

AURORA PREPARATORY SCHOOL
NEW CHARTER SCHOOL PROPOSAL
LEHI, UTAH
FOR 2022-2023 SCHOOL YEAR

Required Information

Charter School Information

- 1. Name of Proposed Charter School: Aurora Preparatory School
- 2. Name of Applicant: Doug Pike
- 3. Authorized Agent: Doug Pike
- 4. Mailing Address: 844 W 2700 N, Lehi, Utah 84043
- 5. Phone Number: 602-570-0360
- 6. Email Address: auroraprepschool@gmail.com
- 7. New School Location and Location’s School District(s): West Lehi, Alpine School District

Governance Structure

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

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

Name	Position	Area of Expertise	Any Charter Affiliations
Doug Pike	Board Chair Treasurer	-25 years of charter experience -Administrative -Design & construction of campuses	-EdKey, Arizona -Founder, The Charter Management Group -Previous Governor’s Appointee to the Arizona State Charter School Board
Justin Hsia	Dean	-Administration -Early-childhood and Language Educator	
Crystal Huang	Board VP	-Parent -Previous Charter School Board Member -EdTech Industry -Singapore Presidential Scholar -HR	Renaissance Academy Parent and previous board member.
Dr. Barbara Hong	Member	-Special Ed: -Ph.D. from Columbia University in Disability	-Advisory Council for the Oxford Education Research Symposium

		Studies (Mild-Moderate; Cross-Categorical; K-12). -3 masters in Instructional Practices for the Diverse Learners, Leadership Policy & Administration, and as a Learning Specialist.	-Board of Directors for the Council for Exceptional Children -Dean of University College and Professor of Special Education at Texas A&M International University.
Dr. Dale Cox	Member	-Utah Valley University's new educational leadership program -25 Years of Curriculum and Administrative Experience in Mesa, Arizona -13 years of experience developing and leading international schools in Asia	

Enrollment

8. Year School will start: 2022-2023

9. Grades Served: K-6

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

Yes

No: *Describe the difference.*

10.	10. Grades and Specific Number of Students Served by Grade												Max Enrollment	
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	100	75	75	75	75									400
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	125	125	100	100	100	75								625
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	125	125	125	100	100	100	75							750

Waivers

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

Yes: *Provide a justification.*

No

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

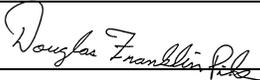
Yes: *Provide a justification.*

No

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

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

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: Doug Pike
Signature of Authorized Agent 
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

1. Key Elements

1a. State the proposed school’s mission.

Mission: Through a STEAM-based dual-immersion education, we are committed to nurturing our youth to become future leaders and contributors of a globalized world. Vision: A Vibrant Community of Creative Thinkers, Lifelong Learners and Value-based Leaders
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1b. State the legislative purpose(s) outlined in UCA 53G-5-104 which this school specifically satisfies.

<u>Curriculum:</u> Organization for Economic Cooperation and Development (OECD) rated Singapore as having the
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best education system in the world. OECD director Andreas Schleicher says that students in Singapore are especially proficient in math and the sciences. In English, the average Singaporean 15-year-old student is 10 months ahead of students in western countries and is 20 months ahead in math. Singaporean students also score among the best in the world on international exams. The US common core curriculum has adopted much of Singapore's education curriculum without adopting their teacher training (to be addressed later). We will be using the Singapore Math, Science, and English curriculum, as modified with respect meeting all to common core standards. This will allow us to move away from simple rote-learning and to focus instead on teaching children how to problem solve, while delving deeper into each core subject. We will also use STEAM-based activities to further promote and instill core competencies within each subject.

Teacher Professional Training and Development:

We believe that if you do not pay attention to your talent, all of the strategy and all of the programs won't make a difference. And that talent attention needs to be placed throughout the system: teacher talent, leadership talent, (which includes executive and middle-level leadership) and board talent. We will focus on 2 things when it comes to our teachers: (1) a strong emphasis on ensuring teachers are professionally developed to be effective instructors; and (2) effective support structures to ensure that every student will benefit from the excellent instruction. We will invest in human resources so as to dream, design and deliver a solid education to every child. We believe strongly that good teachers and effective school leaders form the cornerstone of that system. Our teachers are entitled to 100 hours of professional development per year. After three years of teaching, teachers are assessed annually to see whether they have the potential for three different career paths - master teacher, specialist in curriculum or research, or school leader, each with salary increments. We will bring in top trainers in the different core subjects to train our teachers. For example, we will partner with and use Think! Mathematics (See Appendix 2) to conduct workshops in Singapore Math teaching for our teachers.

Accountability and Evaluation:

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

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

Dual Immersion:

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

Building Leaders and Values:

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

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

- 1) Dual Immersion Programs – Mandarin Chinese and Spanish
- 2) Innovative and emphasized professional development for staff and teachers
- 3) Singapore curriculum as adapted to Common Core, to present students a higher standard of education.
- 4) 4 core teaching processes

1e. Describe the academic goals of this school.

Each grade level will be taught at a one-year accelerated curriculum. This will guarantee that our students will perform above-average when compared to the Alpine School District and other charter schools in the state.

2. Program of Instruction

Applicant Instructions

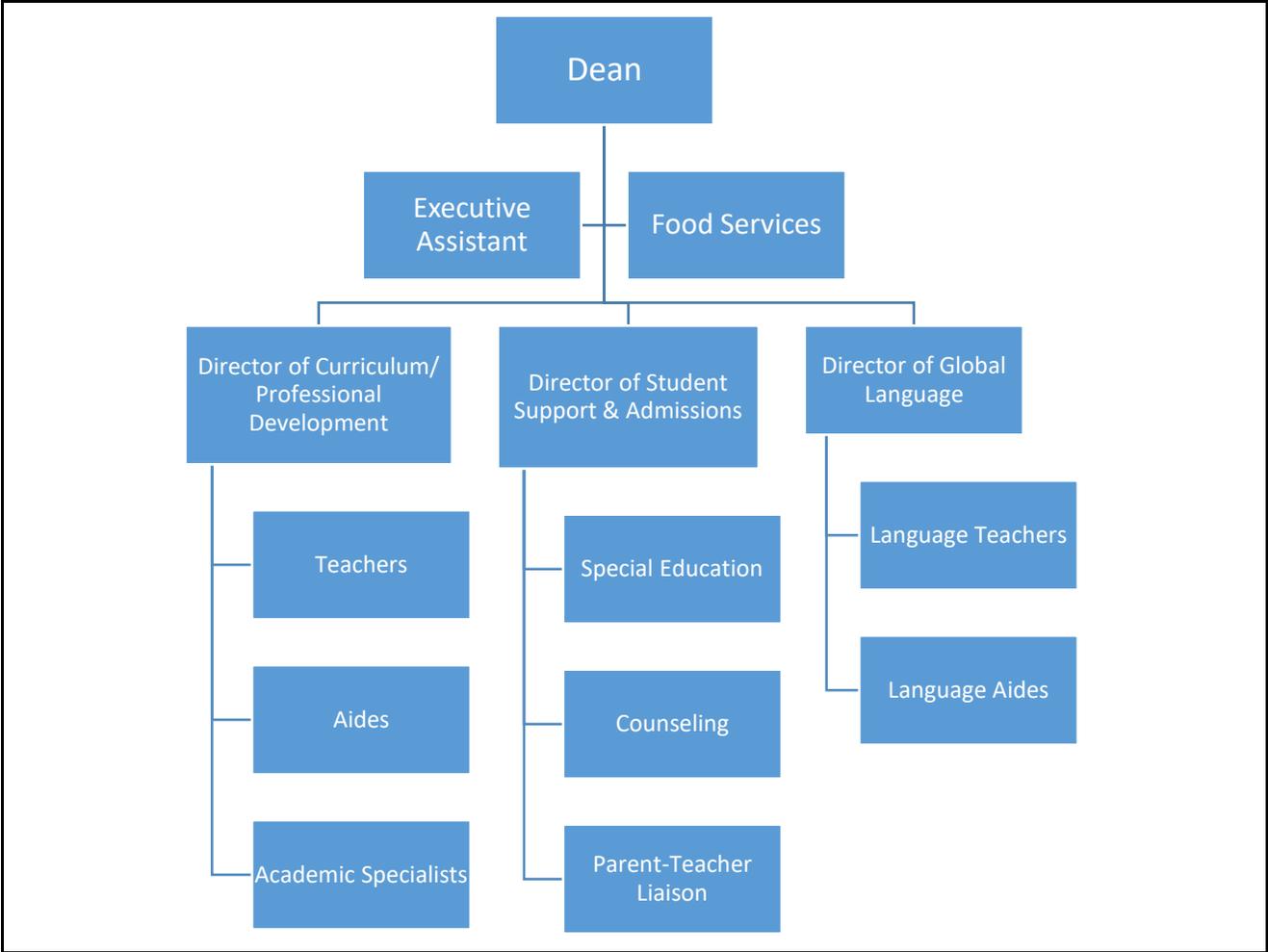
Throughout the answers, cite current research and/or evidence to support your educational program. Delete these instructions.

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

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

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

Aurora Preparatory School will be led by a Dean. The Dean in turn will oversee several key positions: Director of Curriculum and Professional Development, Director of Student Support, Director of Global Language. Please see Org Chart Below.



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

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

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

Dual Immersion Program:
One hub. Two teachers. One instructional assistant. A hub of two full-curriculum Chinese or Spanish language immersion classes enables teachers to collaborate. Moveable walls and distinct learning spaces provide flexibility to best instruct and facilitate learning for these students. Dual-immersion will start at the Kindergarten level, unlike most dual-immersion programs in Utah.

The US common core curriculum has adopted much of Singapore’s education curriculum without adopting their teacher training (to be addressed later). We will be using the Singapore Math, Science, and English curriculum, as modified with respect meeting all to common core standards.

This will allow us to move away from simple rote-learning and to focus instead on teaching children how to problem solve.

Sample Curriculum Choice:

Math – Singapore Math via Dimensions Math or EnVision Math:

- A new Singapore Math® curriculum from our team of teachers and experts with over 100 combined years of Singapore math classroom experience.
- Expanded teaching materials, including videos, Blackline Masters, letters home, eBooks, and more.
- A cohesive PK-5 series, with the ability to expand the curriculum to middle school with the Dimensions Math 6-8 program.
- Abundant support, directly from our team of contributors and trainers.
- Curriculum written by Singapore Math Experts/
- Covers the Common Core State Standards, and more, in its own progression.

