure, I helped establish its international division and witnessed its increased influence among international scholars.

Other leadership experiences in not-for-profit capacities:

Faculty advisor to all Mainland Chinese and Hong Kong students, BYU-Hawaii (2004 to 2009)

Employment History:

Adjunct Associate Professor of Instructional Psychology & Technology (half-time)
David O. McKay School of Education, BYU, Utah. (July 2010 to Present)

Two areas of responsibilities:

China Project Coordinator

- ∴ Working closely with the Dean and Assistant Dean in designing and coordinating projects relating to China. Current projects include:
- ∴ Organized a national conference on teacher education in Nov. 2011 with top mental health educators coming from all over China
- ∴ Co-Directing a BYU student-teaching program in Guangzhou, China
- ∴ Conducting study of school psychologists in Beijing (with Beijing Normal University and several school districts)
- ∴ Coordinating other exchange and collaborative initiatives

Instructor

- ∴ Designed and taught an Instructional Psychology and Technology class for Special Education students (About 60 students per semester)
- ∴ Taught and coordinated all sessions of an Instructional Psychology and Technology class for Elementary and Early Childhood Education. (About 160 students per semester)

President and CEO, Multinational Academic Services

An educational consulting company. (January 2010 to Present)

Major accomplishments:

Consultation on Instructional Design Issues

- ∴ Consulting extensively with American and Chinese organizations on various instructional design issues

∴ Such issues include: higher order thinking, blended learning, curriculum design, etc.

Creation of an E-learning Software

∴ Created the e-learning software "Video Ethnography 360" for academic and corporate training relating to higher order thinking

∴ The software is being used for specialized purposes

∴ Its basic concepts were introduced in a TEDx presentation (see: <http://tedxtalks.ted.com/video/TEDxSaltLakeCity-Peter-Chan-Tea>)

Creation of the Meridian Curriculum

∴ This guide to transforming educational practices is created under the commission of a large education group in China

∴ It will be used in selected private schools in the U.S. and some prestigious high schools in China beginning Fall 2011.

∴ The implementation of the guide also includes designing and conducting workshops on how to teachers and school administrators in both countries.

Creation of International School Programs in China

∴ Created three international schools in China (one in Beijing and two in Chengdu)

∴ Partnered with prestigious Chinese high schools in this creation

∴ One partner school. Beijing No.4 High School, is widely recognized as China's top high school with many famous graduates. (I was appointed as their Senior Academic Advisor.)

Recruitment of Students for Short-term and Long-term Programs

∴ Recruited about 800 students for various short-term and long-term educational programs in Utah, California, and Washington, DC

∴ Our goal is to provide high-quality educational programs that will have a life-long positive impact on these students

Associate Professor of Instructional Design & Development
BYU-Hawaii, Hawaii. Aug 2008 to June 2010

Assistant Professor of Instructional Design & Development
BYU-Hawaii, Hawaii. Aug 2001 to July 2008

Three areas of responsibilities:

Chair and instructor. Instructional Design & Development (IDD) Program

∴ Teach and coordinate undergraduate instructional technology classes

∴ *Current classes:*

- Edu305 Technology for Teachers,
- IDD301 Introduction to Instructional Technology,
- IDD399R Internship,
- IDD447 Instructional Development Project.
- IDD490 Electronic Portfolio Seminar,
- IDD496 Research Associateship
- *Past classes:* Edu306 Assistive technology, EDU315 Principles of Instructional Design, 100347 Instructional Multimedia Programming, IS 178 Web Publishing, IS330 Management Information Systems (Created 100302.315,347,447, and 490)

IDD Project Coordinator

∴ Identify areas of critical instructional needs and lead student and faculty teams in addressing these needs through distributed learning means.

Sample projects include:

- Computer-based teacher training in China (Commissioned by the Chinese Ministry of Education; In collaboration with Beijing Normal University, BYU, & BYUH).
- Computer-based surgical training for medical students in Mongolia (Collaborated between Health Sciences University of Mongolia & BYUH)
- Mental health e-Learning for healthcare provider in Brazil (In collaboration with Pontificia Universidade Catolica do Rio Grande do Sul & BYUH)
- E-Learning for employees at the Polynesian Cultural Center-the #1 tourist-paid attraction in Hawaii. Peace building training online (In collaboration with the Arbinger Institute & BYUH)
- Several BYUH student training programs including the current web-based leadership development program

Special Aid to Academic Vice President Dr. Keith Roberts (2002-08)

. Assisted in international collaborations such as:

- * Hosted four international conferences on teacher education in different locations in China. (Commissioned by the Chinese Ministry of Education: co-hosted by

Beijing Normal University, BYU, & BYUH; participants came from every province in China and some international locations)

* Hosted the 2005 Global Chinese Conference on Computers in Education at BYUH campus. Top Chinese academics from all over Asia and N. America participated. More than 100 volunteers were involved. Gov. Lingle of Hawaii and Gov. Huntsman of Utah addressed the conference via video.)