Kindergarten and lower grades phonics program – Hooked on Phonics

Science: FOSS (Full Options Science System) via Delta Education

Language Arts: Columbia University Readers’ and Writers’ Workshop and Primary English Thematic Series

Mandarin Chinese: Mandarin Matrix

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

Standards-Based Approach:

- Assessments target essential learning outcomes at macro (unit) and micro (learning progression) levels
- Evidence of student learning is gathered for each DSLO (Desired Student Learning Outcomes)
- Assessments are valid, reliable, and fair. In addition to a standardized academic evaluation per grade, our development team will use the Utah Core Guide Review Checklist to ensure the guide meets the criteria.
- Evaluation (grading) and reporting of student learning are standards-based and formative assessments will be used to evaluate student’s competency in core standards.
- Structures exist and are utilized to support a standards-based approach

2f. Explain how the school will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, and the like.

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

services.

The support services program includes any of the following services:

- Inclusion classes
- Learning support classes
- Large and small group instruction
- Monitoring of students in the regular classroom
- Targeted interventions (i.e., ELA [English Language Arts] lab)
- Program and testing accommodations
- Speech and language service referrals
- Counseling
- School psychology
- Advanced Mathematics for Problem Solvers (AMPS) is an everyday pullout program designed to serve the needs of students who show a high level of math content knowledge as well as the ability to be creative problems solvers. Using the grade level common core curriculum as our guide, AMPS condenses units of study and moves at a brisk pace in order to provide time for other math-related academic pursuits such as math olympiads, robotics, and coding.

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

N/A

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

N/A

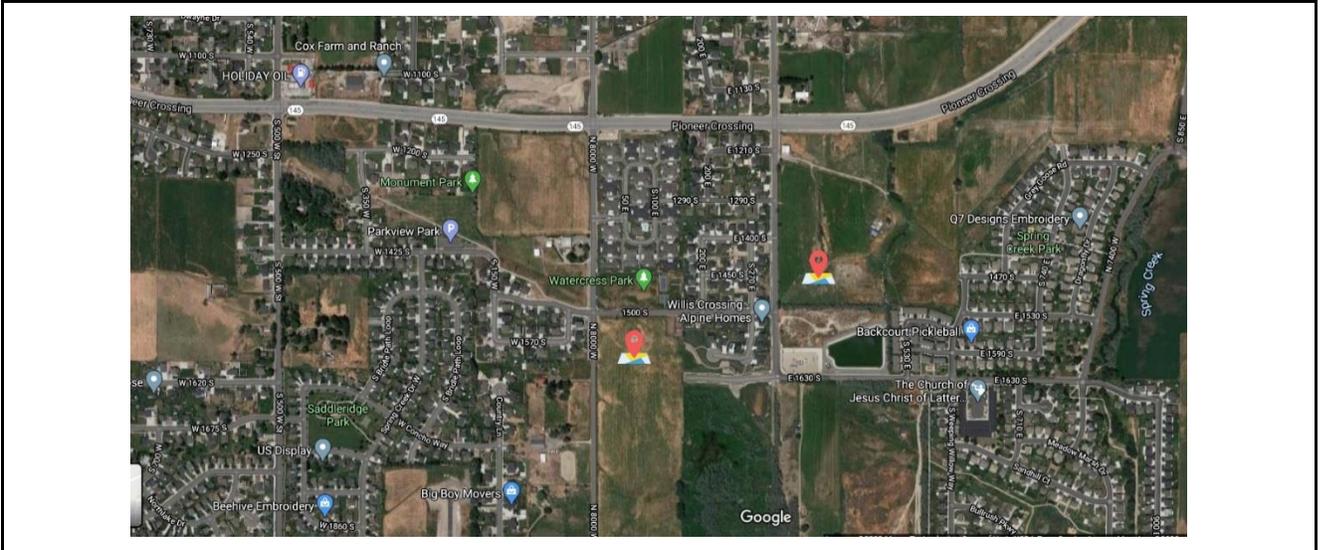
3. Market Analysis

Applicant Instructions

Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited. Any letters of support should be included in this section. Delete these instructions.

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

We have identified 2 locations in Southwest Lehi, as indicated on the map below (see icon  .)



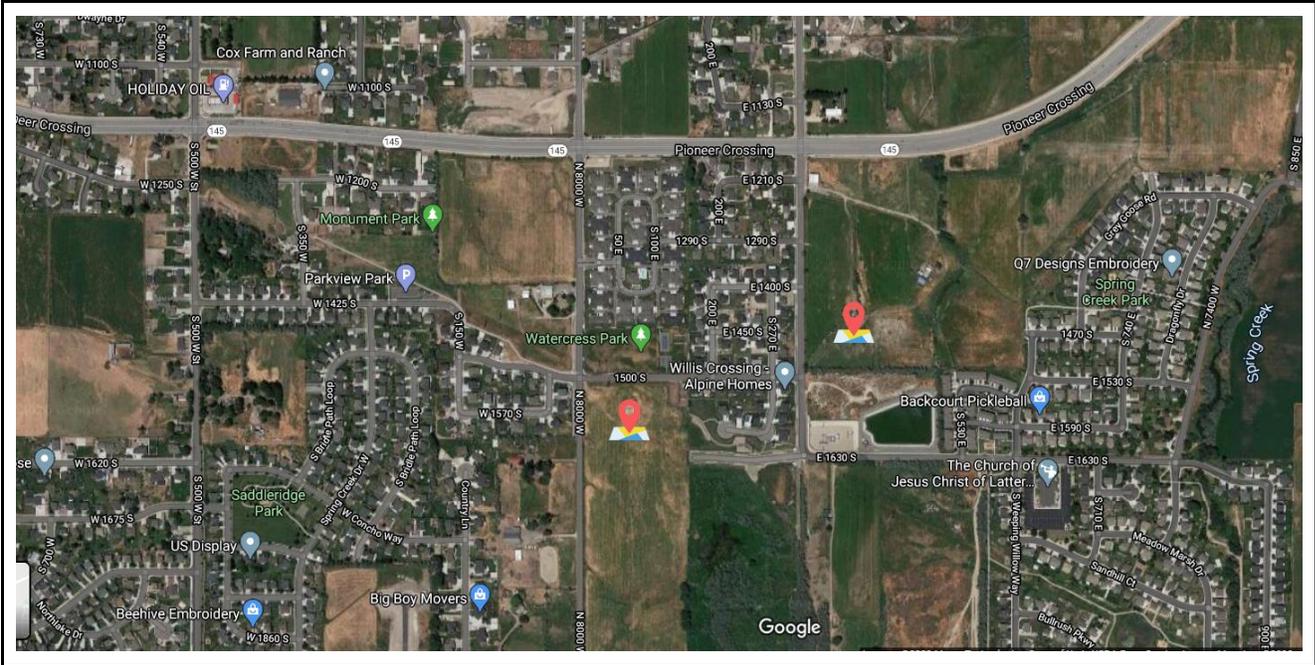
3b. Justify why this school's educational program is needed in the selected location.

We have had an in-depth discussion with the Mandarin Immersion program team at Alpine School District. Currently, they do not have the budget/or bond to build out a much-needed elementary school in this area. In addition, Lehi High does not have a current language feeder program. We expressed our interest in building a language-immersion elementary school in this area, with the purpose of funneling our students towards Lehi Jr and Lehi High School. This interest was very well received by the Mandarin Immersion program team at ASD. In fact, they encouraged us to do so, as this will help with their higher-level programs in both junior high and high school.

In the Lehi area, there is currently only one Mandarin Immersion Program (Renaissance Academy). There are no Spanish-immersion programs and parents have been vocal on public forums about their interest in such a program. Renaissance Academy consistently gets a wait-list for their Chinese Immersion program. We believe there will be enough demand in Lehi for both language programs.

In additional, the magnet programs by ASD are two-years behind the Irvine School District (California). In presenting our curriculum at an accelerated pace, we will be able to fill this gap.

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



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

Lehi’s growth dictates an increasing number of tech-employed families. These families are looking for programs that include accelerated and collaborative learning, global advantages with a STEAM philosophy. The majority of public schools in this region are unable to meet this demand. The two charter schools in this region are very specific in their offerings – either an entrepreneurship base or language base. Neither school offers an accelerated pace of curriculum nor a curriculum as advanced and innovative as the Singapore system. We have the unique ability of understanding how that curriculum needs to fit within common core standards and are able to provide our teachers with curriculum and professional training specifically for this innovative teaching methodology and assessment. In addition, we already have a pipeline of experienced native teachers through various partnerships that we currently hold. Recruiting experienced and high-quality teachers will be our top priority and it will be an easy task for us.

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

- Mandarin AND Spanish-immersion programs. There are currently no Spanish-immersion programs in Lehi, Highland, and Alpine.
- Accelerated curriculum. We will present a 1-year advanced curriculum to our students. ASD’s magnet sites start at 3rd grade. We propose presenting such an advanced curriculum from Kindergarten onwards as a foundational base.
- Innovative and emphasized professional development for staff and teachers – Currently, ASD and charter schools in Lehi do not provide an intricate curriculum training program for their teachers. We propose creating and implementing a comprehensive system for selecting, training, compensating and developing teachers. Teachers are entitled to 100 hours of

professional development per year. This may be undertaken in several ways such as through courses that focus on subject matter and pedagogical knowledge and lead towards higher degrees. Much of the professional development is school-based, led by school staff developers, whose job it is to know where there are problems in the school, for example with a group's math performance, or to introduce new practices such as project-based learning or new uses of ICT.

- 4 core teaching processes

Appendix A: Background Information Sheet

Name: Douglas F. Pike

Role: Board Member with Charter Experience

Statement of Intent:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Employment History:

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

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

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

In 1990 and 1991 I was an engineering instructor at Northern Arizona University

In 1992 I taught Algebra at the Coconino County Community College (Arizona required a community college teaching certificate at the time)

Education History:

College Education details:

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

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

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

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

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

Douglas Franklin Pike

Applicant's Signature

Doug Background Information Document

Final Audit Report

2020-06-15

Created:	2020-06-15
By:	Justin Hsia (jrhsia@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAze9b76iKXgJjP0NUu6CGtUnWRqb6XZlq

"Doug Background Information Document" History

-  Document created by Justin Hsia (jrhsia@gmail.com)
2020-06-15 - 5:48:21 PM GMT- IP address: 67.163.90.29
-  Document emailed to Douglas Franklin Pike (doug@chartermngmt.com) for signature
2020-06-15 - 5:49:35 PM GMT
-  Email viewed by Douglas Franklin Pike (doug@chartermngmt.com)
2020-06-15 - 5:51:50 PM GMT- IP address: 72.208.123.158
-  Document e-signed by Douglas Franklin Pike (doug@chartermngmt.com)
Signature Date: 2020-06-15 - 6:14:53 PM GMT - Time Source: server- IP address: 72.208.123.158
-  Signed document emailed to Douglas Franklin Pike (doug@chartermngmt.com) and Justin Hsia (jrhsia@gmail.com)
2020-06-15 - 6:14:53 PM GMT

Name: Dale S. Cox

Role: Board Member

Statement of Intent:

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

Non-Profit History

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

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

Employment History

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

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

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

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

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

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

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

Education History

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

Presentations and Training

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

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

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

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Applicant’s Signature

Name: Crystal Huang

Role: Board Member

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

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

Employment and Education History: Please see attached resume.

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Applicant's Signature

Contact

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

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

Top Skills

Web Design
Marketing
Graphic Design

Languages

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

Crystal Huang

Entrepreneur and CEO
Lehi, Utah

Summary

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

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

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

Experience

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

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

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

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

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

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

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

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

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

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

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

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

-Created new sales and marketing materials that the sales division used to to generate \$28 Million in revenue.

-Managed entire housing and travel network for over 360 employees.

-Re-created HR managing system and implemented a digital onboarding and complete HR system, which in turn boosted company efficiency by 75%.

-Created and Implemented training programs for Office Assistants and Data Entry Reps.

-Hired and trained Office Assistants and Data Entry Reps.

Freelance

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

International + Domestic

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

Vivint

Director of Marketing

2005 - 2009 (4 years)

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

E. Excel

Call Center Manager

2004 - 2005 (1 year)

Springville, Utah

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

Brigham Young University

Web Developer and Creator of Global Career Website

2001 - 2002 (1 year)

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

FLY Entertainment Pte. Ltd.

Public Relations Associate

2001 - 2001 (less than a year)

Singapore

Trained to handle large accounts such as MAC, Nike and Canon. Direct relations with the media in promoting new products and services by internationally-renowned companies. Events Coordination for runway, award shows (MTV) and corporate occasions. Management of high-profile celebrities in Asia.

Education

Brigham Young University

Bachelor of Arts - BA · (2000 - 2005)

Timpview

College/University Preparatory and Advanced High School/Secondary Diploma Program · (1998 - 2000)

Name: Dr. Barbara Hong

Role: Board Member

Statement of Intent: The goal of teaching special ed is always to empower the students to become self-determined individuals. To do so, you have to be proactive in intervening instead of waiting for them to fail and then throw them a life jacket (which is our current failed system). The self-determination project has been supported by the federal govt since the 1990s, but to date, no schools have collectively put into place the program. My hope is to be able to create and implement a program that gives these kids a head-start and to develop a criteria that will help us succeed in early-intervention instead of waiting until it is too late. Utah has many cases of children with special needs, in one form or the other. Often times, it is not diagnosed or caught on by parents, specialists, or teachers. We can help train teachers to identify such individuals so that we can give them the head-start that they will need to succeed in their education.

Not-for-Profit History: I have been a professor for more than seventeen years and have taught in New York, Texas, Pennsylvania, Virginia, and Hawaii. I am also a licensed special educator, school principal, and district administrator. I have been an Education Specialist for the Virginia Fairfax County Government, Department of Family Services, and Institute for Early Learning. Most of my career has been spent in helping educational non-profits succeed.

Employment and Education History: Please see attached resume.

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Applicant's Signature

BARBARA SIEW SWAN HONG [FOSTER]

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

EDUCATION

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

PROFESSIONAL PROFILE

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

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

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

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

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

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

2014 – 2015

Education Specialist in Professional Development

Fairfax County Government, Virginia

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

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

2008 – 2014

The Pennsylvania State University [Awarded Early Tenure]

Associate Professor of Education

Division of Education, Human Development & Social Sciences

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

* ***Excellence in Student Advising***

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

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

2005 – 2008

Texas A&M International University [Awarded Early Promotion]

Associate Professor of Education Administration & Special Education

Department of Professional Programs—Full Doctoral Status

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

2002 - 2005

Dowling College, New York

Assistant Professor of Special Education

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

LICENSURES

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

PUBLIC SCHOOL EXPERIENCES

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

Awarded **Outstanding Achievement in Multimedia Festival

SCHOLARSHIP OF TEACHING

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

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

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

Average Student Rating at Penn State University as of Fall 2008

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

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

Teaching Award

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

University Award

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

Advisement

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

** 100% PASSING RATE for PRAXIS in Special Education Licensure since 2015
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SAMPLE COURSES TAUGHT AT GRADUATE AND UNDERGRADUATE LEVELS

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

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

LANGUAGES

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

INTERNATIONAL EXPERIENCES

- 2014 **Qatar—Fulbright Hays Fellow**
 Appointed U.S. Speaker Specialist and Expert on Disability to consult with the Supreme Education Council and curriculum supervisors;
 Conducted professional development on reading and math for educators
 Consulted with health care professionals at Rumaillah Hospital, Qatar Foundation, and Hamad Medical Corporation on Early Childhood behavioral disturbances, depression and schizophrenia
- 2014 **Turkey—Senior Fulbright Specialist**
 Selected by Zirve University in Gaziantap to conduct teacher training and faculty development on cognitive science of teaching and learning;
 Advisors for Masters and Ph.D. candidates
- 2011 **Taiwan—Honorable Visiting Scholar**
 Selected to train teachers and faculties on pedagogical practices for students with special needs in cognitive psychology, brain research, universal design learning, and international trends and policies in special education
- 2011 **Qatar—Senior Fulbright Scholar**
 Invited by US State Department to provide professional development training for teachers in the Gulf—Bahrain, UAE, Saudi Arabia, Oman, Iraq, Jordon, Egypt, Armenia, Syria, Georgia, and Somalia)

 Collaborated with US Embassy, Cultural Affairs and Education division on strategic planning for faculty, principals, healthcare professionals, and educational specialists on mental health and disability issues
- 1986-current **Singapore**
 Consultant for schools on improving the quality of teacher education and teaching pedagogies for students with special needs

 Consultant for *Autism Pathlight School* and the *Nanyang Technological* on framing schools for special needs in Singapore

 Consultant for low-functioning, severe disabilities residence in group *homes* (4-18) in the development of self-help skills, social growth, basic academics, independent living, sustained employment, and functional adaptations

 Planned training programs in home management and social skills to promote independent living for individuals with intellectual disabilities (18 and above)
- Malaysia**
 Assisted therapists in sensory stimulation, physical exercise, and recreational guidance for individuals (2-21) with pervasive developmental delay, fetal alcohol syndrome, autism, intellectual disabilities, and health impairments
- 2008-2014 **Guatemala—Rigoberta Menchu Foundation Online Learning**
 (via satellite) Consultant for English Language Learners in Technology Immersion;
 Developed curriculum for non-native English speakers
 Integrated technology in rural communities

CONSULTANT (2011–present)

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

EXAMPLES OF RESEARCH CITED

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

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

Higher Education Abstracts— **Wiley Online Library**

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

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

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

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

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

The **Hong Kong Institute of Education Library**

The **Russian-American Education Forum**

Journal of Higher Education Theory and Practice

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

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

EDITORIAL RESPONSIBILITIES

Associate Editor

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

Member, Editorial Board

Journal of Research for Educational Leaders, 2006-present

Referee for Journals

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

Referee for Book Manuscripts

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

RESEARCH PUBLISHED IN REFEREED JOURNALS

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

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

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

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

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

Chick, K. & Hong, B. S. S. (2012). Differentiated instruction made simple: Where do teachers begin.” *Journal of Social Studies Research and Practice*, 7(2), 114-121. http://www.socstrpr.org/wp-content/uploads/2013/01/06449_no8.pdf

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

Hong, B. S. S., Haefner, L. A., & Slekar, T. D. (2011). Faculty attitudes toward promoting self-determination and self-directed learning with college students with and without disabilities. *International Journal of Teaching and Learning in Higher Education*, 23(2), 175-185. <http://files.eric.ed.gov/fulltext/EJ946142.pdf>

Hong, B. S. S., Herbert, J. T., & Petrin, R. A. (2011). A Ten-Year Analysis of the Postsecondary Outcomes of Students with Disabilities at The Pennsylvania State University. *Journal of Education for Teaching*, 37(2), 237-238. <http://www.tandfonline.com/doi/abs/10.1080/02607476.2011.558291#.VdJ56nh7XrQ>

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

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

Hong, B. S. S., Slekar, T., & Himmel, J. (2010). Faculty attitudes toward college students with disabilities. *Journal of World Universities Forum*, 3(2), 71-90. <http://wuj.cgpublisher.com/product/pub.173/prod.221>

Hong, B. S. S., & Shull, P. J. (2009). Self-determination as an outcome for students: An educational paradigm shift [Translated to Lithuanian: Apsisprendimas kaip auklėjimo rezultatas: Paradigmos kaita. *Special Education[Specialusis Udgymas]*, 2(21), 76-82. http://www.sumc.lt/images/journal2009_2_21/15_hong_shull_en_doc.pdf

http://vddb.library.lt/fedora/get/LT-eLABa-0001:J.04~2009~ISSN_1392-5369.N_2_21.PG_69-82/DS.002.0.01.ARTIC [In Lithuanian]

Hong, B. S. S., & Shull, P. J. (2009). A retrospective study of how faculty dispositions influenced the learning experiences of undergraduate engineering students. *College Student Journal*, 44(2), 226-238. <http://connection.ebscohost.com/c/articles/51362161/retrospective-study-impact-faculty-dispositions-have-undergraduate-engineering-students>

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

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

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

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

BOOK CHAPTER

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

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

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

BOOK

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

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

Example of Book Tours:

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

PROFESSIONAL DEVELOPMENT/INVITED SPEAKER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“Disability Issues Around the Globe: Attitudes, Perspectives, and Challenges.” **Clemson University**, Education and Human Development, Oct 26, 2016.

<https://www.clemson.edu/education/research/documents/hong-visiting-scholar2.pdf>

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

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

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

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

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

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

Edgewood College, Keynote Speaker, Jan 15, 2015.

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

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

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

“How the Brain Learns”

“Myths about Teaching and Learning”

“How to Teach Reading”

“How to Teach Math”

“What are Learning Disabilities”

“How to Handle Difficult Behaviors in the Classroom”

“Diagnosis of Childhood and Teens Depression and Mental Health”

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

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

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

Senior Fulbright Specialist, Zirve University, Gaziantep, Turkey, Feb 9-March 10, 2014.

<http://news.psu.edu/story/305767/2014/02/26/academics/professor-hong-chosen-fulbright-specialist>

“What are Developmentally Appropriate Practices?”

“We Know How the Brain Works, But How Does It LEARN?”

“What You Think You Know: 5 Myths about Teaching and Learning.”

“If Critical Is So Important, Why is it so Difficult to Teach?”

“How Do Students with Learning Disabilities Really Learn?”

“Students with Learning Disabilities: How do they learn?”

“Hearing and Visual Impairment: Adaptations for teachers.”

“Early Math Learning: Red flag for math difficulties.”

“Communicating with and about People with Disabilities.”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Integrating Universal Design for the Diverse Learners."

"U.S. Trends in Special Education."