• Facilitated the signing of a number of faculty and student exchange agreements with China and Mongolia Assisted in the planning and touring of the 2007 BYUH Concert Choir (85 members) in China. Facilitated the media reporting of the event including a special national television program watched by millions of people in China

• ∴ Assisted in the creation of the Center for Instructional Technology and Outreach on campus, which incorporated the functions of Continuing Education and Online Course development.

∴ Assisted the placement of Chinese BYUH student-teachers in the "Three and One" program in Hong Kong and other parts of Asia.

Visiting Professor of Educational Technology (part-time)

Chinese University of Hong Kong, Hong Kong. (Dec 2003 to Dec 2008)

∴ Taught educational technology classes to in-service teachers and other educators during term breaks

∴ Program name: Master of Information Technology in Education. Classes include: MIT6001 IT in Education - An Overview. and MIT6004 Project in IT in Education (a culminating experience for students in the program)

Education History:

2003 **Doctor of Philosophy**, Brigham Young University, Provo, UT
Instructional Psychology and Technology Major with Instructional Design and Development Emphasis

2001 **Master of Science**, Brigham Young University, Provo, UT
Instructional Science Major with Instructional Design and Development Emphasis

1995 **Bachelor of Science (Cum Laude)**, Brigham Young University--Hawaii. Laie, HI.
Information Systems Major with End-User Support Professional Emphasis and Business Management Minor

Background Information Sheet

Name Joyce Tan

Role with school Board member

Expertise Teaching English to Speakers of Other Languages (TESOL), Secondary Education, Special Education, Physical Education, International Education

Statement of Intent:

My expertise in TESOL and my extensive experience in teaching international students will help ensure this become a truly high-quality school with foci on leadership and international education.

Not-for-Profit History:

Executive Administrative Director (Volunteer), Mothers University Foundation, 2011-present
In collaboration with the All China Women Federation to provide family education courses, training, services, and other resources to assist Chinese mothers in strengthening their home, marriages, and communities especially in Hong Kong, China, and the U.S. assisted in fundraising endeavors internationally.

Triathlete, United States of America Triathlon, 2005-present
Pursuing the elite status. Participated in triathlons in the State of Hawaii, California, and Pennsylvania with 9 overall age-group podium wins for the past 13 races in 2006-7.

Cultural Advisor and Chaperon, Concert Choir Tour, Mongolia & China, June 2007.
Assisted in helping our 83-member strong BYU—Hawaii Concert Choir performed to thousands of people in six cities throughout China and Mongolia. Helped with translation and provided meaningful cultural exchanges with the locals.

Culture Club Advisor, BYU—Hawaii, 2005-2008
Advisor for the Singapore-Malaysia Club on campus. Mentored & supervised club budget, build leadership, problem-solving, and communication skills among students.

Project Coordinator, Pontificia Universidade Catolica do Rio Grande do Sul, Porte Alegre, Brazil. June 2007.
Assisted in helping BYU—Hawaii intern students collaborate with the above Brazilian university in creating mental health training CD-ROM, DVD, & online instructional learning tools and materials to train healthcare professionals in Brazil.

Other Not-for-profit Services: Ward Relief Society President, Young Women President, and Primary President of the LDS Church

Employment History:

Vice President, Multinational Academic Services, 2009-present

Assist in educational exchanges and recruitment of students from around the globe to study in Utah universities and/or ESL programs. Collaborate with different entities in bringing hundreds of Chinese youths to Utah every year for ESL summer school camps in the United States to improve their English proficiency as well as enrich their cultural understanding and experiences.