"Understanding How the Brain Works."

"International Trends in Special Education."

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

"Successful Students are Self-Determined Students"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PRESENTATION AT PROFESSIONAL MEETINGS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PUBLICATIONS IN REFEREED DATABASE

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

Access Key: jtmi; Call Number: TC024711

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

Access Key: jtmg; Call Number: TC024709

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

Access Key: jtmh; Call Number: TC024710

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

Access Key: jtmj; Call Number: TC024712

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

Access Key: hhlx; Call Number TC023926.

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

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

Access Key: hhly; Call Number: TC023927.

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

FUNDED PROJECTS, GRANTS, COMMISSIONS, AND CONTRACTS

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

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

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

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

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

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

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

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

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

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

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

BOOK REVIEWS

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

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

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

IN-HOUSE PUBLICATIONS

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

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

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

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

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

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

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

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

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

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

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

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

VOLUNTEER SERVICES (as of 2015 in Hawaii)

Board of Directors, Council for Exceptional Children

President, BYUH Chapter of Phi Kappa Phi Honor Society

Advisory Council, **Oxford Educational Research Symposium**

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

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

Advisor, **University Disability Council**, BYUH

WASC Oral Competency Committee, BYUH

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

Hawaii Chapter of Council for Exceptional Children Nomination Committee

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

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

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

Professional Chair, Ko'olauloa Children's Community Council

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

Coordinate, **Learning Disability Association of Hawaii**

Consultant, **International Dyslexia Association of Hawaii**

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

Consultant, **Hawaii Department of Education**

Consultant, **Special Education Advisory Council**

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

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

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

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

Search Committee, **Social Work**

Search Committee, **Entrepreneurship**

Search Committee, **Disability Coordinator**

Consult on **Campus Signage** Committee

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

Consult with HR **Policies on Disability**

Guest speaker, **Singapore Stake Interfaith Exchange**

Guest speaker, **Social Work**

Guest speaker, **School of Business**

Advisor, China Student Club

Dissertation Advisor for Doctoral Candidate

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

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

Executive Committee, University Faculty Senate

Vice-Chair Senate, Research Committee

Senate, Faculty Affairs Committee

Chair, University Technology Committee

Chair, First-Year Success Committee

Disability Advisory Council

Promotion & Tenure Committee

Judicial Hearing Board

Capital Campaign Committee

Academic Integrity Committee

International Study Abroad Committee

Pennsylvania Framework for K-4 Programmatic Assessment

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

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

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

Students Advocating for Disability Awareness (SADA)

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

Interagency Coordinating Council, PA

Editor, Smart Start Parenting and Literacy Committee, PA

Diversity Committee, Penn State

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

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

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

Local Interagency Coordinating Council, PA

Name: Justin R. Hsia

Role: Executive Director/Dean

Statement of Intent:

Given my vast educational experience in Asia as well as in the US and Canada, it has always been a dream to create a hybrid of the east and west educational systems, to truly create a moderate education system of excellence. I have been studying Utah's educational policies the last number of years and I am convinced that this is a great location to create such an educational foundation. My goal is to be able to bring excellent operations while maintaining high standards and quality education for students in Utah.

Not-for-Profit History:

2012-2014 Shanghai Utsukushi Gaoka Montessori School, English/Montessori Teacher, Shanghai, China

Responsible for creating the English curriculum of the in-class and afterschool programs of the 2 school campuses. Placed in charge of a kindergarten cohort of around 25-30 4-6-year-olds at the international campus of the school. Responsible for executing a trilingual curriculum system at the international campus (English, Mandarin and Japanese).

Employment History:

2008-2012 Hyagen International, Technical Manager, Shanghai, China

Technical management role overseeing the biotechnology division of the organization. During the term, successfully formulated and developed new line of beauty health care products sold over television sales channels with yearly sales exceeding \$1 million. Managed R&D team to create a novel joint health care supplement in cooperation with Taiwan's R&D team.

2012-2014 Shanghai Utsukushi Gaoka Montessori School, English/Montessori Teacher, Shanghai, China

(see non-profit history above)

2014-2016 Hyagen International, Technical Manager, Shanghai, China

Technical marketing management role developing the marketing strategies for product lines. Business development roles in pursuing new avenues for sales channels. Nationwide travel in China for new opportunities of expansion of business. Localized marketing strategies for each province's tailored needs.

2016-2018 Music Peekaboo, Management Consultant / Curriculum Developer, Shanghai, China

Develop curriculum for an early childhood learning center. Successfully create and implement the 5th curriculum (English Language Learning) (other four programs are Arts, Music, Math and Chinese). Work directly with executives on business development and planning of future programs. Assist business leaders in organizational restructuring to implement new business developments. Develop and maintain policies, procedures, and templates that support the project management methodology and ensure the project management group staff and project teams are appropriately trained.

2018-2020 Megabrain China, Management Consultant / Curriculum Director / Teacher, Shanghai, China

Direct curriculum development team to create and execute English Language Learning curriculum for ages 3-17. Advise on existing and potential educational consultancy products and programs for business. Engage in new business development opportunities. Travel overseas to develop critical ties for partnerships, including American education institutions (K-12 charter schools, charter networks and state universities in Utah and Arizona). Provide advisory services to business leaders for strategic and developmental plans for expanding services. Analyze current operations systems and structures of organization and where required, advise on restructuring.

2020-current Megabrain US, Management Consultant, Utah, USA

Assist business executives in developing new educational consultancy products and programs. Form new teacher recruitment cooperation between Megabrain China and Megabrain US for Chinese and English teachers for the US and China. Strategize with business leaders on financial outlook and structural development of organization.

Education History:

College Education details:

Brigham Young University, Provo, Utah 2002-2003 (no degree)

University of British Columbia, British Columbia, Canada 2003-2008 Bachelor of Science, Cell Biology and Genetics

University of Liverpool, Liverpool, England 2012-2015 Master in Business Administration, International Business

Languages: Fluency in English, Mandarin and Cantonese, basic understanding of French and Japanese

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

Justin Hsia

Applicant's Signature

Signature: 
Justin Hsia (Jun 24, 2020 15:26 EDT)

Email: jrhsia@outlook.com

Justin Hsia Background Information

Final Audit Report

2020-06-24

Created:	2020-06-24
By:	Justin Hsia (jrhsia@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3QFMFweKXrlz0i-52hbSffBaYosPfoYP

"Justin Hsia Background Information" History

-  Document created by Justin Hsia (jrhsia@gmail.com)
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-  Document emailed to Justin Hsia (jrhsia@outlook.com) for signature
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Signature Date: 2020-06-24 - 7:26:31 PM GMT - Time Source: server- IP address: 208.38.246.94
-  Signed document emailed to Justin Hsia (jrhsia@gmail.com) and Justin Hsia (jrhsia@outlook.com)
2020-06-24 - 7:26:31 PM GMT

Appendix B: Articles of Incorporation

**ARTICLES OF INCORPORATION OF
AURORA PREPARATORY SCHOOL
(A Nonprofit Corporation)**

The undersigned, acting as incorporator of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act (the "Act"), adopts the following Articles of Incorporation for such corporation:

ARTICLE I – NAME

This corporation shall be known as Aurora Preparatory School.

ARTICLE II- PRINCIPAL BUSINESS ADDRESS

The street and mailing address of this corporation's principal office is 844 West 2700 South, Lehi, Utah 8404 3.

ARTICLE III- DURATION

The period of duration of this corporation shall be perpetual, subject to dissolution in accordance with applicable law.

ARTICLE IV - PURPOSE

This corporation is organized as a nonprofit corporation exclusively for charitable, scientific, literary, and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and Section 59-7-105(1)(a) of the Utah Code Annotated (1953), including, for such purposes but without limitation, distributions to organizations that qualify as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE V - POWERS

In furtherance of the foregoing purpose and objective (but not otherwise) and subject to the restrictions set forth in Article XI, this corporation shall have and may exercise 1111 of the powers now or hereafter conferred upon nonprofit. corporations organized under the Act and the laws of Utah and may do everything necessary or convenient for the accomplishment of any of the corporate purposes, either alone or in connection with other organizations, entities or

ARTICLE XI - PROHIBITED DISTRIBUTIONS

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, any member of the Governing Board of Trustees, officers, or other private persons, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or corresponding section of any future federal tax code.

ARTICLE XII- DISSOLUTION

Upon the dissolution of this corporation, the Governing Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of this corporation and the return of any assets held upon condition that such assets be returned in the event of this corporation's dissolution, dispose of all of the remaining assets of this corporation exclusively for the purposes of this corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding section of any future federal tax code, as the Board of Trustees shall determine. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of this corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned, being the incorporator of this corporation, executes these Articles of Incorporation and certifies to the truth of the facts stated herein.

DATED: June 1, 2020



Crystal Huang, Incorporator

Appendix C: Governing Board Bylaws

AURORA PREPARATORY SCHOOL

GLOBAL GOVERNANCE PROCESS POLICY

1. Governance Process

The purpose of the Board, on behalf of the people of the state of Utah, is to ensure that Aurora Preparatory School (a) achieves desired results for appropriate persons (as specified in Board Ends policies) for a reasonable cost and (b) avoids unacceptable actions and situations (as prohibited in the Board Executive Limitations policies).

2. Governing Style

The Board will govern lawfully, observing the principles of the Policy Governance Model, with an emphasis on (a) outward vision rather than internal preoccupation, (b) encouragement of diversity on viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of Board and Dean roles, (e) collective rather than individual decisions, (f) proactivity rather than reactivity. Accordingly, the Board will:

- a. Cultivate a sense of group responsibility. The Board will be the initiator of Board level policy, not merely a reactor to staff initiatives. The Board will not use the expertise of individual members to substitute for the judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.
- b. Direct, control, and inspire the organization through the careful establishment of broad written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term impacts, not on the administrative or programmatic means of attaining those effects.
- c. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process policies at any time, it will scrupulously observe those currently in force.
- d. Provide and participate in Board development to include (a) continual new Board member orientation in the Board's governance process, (b) periodic Board discussion of process improvement.
- e. Allow no officer, individual, or committee of the Board to hinder or serve as an excuse for not fulfilling group obligations.
- f. Monitor and discuss Board process and policies at each meeting.

3. Board Outputs

As an informed agent of the ownership the Board will provide

- a. Authoritative linkage between the ownership and the operational organization.
- b. Written governing policies that realistically address the broadest levels of organizational decisions and situations regarding:
 - i. Ends: The organizational impacts, benefits, outcomes; recipients, beneficiaries, impacted groups; and their relative worth in cost or priority.
 - ii. Governance Process: Specification on how the Board conceives, carries out, and monitors its own task.
 - iii. Board-Management Delegation: How power is delegated and its proper use monitored; the Dean's role, authority, and accountability.
 - iv. Administrative Limitations: Constraints on administrative authority that establish the prudence and ethics boundaries within which all administrative activity and decisions must take place.
- c. Assurance of successful organizational performance on Ends and Administrative Limitations.

4. Agenda Planning

To accomplish its outputs a governing board and consistent with Board policies, the Board will follow an annual agenda that

- a. completes a re-exploration of Ends policies annually
- b. continually improves Board performance through Board education, enriched input and deliberation.

The cycle will conclude each year on the last day of June so that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term Ends. The cycle will start with the Board's development of its agenda for the next year.

- a. Consultations with selected groups in the ownership, or other methods of gaining ownership input, will be determined and arranged in the first quarter, to be held during the balance of the year.
- b. Governance education and education related to ends determination (presentations by futurists, demographers, advocacy groups, staff, and so on) will be arranged in the first quarter, to be held during the balance of the year.
- c. A Board member may recommend or request an item for Board discussion by submitting the item to the Board President no later than one week before the Board meeting.
- d. Dean remuneration will be decided during the month of July after an annual performance review.
- e. The Board shall have a structured agenda, including but not limited to call to order, attendance, minutes as applicable, executive update, items of business,

discussion items, next meeting, executive/closed session as applicable, and adjournment.

5. Board Positions and Roles

Board Positions and Roles can be found in the Charter Bylaws of Aurora Preparatory School.

6. Board Member's Code of Conduct

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

- a. Members must have loyalty to the ownership, unconflicted by loyalties to staff, other organizations, or any personal interest as consumers.
- b. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - i. There will be no self-dealing or business by members with the organization. Members will annually disclose their involvements with other board members, people, organizations, vendors or any other associations that might be reasonably seen as representing a conflict of interest.
 - ii. When the Board is to decide upon an issue about which a member has an unavoidable conflict of interest, that member shall withdraw without comment, from the vote and associated deliberation.
 - iii. Board members will not use their Board position to obtain employment in the organization for themselves, family members, or close associates. A Board member who applies for employment at Aurora Preparatory must first resign from the Board.
- c. Board members shall not exercise individual authority over the organization.
 - i. Members' interactions with the Dean or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
 - ii. Members' interactions with the public, the press, or other entities must recognize the same limitations and the inability of any Board member to speak for the Board except to repeat explicitly stated official Board decisions.
 - iii. Except for participation in Board deliberation about whether the Dean has achieved any reasonable interpretation of Board policy, members will not express individual judgments regarding the performance of employees or the Dean.
- d. Members will respect the confidentiality appropriate to issues of sensitive nature.
- e. Members will be properly prepared for Board deliberation. Including but not limited to the following

- i. New Board members will be expected to read and be familiar with the charter, bylaws, and governance policies within the first 45 days of being elected to the Board.
 - ii. Meeting discussion content will consist solely of issues that clearly belong to the Board to decide or monitor according to Board policy.
 - iii. Information that is neither for monitoring performance nor for Board decisions will be avoided or minimized and always noted as such.
 - iv. Deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
- f. Members will support the legitimacy and authority of the final determination of the Board on any matter, without regard to the member's personal position on the issue.
 - g. In order maintain a quorum and conduct business, members must attend meetings according to the bylaws.

7. Board Committee Principles

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from Board to Dean.

- a. Board committees are to help the Board do its job, never to help or advise the staff. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees will normally not have dealings with current staff operations.
- b. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order to prevent conflict with authority delegated to the Dean.
- c. Board committees cannot exercise authority over staff. The Dean works for the full Board, and will therefore not be required to obtain the approval of a Board committee before an administrative action.
- d. Board committees are to avoid over identification with organizational parts rather than the whole. Therefore a Board committee that has helped the Board create policy on some topic will not be used to monitor organizational performance on that same topic.
- e. Committees will be used sparingly and ordinarily in an ad hoc capacity.
- f. This policy applies to any group that is formed by Board action, whether or not it is called a committee and regardless of whether the group includes Board members. It does not apply to committees formed under the authority of the Dean.

8. Cost of Governance

Because poor governance costs more than learning to govern well, the Board will invest in its governance capacity.

- a. Board skills, methods, and supports will be sufficient to ensure governing with excellence.
 - i. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing members' skills and understanding.
 - ii. Outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational performance. This includes but is not limited to financial audits.
 - iii. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to stakeholder viewpoints and values.
- b. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.
- c. The Cost of Governance allocation will be included in the appropriations of the annual budget presented each June.

AURORA PREPARATORY SCHOOL CHARTER AND BYLAWS



SECTION 1: FOUNDING MEMBERS

AURORA PREPARATORY SCHOOL CHARTER

Doug Pike

Justin Hsia

Crystal Huang

Dr. Dale Cox

Dr. Barbara Foster

SECTION 2: OPERATIONS

AURORA PREPARATORY SCHOOL CHARTER

CHILDHOOD AS IT SHOULD BE

Aurora Preparatory School (APS) is a place where learning fuels curiosity, where kids understand the world by experiencing it, and where they learn skills by putting them into practice. A place where teachers are passionate about learning alongside their students and seek to understand them to help kids discover their interests. A place where students collaborate, construct, and create. A place where foundational skills take hold so that students can shine in years to come. A place where friendships are made and nurtured.

MISSION STATEMENT: Through a STEAM-based dual-immersion education, we are committed to nurturing our youth to become future leaders and contributors of a globalized world.

VISION: A Vibrant Community of Creative Thinkers, Lifelong Learners and Value-based Leaders

The elementary program at Aurora Preparatory School has a strong commitment to fostering each child's intellectual, physical, emotional, social, cognitive, creative, and cultural growth within a rich and stimulating environment. We believe that children learn best by doing. Their discovery is concrete and based on their own experiences, so students in kindergarten through sixth grade are given opportunities to explore, experiment, and discover with hands-on materials and technology.

Our curriculum offers a structured approach to teaching core subjects, with a major emphasis on the development of language, writing, and arithmetic skills. Science, social studies, and health, art, physical education, music, technology, world languages, library skills are also integrated into the curriculum.

DUAL IMMERSION:

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

One hub. Two teachers. One instructional assistant. A hub of two full-curriculum Chinese or Spanish language immersion classes enables teachers to collaborate. Moveable walls and distinct learning spaces provide flexibility to best instruct and facilitate learning for these students. Dual-immersion will start at the Kindergarten level, unlike most dual-immersion programs in Utah.

Building Leaders and Values:

We believe that learning flourishes in caring and safe learning environments. We want to create an environment where both students and teachers feel a strong sense of belonging. We will teach

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

A WORLD-CLASS STANDARD OF CURRICULUM:

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

Organization for Economic Cooperation and Development (OECD) rated Singapore as having the best education system in the world. OECD director Andreas Schleicher says that students in Singapore are especially proficient in math and the sciences. In English, the average Singaporean 15-year-old student is 10 months ahead of students in western countries and is 20 months ahead in math. Singaporean students also score among the best in the world on international exams. The US common core curriculum has adopted much of Singapore's education curriculum without adopting their teacher training (to be addressed later). We will be using the Singapore Math, Science, and English curriculum, as modified with respect meeting all to common core standards. This will allow us to move away from simple rote-learning and to focus instead on teaching children how to problem solve, while delving deeper into each core subject. We will also use STEAM-based activities to further promote and instill core competencies within each subject.

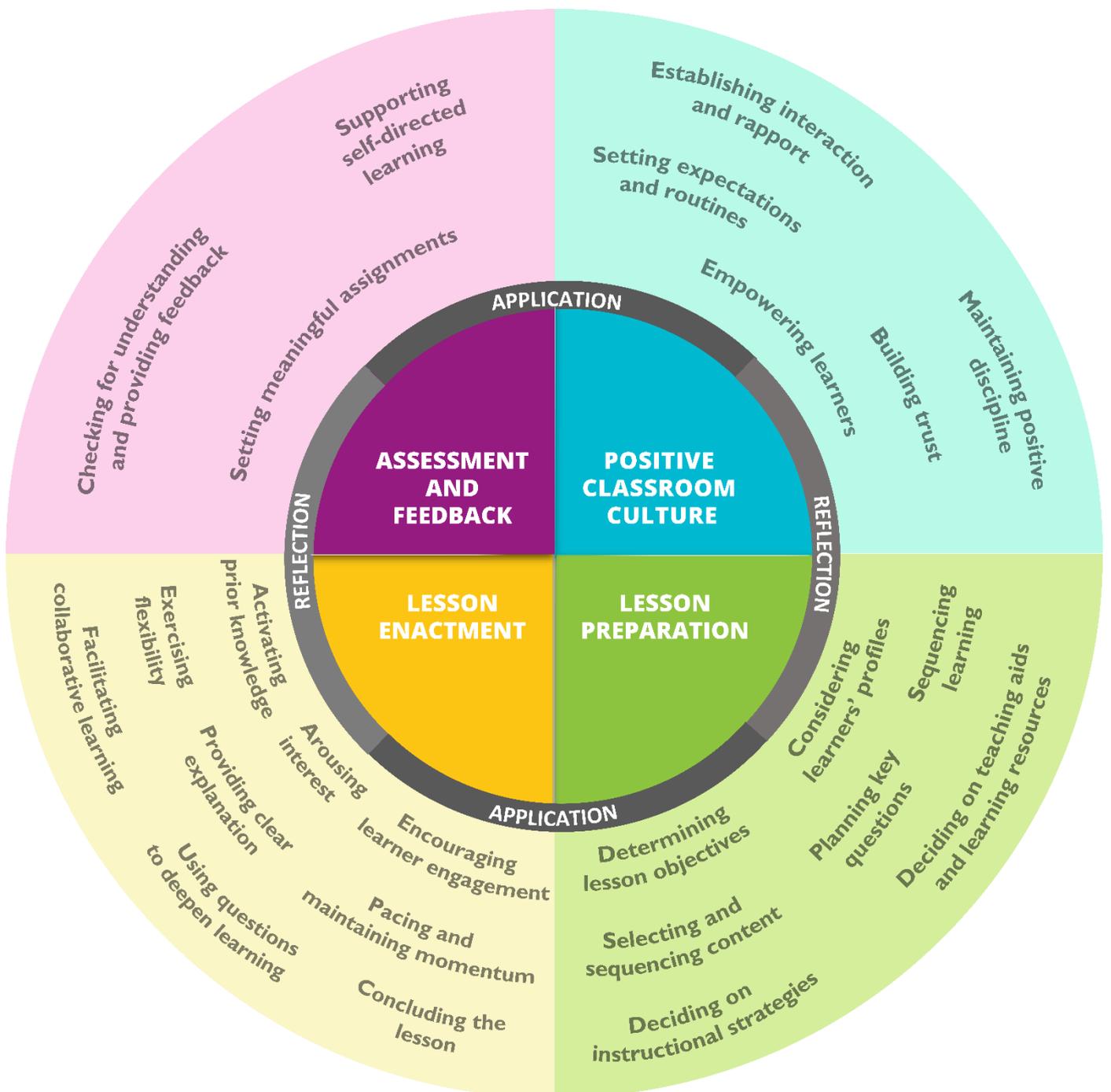
Teacher Professional Training and Development:

We believe that if you do not pay attention to your talent, all of the strategy and all of the programs won't make a difference. And that talent attention needs to be placed throughout the system: teacher talent, leadership talent, (which includes executive and middle-level leadership) and board talent. We will focus on 2 things when it comes to our teachers: (1) a strong emphasis on ensuring teachers are professionally developed to be effective instructors; and (2) effective support structures to ensure that every student will benefit from the excellent instruction. We will invest in human resources so as to dream, design and deliver a solid education to every child. We believe strongly that good teachers and effective school leaders form the cornerstone of that system. Our teachers are entitled to 100 hours of professional development per year. After three years of teaching, teachers are assessed annually to see whether they have the potential for three different career paths - master teacher, specialist in curriculum or research, or school leader, each with salary increments. We will bring in top trainers in the different core subjects to train our teachers. For example, we will partner with and use Think! Mathematics (See Appendix 1) to conduct workshops in Singapore Math teaching for our teachers.