Adjunct Faculty, Brigham Young University (Provo, Utah), 2009-present

Two areas of responsibilities:

1. Instructor, McKay School of Education
Teach Second Language Acquisition courses to pre-service teachers. Help these students learn how to effectively assist English Language Learners in improving their English proficiency. Responsibilities include classroom teaching and overseeing university students' public school interaction activities.
2. Licensed Facilitator, Teaching English Language Learners (TELL)
Licensed to teach all TESOL endorsement courses to pre-service and in-service teachers as part of K-12 Teaching Certification for Utah State Board of Education. Courses to teach include bilingual education, school and community partnerships, second language acquisition, L2 literacy, and assessment.

General Manager, Greenery Arts LLC, 2011-2012

Assisted in the establishment of cultural and musical exchanges among Chinese and American musicians and the introduction of musical instruments into The United States. Assisted in the establishment of a Mandarin program in Utah.

Adjunct Faculty, Brigham Young University Hawaii, 2002-2009

Three areas of responsibilities:

1. Instructor, English as an International Language (EIL) Program
Taught Foundations, Intermediate, and Advanced Reading, Writing, Grammar, Listening and Speaking, Church Language and sheltered courses. Responsible for all aspects of teaching, testing, and grading. Gave recommendations for textbooks and student advancement. Involved in program assessment and curriculum initiatives.
2. Instructor, Department of Religious Education
Taught Book of Mormon classes to ESL students at the varsity level. Also taught Church Language courses and part of Celestial Marriage course. Main objectives included helping students learn church terms, understanding the scriptures, and applying gospel principles in their lives. Responsible for all aspects of teaching, testing, and grading.
3. Student-Teacher Supervisor, English Language Learning & Teaching
Helped to train and mentor TESOL student teachers in releasing their potential as eclectic ESL educators. Assessed needs and empowered these prospective educators

in acquiring skills and abilities to be effective and successful in classroom teaching.
Co-authored a presentation with a student teacher at 2008 TESOL Convention.

Public Relations Director, 10th Annual Global Chinese Conference on Computers in Education (GCCCE), Hawaii, 2005.

Assisted in getting sponsorship for the conference that was held out of Asia for the first time. Solely responsible for the exhibition section, its workshops, and soliciting vendors. Oversaw over 200 student volunteers who donated more than 460 hours collectively during the three-day conference held at Brigham Young University—Hawaii.

Online Mentor Trainer and Coordinator, Motorola University, 1999-2001.

Served in several teaching capacities in a unique online learning community sponsored by the Motorola Corporation. This online experience involved youths from different countries around the world engaged in collaborative problem-solving. Responsibilities included mentoring youths, recruiting and training other mentors, and providing feedback to stakeholders for further research and development of this international program.

Tennis Coach, Provo High School's Boys Tennis Team, winter, 2001.

Responsibilities included evaluating team progress and enhancing athletes' tennis skills and mental toughness during competition and daily practices. Coached boys into winning 2001 Regional Championship.

Conference Coordinator, the Annual International Conference on Teacher Education in China, 2000.

The conference was sponsored by the Chinese Ministry of Education and co-organized by Beijing Normal University and Brigham Young University. Responsibilities included translation, bulletin board presentations, and facilitation of roundtable discussions.

Special Education Teacher, Payson Junior High, Utah, winter, 2000.

Taught English and Math. Held parent-teacher conferences and developed Individual Educational Plans to establish students' academic goals.

Seminary Teacher, Canyon View Junior High, Utah, fall, 1999.

Taught Old Testament courses. Developed curriculum and lesson plans for junior high students including students with special needs.

TESOL Teacher, Hong Kong International School Summer School Program 1996-1998.

Used an integrated approach to strengthen beginning, intermediate and advanced ESL learners' four language skills, especially, communication skills.

Tennis Instructor, Hong Kong International School Summer Program, 1996-1998.

Taught beginning tennis to secondary students. (Also helped coach Kahuku High School Tennis team in Hawaii, Winter, 1995.)

TESL Consultant, The Church of Jesus Christ of Latter-day Saints, Hong Kong, 1997.

Developed an ESL curriculum and presented a two-day seminar to train missionaries on how to effectively teach ESL learners.

TESL Instructor, Concept Associates Pte. Ltd., 1996.
Researched, created, and presented a twelve-course "Writing Successful Proposal" workshop to enhance persuasive creative writing among professionals in the company.

Paraprofessional, Hong Kong International School, 1996.
Taught elementary classes and assisted in the creation of Chinese curriculum and teaching materials. Developed and presented workshops on gifted education. Assisted gifted students in developing problem-solving skills through an activities-oriented approach.

Teaching Assistant, English as an International Language (EIL) Division, BYU—Hawaii, 1995.
Taught three courses: two reading courses for advanced ESL undergraduates and an integrated language course for ESL Freshmen. Shared strategies for reading across all content areas.

English Language Tutor, for ESL undergraduates, BYU—Hawaii Language Center, 1995.
Taught proper communication, pronunciation, and writing skills.

Student Teacher, Church College of Western Samoa, spring-summer 1995.
Taught ESL language skills, grammar, and English Literature including short stories and poetry. Taught five daily classes of thirty students: three junior high classes and two senior classes.

Education History:

2001 **Master of Education** Brigham Young University, Provo, UT
Educational Leadership Major with Special Education Emphasis

K-12 Teaching Certificate, Utah State Board of Education, 2001
Certified to teach Special Education, English as a Second Language (ESL), and Physical Education

ACTFL Oral Proficiency Interview (OPI) result is Superior English, July 2009,
Brigham Young University, Provo, UT.

1995 **Bachelor of Arts**, Brigham Young University—Hawaii (BYU—Hawaii), Laie, HI.
Teaching English to Speakers of Other Languages (TESOL) Major and
Physical Education Minor with Coaching Emphasis

Secondary Teaching Certificate, Hawaii State Department of Education, 1996.
Certified to teach ESOL.

Background Information Sheet

Name Michael K. McKell

Role with school Board Member

Expertise Attorney / State Legislator (Utah House of Representatives)

Statement of Intent:

I bring legal expertise to the Board as well as an ability to engage in government relations.

Not-for-Profit History:

I have served as a Board member for Payson Kiwanis, Spanish Fork Kiwanis, Spanish Fork Salem Area Chamber of Commerce, and the Association of Justice.

Employment History:

Attorney (2005 to present)
Utah State House of Representatives (newly elected)

Education History:

Juris Doctorate – University of Idaho College of Law
Bachelor of Arts – Southern Utah University

Background Information Sheet

Name Richard J Morley

Role with school Chairman of the Board

Expertise Administration & Operations / Construction Management

Statement of Intent:

My current role on the governing board is chairman of the board. As such it is my responsibility to ensure the proper administration of all board functions. The board has been organized to ensure the success of the Veritas Academy's unique mission and vision. Each of the members of the board have established themselves as leaders in their fields and have the ability and connections to help Veritas be successful. My role is to ensure that we have established timelines and resources to meet the deadlines outlined for charter approval and school opening. To accomplish this we will outline board member responsibilities, establish expectations, and then hold regular meetings to follow up on key milestones that reinforce our Veritas Academy vision that all children are entitled to a quality education.

The word Veritas comes from the Greeks and denotes truth. I believe that from truth springs all of the other virtues. The pursuit of education is man's pursuit of truth and in the end defines his future and ensures his possibilities are not limited by his birthright. I know from study and experience that students who have a strong academic experience early in their education are most likely to succeed. While serving as a board member in the past and in administrative roles I have become familiar with and have experience in the training and administering of the following curriculums, which we have chosen to use at Veritas Academy. Singapore Math, Spaulding English, Thinking Maps, Core Knowledge, and Mandarin in the elementary school will prepare the students at Veritas for lifelong success and will enhance and accelerate their secondary studies. As High school students at Veritas Academy they will have the opportunity to take a cadre of Advanced Placement and dual enrollment classes in Science, Math, English and History, while expanding their understanding of the world by benefiting from our international connections. Students will be given the opportunity to experience world cultures, to teach and be taught by students from around the world through our foreign exchange programs and taught from our interactive distance-learning model. These experiences are designed to broaden student understanding and build multi-cultural relationships that will promote lasting relationships that benefit students on their quest of academic excellence and career readiness. At Veritas Academy students will have the opportunity to participate in dual immersion. They will be taught and have the option to experience a wonderful international experience where teacher and students will be encouraged to take part in foreign exchange programs. Veritas Academy students will have a classical education with an international understanding and view.

As the Chairman of the Board my first and highest priority will be to ensure that each child is able to achieve at their highest level by implementing proven curriculum, hiring qualified staff, and perpetuating the unique vision and mission of the school. As a member of the board I

believe that our curriculum coupled with a commitment to an international studies and dual immersion program will prepare all students for success in any future course of study or career path. I believe that a child's educational opportunities and future growth should not be limit by access to a quality education.