Accountability and Evaluation:

We will implement the four core Teaching Processes (Positive Classroom Culture, Lesson Preparation, Lesson Enactment, and Assessment and Feedback) at the heart of Pedagogical Practices make explicit what teachers put into practice and reflect on before, during and after their interaction with students in all learning contexts. When applying and reflecting on the four Teaching Processes, teachers can look into the corresponding 24 Teaching Areas with accompanying Teaching Actions or Considerations. Each grade level will be taught at a one-year accelerated curriculum. This will guarantee that our students will perform above-average when compared to the Alpine School District and other charter schools in the state.



OPERATIONS:

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

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

The Dean in turn will directly oversee several key positions:

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

A Director of Curriculum and Professional Development shall oversee:

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

A Director of Student Support & Admission shall oversee:

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

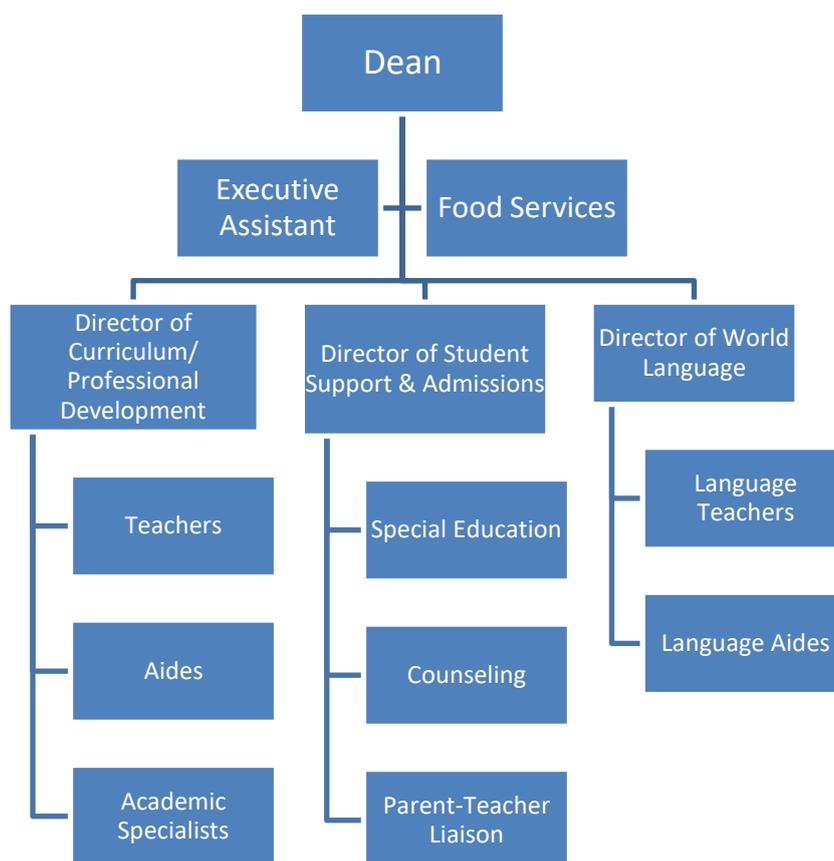
A World Language Program Director to oversee the development and implementation of world language programs. The Director shall also:

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

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

EMPLOYMENT OF RELATIVES:

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

Administrative Principles:

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

Board of Directors:

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

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

Responsibilities of the Board include:

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

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

SUPPORT SERVICES PROGRAM:

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

The support services program includes any of the following services:

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

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

The school will hire a trained professional that meets or exceeds Utah requirements in Special Education and possibly one full-time Special Education Assistant with preferred certification or 2 years relevant experience. We will build upon identification procedures like Child Find to locate all students with mild to moderate to severe learning disabilities. Additional aids may be Renaissance Academy Charter Application 16 hired as needed or designated to assist in classrooms or with individuals under the direction of our Special Education Professional. Qualifications of aids are listed in the employee hiring section, but additional training will be given to those designated by the IEP team.

SCHOOL CALENDAR:

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

Friday will be considered our early out day and the schedule will be 8:30 am to 12:30 pm. The schedule will accommodate provisions for lunch and recess as per statutory requirements.

Our morning Kindergarten classes will meet from 8:00am to 11:00am Monday through Friday. Our afternoon Kindergarten classes will meet from 12:00pm to 3:00pm Monday through Friday. Full Day Kindergarten shall Meet Monday through Friday from 8:30am-3:00pm.

The bell schedule and calendar may be modified to the extent allowed by law.

ADMISSIONS AND DISMISSAL PROCEDURES:

It is the policy of Aurora Preparatory School to provide equal educational opportunity for all individuals. Therefore, APS prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran's status. This policy extends to all aspects of APS educational programs, as well as to the use of all school facilities, and participation in all school-sponsored activities. Admission Procedures Initial enrollment will be based on a first come first serve basis after a 45 day minimum enrollment period has expired. In the event the number of applicants exceeds the established ceiling, the first priority for enrollment will be given to students whose parents participated in the formation of the school (referred to as founders). After which students will be selected by random draw. The lottery will be held at APS in February. Lottery information and standards will be found on our website including dates, procedure and timelines. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for reenrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants. If state and federal guidelines permit, full-time employee's children will receive the same preference as the sibling preference. As long as APS is in existence, founding member's children are given first priority in the enrollment process.

Student Conduct:

The following School Rules will be promoted in each classroom:

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

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

Discipline Philosophy:

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

Discipline Procedures/Dismissal Policy:

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

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

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

Expulsion:

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

Suspensions or expulsions for children subject to IDEA will follow all appropriate state and federal policies, regulations, and laws, including Utah Special Education Rules Discipline Procedures (§300.530). IDEA Disciplinary Procedures School staff may order the removal of a child from school for disciplinary reasons provided the removals do not constitute a change of placement. A change in placement occurs if the child

is removed from school for disciplinary reasons for more than 10 consecutive school days or if the child is subjected to a series of removals that constitute a pattern of removal. If a child has been removed from their current placement for more than 10 days during a school year, the school staff will provide services to the child to the extent necessary for the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP. If an IDEA student carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at school or a school function-school staff may order a change of placement to an appropriate alternative setting for not more than 45 days (provided nondisabled students are also subject to such removal). The interim alternative setting must enable the child to continue to progress in the general curriculum and to continue to receive those services and modifications that will enable the child to progress on the goals set out in their IEP. If the school staff is considering a disciplinary action that involves changing a child's placement, the parent will be notified of that decision and a review will be conducted to determine the relationship between the child's disability and the behavior subject to the disciplinary action. If the review concludes that the behavior was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner as for their non-disabled counterparts; however, APS will continue to provide services to the extent required by law. After changing a child's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team. Due Process To ensure compliance with state and federal law, APS will provide the following Due Process protections for each type of disciplinary action:

- Suspension (no more than 10 days): Prior to suspension, students will receive a brief explanation of the reason(s) for suspension and have an opportunity to present their account of the events/actions under review. If the school principal or Chief Administrative Officer determines that the circumstances warrant suspension, a designated school official will provide the parent or guardian of the student the statutory notifications outlined in 53A-11-905(4) without delay.
- Suspension of an additional 10 days, or an Expulsion: Prior to suspension, written notice will be issued to the student and their parent/guardian. The notice will state the school's intent to invoke disciplinary action and provide a brief explanation of the reasons for the disciplinary action to provide notice of the opportunity for formal hearing on the matter. If the student and/or legal guardian request a formal hearing, the parent shall have and receive notice of:
 - ◆ names of witnesses against him and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot compel witnesses);
 - ◆ reasonable time to prepare the case;
 - ◆ the opportunity for counsel (If APS will use an attorney);
 - ◆ the right to notice of procedures for the hearing in writing, in student handbook or school website;
 - ◆ the right to have the hearing recorded;
 - ◆ a fair hearing officer (credible and objective person or panel – not necessarily uninformed);

DRESS CODE:

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

ATTENDANCE:

If a student is ill or if there is an emergency, the parent will be required to call the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for

teachers and inhibit academic growth for both those absent and those who have to have learning delayed because of make-up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time and not use children for babysitting during the school day. Parents will be encouraged to schedule all student health appointments outside of school time if possible.

Standards:

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

Unexcused Absences: Any absence not excused, as defined above, or any absence exceeding the state allowable total of ten per year is considered unexcused. Enforcement of unexcused or excessive absences or tardies will be enforced according to written attendance policy.

Tardiness: Every student is expected to be punctual for school. Tardiness results in a student missing necessary instruction and interruption of the class. A student is considered tardy if they arrive at school any time after the bell rings commencing school. Students arriving without parent check-in or note will automatically receive an unexcused tardy. More than three tardies in a two week period will be considered excessive. Parents will be contacted regarding excessive tardiness and students may be given after school detention.

COMPLAINT PROCEDURES:

Procedures to review complaints of parents regarding the operation of the school. These procedures should include a description of how complaints of parents of students served under Section 504 or IDEA will be handled. See <http://www.usoe.k12.ut.us/sars/rules/NewGrules.pdf> for guidance in preparing this section. 53A-la-508(3) (g) Parents will voice complaints with the person(s) involved. If it is not resolved, a parent may file a complaint with the Director of Student Support and Admissions. If it is not resolved, a parent may file a complaint with the Dean. If the Dean deems it necessary, the complaint may be elevated for discussion by the governing board at their next monthly meeting.

Complaints: If there are state or district policies governing the handling of complaints, they shall take precedence over school procedures. Otherwise, the following shall apply: If parents have a complaint or disagreement concerning the school, the following procedure will guarantee that the problem will be heard:

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

SECTION 3: COMPREHENSIVE PROGRAM OF INSTRUCTION

ENGLISH LANGUAGE ARTS

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

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

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

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

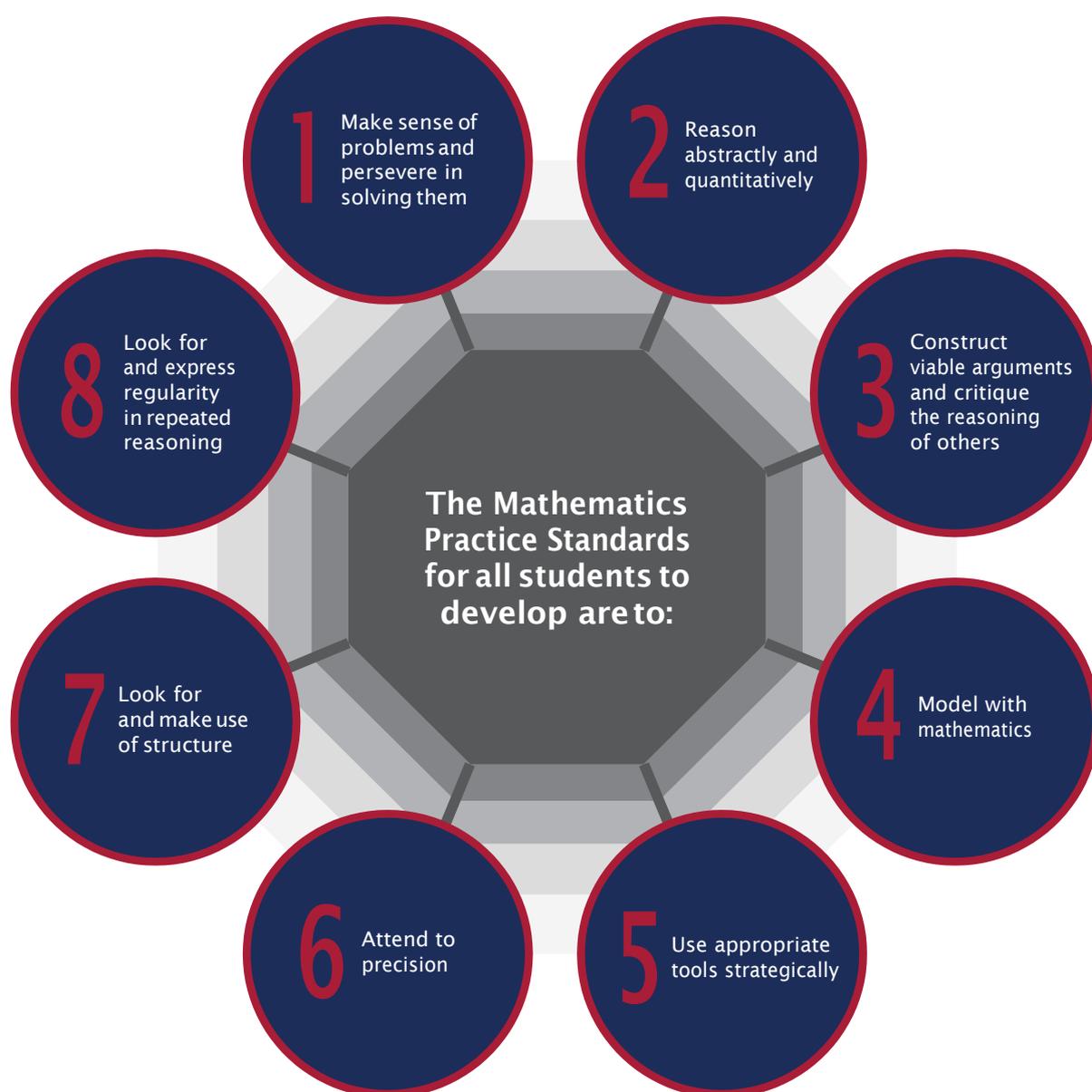
Teachers monitor student progress through developmental reading assessments, ongoing anecdotal record keeping, and quarterly formal assessments of leveled texts and writing samples. Assessment procedures are aligned with grade levels and are available for viewing at specific times during the year.



MATHEMATICS

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

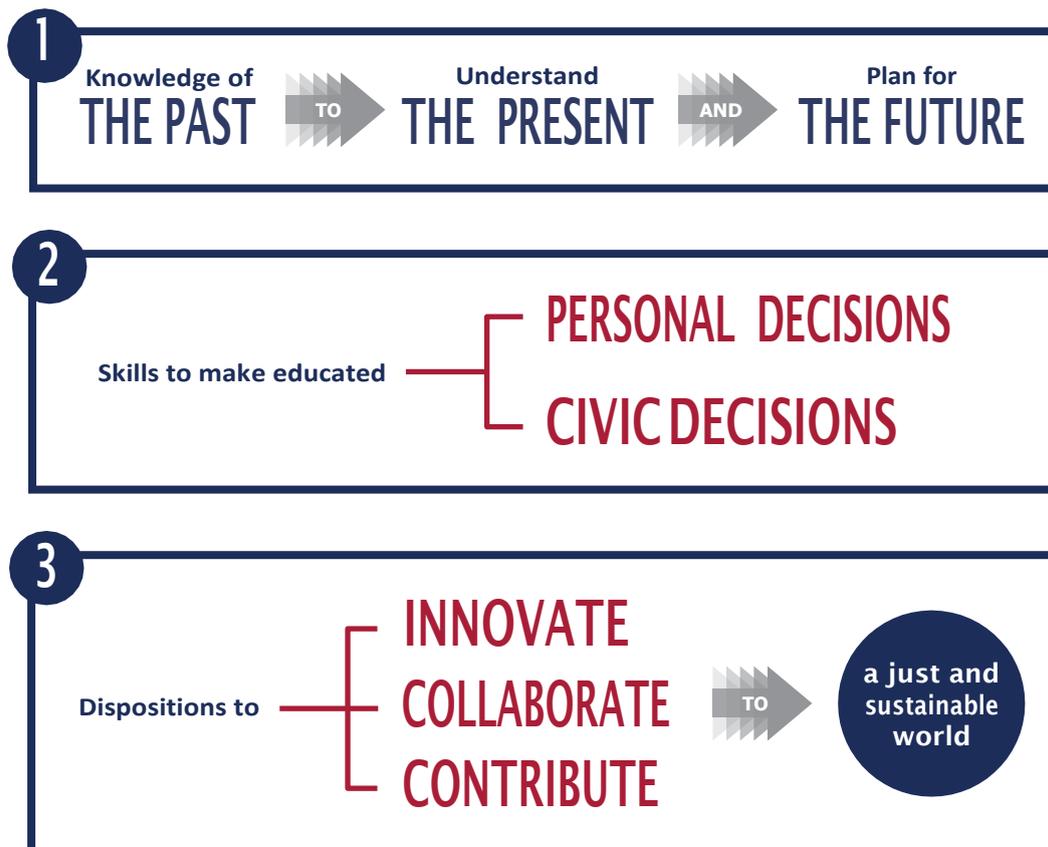
The Mathematics Practice Standards for all students to develop are to:



SOCIAL STUDIES

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

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



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

SCIENCE

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

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

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

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

ART, MUSIC, AND PHYSICAL EDUCATION

Elementary students receive instruction in physical education, music, and art on a three-day rotational calendar. A portion of each student's physical education program is swimming.

These specialist class calendars are hosted on teacher blogs, which remind families of what lesson they will be participating in on each specific day and whether students should wear the PE uniform or regular school uniform.

ART

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

MUSIC

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

PHYSICAL EDUCATION

The physical education (PE) program is designed around a belief in a lifetime of activity. It involves lessons in aquatics, cooperative games, ball skills, kicking and striking skills, wall climbing, dance and rhythm, gymnastics, fitness games, and manipulative skills.

The elementary health curriculum recognizes health education as fundamental to supporting lifelong wellness and addresses topics in physical, social, and mental health. The health curriculum is integrated into various subject areas and contexts with classroom teachers, PE teachers, counselors, and nurses.

WORLD LANGUAGE PROGRAM

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



CHINESE AND SPANISH TO K – G5 STUDENTS:

K - daily 35 minutes

G1, G2 - daily 40 minutes

G3 - G5 - daily 45 minutes

Students are placed into classes according to their proficiency levels. The following are the levels that are offered in different grades:

K - G2

- Chinese: Novice I, Novice II, Novice +, Near Native K, G1, G2
- Spanish: Novice, Intermediate, IntermediateHigh

G3

- Chinese: Novice, Novice High, Intermediate, Near Native
- Spanish: Novice, Intermediate, IntermediateHigh

G4 - G5

- Chinese: Novice, Intermediate I, II and III, Near Native G4, G5
- Spanish: Novice, Intermediate, IntermediateHigh

Our main focus is to develop students' oral communication skills first with clear exit goals.

Interpersonal Oral Score Description

Range	Score	Description
NOVICE	N-1	N1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language students can understand some of what you are saying.
	N-2	N2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language students can understand much of what you are saying.
	N-3	N3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and occasional simple sentences. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language students can understand most of what you are saying.
	N-4	N4 means that you can be part of a conversation about yourself and your life. A lot of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that most of the time.
INTERMEDIATE	I-1	I1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language students can understand what you are saying.
	I-2	I2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language students understand you.
	I-3	I3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language students easily understand you.
	I-4	I4 means that you keep the conversations about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language students readily understand you. People who are not used to language learners understand what you are saying some of the time.
	I-5	I5 means that you keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.