Not-for-Profit History:

I have served on the governing board for American Leadership Academy in Arizona, a non-profit charter school for two years. During that time I became familiar with open meeting laws and the requirements of reporting to the state and reviewed and approved budgets. We hired an attorney to file the paperwork for our 501 C3 status. While serving on the board of American Leadership Academy I had the opportunity to establish policies governing curriculum, graduation requirements, and expenditures on physical facilities. I have had the distinct privilege and opportunity during my time in development and construction to be around and witness, advise, and assist the start up of over ten schools over the past 8 years. This has provided a wealth of knowledge about the challenges, pitfalls, and opportunities that there are facing charter schools in the start-up phases. From this experience I have a good understanding of how to work with the obstacles that come, and more importantly what the challenges are and how to avoid them.

As a principal, I have had the privilege of starting with American Leadership Academy in Arizona from the beginning and helping through the curriculum selection, development, and implementation processes. I have been intimately involved with the day to day operations of running and managing a charter school including student counseling, teacher evaluation, hiring staff, developing student schedules, monitoring attendance, and overseeing food service, busing transportation, and extra-curricular programs as well as forming relationship with community leaders, parents, students, and teachers to develop a committed group of stakeholders. During my time as the principal I was fortunate to work with capable staff and committed board members, which made the process of growth exciting and a meaningful experience. I started in the summer of 2010 with 37 students, no physical facilities and 3 teachers. When I resigned in the summer of 2013 American Leadership Academy in Queen Creek was just finishing a performing arts building with 560 seats and 20 classrooms as an addition to our athletic facility and classroom building. The schools student population is over 1000 and we have over 60 certified and noncertified staff, but the most important part is that students have taken ownership for the vision of the school and most all of the activities of the school are student planned and lead.

Employment History:

American Leadership Academy Spanish Fork Assistant Principal February 2007 to January 2008.

I was responsible for overseeing the operations at the Junior High and High school as the assistant principal. I oversaw student discipline, office staff, scheduling, activities, the fine arts department, and the Junior High teachers. During this period of time I had the opportunity to

work closely with the school as they transitioned and went through the bonding process to purchase the physical facilities.

Charter One Development January 2009 to June 2010

I was working with the design and construction team to oversee the timely construction of the physical facilities for three new charter schools in Arizona. My responsibilities included the budgets for construction and FF&E, the construction schedule, the negotiation of construction contracts, the management and coordination of the development to team and the construction team.

Yelrom Construction President/Manager 2004 to 2010

I own and manage my own construction company--Yelrom Construction. Yelrom Construction is a general contracting company focusing primarily on Landscape design and installation. I have designed and installed water systems and finished complete landscape for many residential homes and commercial buildings including several charter schools. As the member manager of the company I oversaw the acquisition of new work, construction and scheduling of the work, oversaw and managed the accounting, and developed processes for the efficient use of time and materials for the operations of the company. I hired and trained employees and managed the insurance and benefits for the employees as well as making sure we collected the complete contract amount.

American Leadership Academy Arizona Governing Board 2009 to 2011.

I have sat on the governing charter school board for American Leadership Academy and on several advisory boards to help in the selection of curriculum like Spalding, Singapore Math, Core Knowledge, Junior Great Books, Hake English Grammar, Saxon Math, Pearson Math, and as a principal has first hand experience with implementing curriculum.

American Leadership Academy Queen Creek High School Director from June 2010 to July 2013.

I have had the privilege of starting with the charter school from the beginning and helping through the curriculum selection, development, and implementation processes. I have been intimately involved with the day to day operations of running and managing a charter school from the counseling, scheduling, attendance, food service, busing and transportation, as well as forming relationship with community leaders, parents, students, and teachers to develop a committed group of stakeholders. As a principal I had first hand experience with implementing curriculum. I have had the opportunity in my past position as Principal, Director, to work with students in the foreign exchange programs, and provide academic counseling to students working toward graduation.

Education History:

Spanish Fork High School, Diploma, August 1987 to May 1990.

I had the great privilege of attending one of Utah's public high schools. During that period of time my interest and focus was athletics that later would provide a foundation for my love of learning and my passion for enhanced academic learning.

Associate of Science Degree - General Studies April 1998.

Utah Valley State College August 1993 to May 1996.

I attended Utah Valley State College from August 1993 through May 1996 completing my general education courses and finished up my Associate of Science Degree. This is when I first began taking classes in education and I was developing into a committed student. I learned during this time that the same principles that helped people be successful in extra curricular activities could be employed to make an average student accomplish above average results.

Bachelor of Science Degree - Social Science Composite June 1998

Southern Utah University May 1996 to June 1998.

I attended Southern Utah University from May 1996 to June 1998 and completed my Bachelor of Science Degree with an emphasis on Social Science and Education. I received my training in several social science areas including psychology, sociology, history, and economics. I also received training in the education field through taking many education classes including studying the history of education and how it has transformed, classroom management, methodology, and theory. I had an opportunity to intern for a year as teacher of religious studies and found that they profession of teaching was truly rewarding and challenging. During my college years both my wife and I worked and completed our schooling without any student loans or debt. We learned the lessons of budgeting, doing without, creativity, problem solving, and hard work. When we received scholarships to SUU we did not know how we would make ends meet when we left our Jobs in Utah county. Upon arriving in Cedar we each found minimum wage jobs which we quit after a month and started our own floor covering installation business. Along with my education it has been these types of experiences that have prepared me to manage and operate a charter school.

Masters in Educational Leadership September 2013

Grand Canyon University December 2011 to September 2013

Over the last two years I have been fortunate to study educational leadership at Grand Canyon University. I have studied in the areas of administration foundation and framework, leadership in a changing world, data driven decision-making, school finance, educational culture leadership, educational legal issues, school finance, leadership styles, and organizational culture. During my course of study I was managing the hyper-growth of a charter school with limited staff and a growing demand. I loved my education experience and degree because I was able to couple that with my business experience and put it to use on a daily bases. Just as a side light during this period of time my wife and I were able to welcome our ninth child into our family. My

educational background, life experiences, and career path uniquely prepared me to organize, manage, and oversee a charter school that will allow students to achieve their academic and life goals.

Covey Leadership Training 2010-2012

Covey leadership training focused on implementation and the application the 7 Habits of Highly Effective People, using these habits in the lives of students from Kindergarten to 12 grades and establishing these habits as daily living values. The implementation of the Leader in Me Program into our daily school schedule and the daily lives of our students will facilitate greater personal buy in by the student to their education goals. I certified as a facilitator with Covey Leadership in July 2010 and have kept my certification current through attending trainings and then implementing trainings of our staff and helping them implement the program into the daily lives of the students.

Arbinger Training: July 2012 - Arbinger Training is designed to help individuals become more effective in their relationships with others. The training is based on principles taught in the book Leadership and Self-Deception and the Anatomy of Peace by the Arbinger Group. The books and training have had a profound influence on my interaction with others, but especially children.

Background Information Sheet

Name Brad T. Allen

Role with school Board Member / Treasurer

Expertise Certified Public Accountant, Auditing, Financial Statements

Statement of Intent:

- As the Treasurer, I will be providing financial oversight and working with the other board members to develop a system of financial control. I have been a certified public accountant since 2006 and have supervisory level experience over audits, financial statements, tax preparation and consulting engagements. I have been part of audit teams for large school districts, counties and local governments.

Not-for-Profit History:

- Current Treasurer for a non-profit based in Provo, Going Beyond Borders. I have been the Treasurer for a little over two years now.
- Completing a two-year term (at the end of 2013) as a board member for the Utah Valley Estate Planning Council. I have held Treasury positions on this board.
- I have several larger clients where I function as an outsourced CFO and work in harmony with the CEO and board of directors. I understand the financials operations of a business equally well from the inside and outside (third party) perspective.

Employment History:

- Shareholder, *Davies Allen*, January 2012 – Current
 - In-charge shareholder for the firms system of quality control
 - Final technical reviewer on all financial statements issued by the firm
 - Direct and review tax strategies for business and corporate clients
- Director, *Cook Martin Poulson*, November 2007 – January 2012
 - Responsible for growth & development of Utah County office
 - Oversee, direct and develop a trained workforce
 - Supervisory experience on audits, tax returns & consulting engagements
- CFO, *PRA Farms*, November 2005 – November 2007
 - Responsible for day-to-day financial management for a \$20 million business
 - Participated in strategic decision making, acquisitions and lending arrangements
- Auditor, *Eide Bailly*, June 2005 – November 2005
- Internal Auditor, *U.S. Department of Energy OIG*, June 2003 – June 2005

Education History:

- BS Accounting, *Idaho State University*, 2005
- Certified Public Accountant, January 2006 (Licensed in Utah & Idaho)
- Member, *Utah Association of CPA's & Idaho Association of CPA's*