LIBRARY

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

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

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

TECHNOLOGY INTEGRATION

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

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

KINDERGARTEN PERPETUAL MOTOR PROGRAM

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

SERVICE LEARNING

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

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



CURRICULUM DETAILS KINDERGARTEN

KINDERGARTEN			
	Subject	Resource Framework	Units
Core	English Language Arts	Columbia Readers' and Writers' Workshop	We are readers, emergent story books and shared texts, readers use super powers, reading teachers, learning about ourselves and our world, characters, launching the writing workshop, writing for readers, how to, informational books, persuasive writing
	Mathematics	enVision Math Common Core	One to five, comparing and ordering zero to ten, six to ten, numbers to 100, understanding addition, understanding subtraction, composing and decomposing numbers to ten, composing numbers eleven to 19, measurement, sorting, classifying, counting and categorizing data, identifying and describing shapes, position and location of shapes, analyzing, comparing, and composing shapes
	Science	Full Option Science System (FOSS)	Light and sound, wood and paper, worms, goldfish and guppies, snails
	Social Studies	Variety	My family and me, holidays and celebrations
	World Language – Spanish	National Standards for Foreign Language Education	Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol
	World Language – Mandarin Chinese	National Standards for Foreign Language Education	All about me, my family and me, what I do with my friends, what I do in school
Specials	Art	Variety	Ceramics, painting, printmaking, sculpture, textiles
	Music	Variety	Rhythm and beat, melody, style and form, performance practices, gamelan
	Physical Education (PE)	Variety	OLD games, aquatics, kicking skills, striking skills, gymnastics, ball skills, manipulatives, rhythms/dance/movement, climbing, cooperative games, integrated health and fitness
Supporting	Perceptual Motor Skills	Variety	Locomotor skills and non-locomotor skills, spatial awareness, activities with gross motor focus, moving, moving my body, gross motor and locomotor skills, self-management skills, fine motor skills, cooperative play, basic fundamental class organization skills, manipulative skills
	Counseling	Variety	Friendship, conflict resolution, feelings, self-control/managing anger, managing anxiety and worries, respect, responsibility, honesty, compassion, fairness, cooperation/working with others, tolerance/flexible thinking, self-esteem (identifying strengths/talents, interests/hobbies, dreams/passions), risk-taking/resilience, personal safety
	Technology	N/A	Integrated into curricular areas
	Library		Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas
	Service Learning	N/A	Befriending stroke patients at Adventist Rehabilitation Centre
	Field Trips		TBD

CURRICULUM DETAILS FIRST GRADE

FIRST GRADE			
	Subject	Resource Framework	Units
Core	English Language Arts	Columbia Readers' and Writers' Workshop	Building good habits, tackling trouble, characters, nonfiction readers learn about the world, we can be our own teachers, small moments, authors as mentors, writing reviews, information books, poetry
	Mathematics	enVision Math Common Core	Understanding addition, understanding subtraction, five and ten relationships, addition and subtraction facts to twelve, addition facts to 20, subtraction facts to 20, counting and number patterns to 120, tens and ones, comparing and ordering numbers to 100, adding with tens and ones, subtracting with tens and ones, length, time, using data to answer questions, geometry, fractions of shapes
	Science	Full Option Science System (FOSS)	Solids and liquids, plants and animals, simple machines
	Social Studies	Variety	Our community
	World Language – Spanish	National Standards for Foreign Language Education	Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol
	World Language – Mandarin Chinese	National Standards for Foreign Language Education	Level 1: All about me, my family and me, what I do with my friends, what I do in school Level 2: More about me, more about family, home sweet home, how I get around Level 3: My school, let's eat, my community, travel Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors
Specials	Art	Variety	Ceramics, drawing, painting, sculpture, printmaking, mixed media collage, textiles
	Music	Variety	Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan
	Physical Education (PE)	Variety	Games, ball skills, kicking skills, gymnastics, manipulatives, striking skills, aquatics, rhythms/dance/movement, cooperative games, integrated health and fitness, climbing
Supporting	Counseling	Variety	Friendship, conflict resolution, feelings, self-control/managing anger, managing anxiety and worries, respect, responsibility, honesty, compassion, fairness, cooperation/working with others, tolerance/flexible thinking, self-esteem, identifying strengths/talents, interests/hobbies, dreams/passions, risk-taking, resilience, personal safety
	Technology	N/A	Integrated into curricular areas
	Library		Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas
	Service Learning	N/A	TBD
	Field Trips		TBD

CURRICULUM DETAILS SECOND GRADE

SECOND GRADE			
	Subject	Resource Framework	Units
Core	English Language Arts	Columbia Readers' and Writers' Workshop	Taking charge of reading, characters face bigger challenges, reading nonfiction, reading the world, series reading clubs, nonfiction reading clubs, reading and role playing, reading for pleasure, authors as mentors, writing and revising realistic fiction, informational writing, persuasive writing, poetry, fairy tales & folk tales, writing to meet student needs
	Mathematics	enVision Math Common Core	Understanding addition and subtraction, addition strategies, subtraction strategies, working with equal groups, place value to 100, mental addition, mental subtraction, adding two-digit numbers, subtracting two-digit numbers, place value to 1,000, three-digit addition and subtraction, geometry, counting money, money, measuring length, time, graphs and data
	Science	Full Option Science System (FOSS)	Pebbles, sand, and silt, building bridges, balance and motion
	Social Studies	Variety	Exploring our Asian/Spanish community
	World Language – Spanish	National Standards for Foreign Language Education	Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol
	World Language – Mandarin Chinese	National Standards for Foreign Language Education	Level 1: All about me, my family and me, what I do with my friends, what I do in school Level 2: More about me, more about family, home sweet home, how I get around Level 3: My school, let's eat, my community, travel Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors
Specials	Art	Variety	Ceramics, drawing, painting, sculpture, printmaking, textiles
	Music	Variety	Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan
	Physical Education (PE)	Variety	Games, ball skills, kicking skills, gymnastics, aquatics, manipulatives, striking skills, rhythms/dance/movement, cooperative games, integrated health and fitness, climbing
Supporting	Counseling	Variety	Friendship, conflict resolution, feelings, self-control/managing anger, managing anxiety and worries, respect, responsibility, honesty, compassion, fairness, cooperation/working with others, tolerance/flexible thinking, self-esteem, identifying strengths/talents, interests/hobbies, dreams/passions, risk-taking, resilience, personal safety
	Technology	N/A	Integrated into curricular areas
	Library		Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas
	Service Learning	N/A	Second-grade students organize a Toys for Treats drive
	Field Trips		TBD

CURRICULUM DETAILS THIRD GRADE

THIRD GRADE			
	Subject	Resource Framework	Units
Core	English Language Arts	Columbia Readers' and Writers' Workshop	Building a reading life, crafting true stories, reading nonfiction expository, paragraph structure and the art of information writing, information writing (expository), following characters in series book clubs, fiction writing - emphasis on characters, changing the world - persuasive writing, mystery book clubs, poetry writing, the genre of test reading, independent writing project, social issues book clubs, series book clubs
	Mathematics	enVision Math Common Core	Numeration, number sense: addition and subtraction, using place value to add and subtract, meanings of multiplication, multiplication facts: use patterns, multiplication facts: use known facts, meanings of division, division facts, understanding fractions, fraction comparison and equivalence, two-dimensional shapes and their attributes, time, perimeter, area, liquid volume and mass, data
	Science	Full Option Science System (FOSS)	Matter and energy, solid earth, structures of life
	Social Studies	Variety	A village called Earth, test of time
	World Language – Spanish	National Standards for Foreign Language Education	Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol
	World Language – Mandarin Chinese	National Standards for Foreign Language Education	Level 1: All about me, my family and me, what I do with my friends, what I do in school Level 2: More about me, more about family, home sweet home, how I get around Level 3: My school, let's eat, my community, travel Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors
Specials	Art	Variety	Ceramics, drawing, painting, sculpture, printmaking, mixed media collage, textiles
	Music	Variety	Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan
	Physical Education (PE)	Variety	Basketball, soccer, gymnastics, aquatics, fitness, floor hockey, rhythms/dance/movement, climbing, net skills, cooperative games
Supporting	Counseling	Variety	Anxiety and stress, managing anger, conflict resolution, bullying, digital citizenship: the power of words, rational vs. irrational thinking, self-esteem, problem solving/critical thinking, friendship/rejection, global citizenship
	Technology	N/A	Integrated into curricular areas
	Library		Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas
	Service Learning	N/A	Third-grade students serve as mentors to students through the Kids READ service program.
	Field Trips		TBD

CURRICULUM DETAILS FOURTH GRADE

FOURTH GRADE			
	Subject	Resource Framework	Units
Core	English Language Arts	Columbia Readers' and Writers' Workshop	Building a good reading life, launching writing workshop personal narratives, launching writing workshop with realistic fiction, reading: following characters into meaning, opinion writing: personal essay, navigating nonfiction with critical literacy, nonfiction text structures, informational writing, reading to grow big ideas book clubs, writing: poetry, nonfiction research projects - reading and writing, the genre of test reading, reading: social issues book clubs
	Mathematics	enVision Math Common Core	Multiplication and division: meanings and facts, generate and analyze patterns, place value, addition and subtraction of whole numbers, number sense: multiplying by one-digit numbers, number sense: multiplying by two-digit numbers, developing fluency: multiplying by two-digit numbers, number sense: dividing by one-digit divisors, developing fluency: dividing by one-digit divisors, fraction equivalence and ordering, adding and subtracting fractions and mixed numbers with like denominators, extending fraction concepts, measurement units and conversions, solving measurement problems, lines, angles, and shapes
	Science	Next Generation Science Standards (NGSS)	Survival of the Fittest; Go With the Flow
	Social Studies	C3 Framework (College, Career and Civic Life)	Interdependence; Conflict and Resolution
	World Language – Spanish	National Standards for Foreign Language Education	Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol
	World Language – Mandarin Chinese	National Standards for Foreign Language Education	Level 1: All about me, my family and me, what I do with my friends, what I do in school Level 2: More about me, more about family, home sweet home, how I get around Level 3: My school, let's eat, my community, travel Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors
Specials	Art	Variety	Ceramics, drawing, painting, sculpture, printmaking, textiles
	Music	Variety	Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan
	Physical Education (PE)	Variety	Individual/team activities, basketball, soccer, gymnastics, aquatics, fitness, floor hockey, rhythms/dance/movement, climbing, cooperative games, net skills
Supporting	Counseling	Variety	Anxiety and stress, managing anger, conflict resolution, bullying, digital citizenship: what's cyber bullying & picture picture, rational vs. irrational thinking, self-esteem, problem solving/critical thinking, friendship/rejection, global citizenship
	Technology	N/A	Integrated into curricular areas
	Library		Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas
	Service Learning	N/A	Experiential learning integrated into RLA, science, and social studies curricular units with a sequence of outdoor experiences
	Field Trips		TBD

CURRICULUM DETAILS FIFTH GRADE

FIFTH GRADE			
	Subject	Resource Framework	Units
Core	English Language Arts	Columbia Readers' and Writers' Workshop	Raising the level of narrative writing, launching fifth-grade readers: digital & print readers, building agency - independence to follow characters, personal and persuasive essay writing, nonfiction reading - text structures, informational writing, fantasy writing, fantasy reading, the genre of test reading, research-based argument essay, historical fiction reading, informational writing research, nonfiction research - reading, independent writing project
	Mathematics	enVision Math Common Core	Place value, adding and subtracting decimals, multiplying whole numbers, dividing by one-digit divisors, dividing by two-digit divisors, multiplying decimals, dividing decimals, numerical expressions, patterns, and relationships, adding and subtracting fractions, adding and subtracting mixed numbers, multiplying and dividing fractions and mixed numbers, volume of solids, units of measure, data, classifying plane figures, coordinate geometry
	Science	Next Generation Science Standards (NGSS)	Spaceship Earth; Human Growth and Development; Water, Water, Everywhere
	Social Studies	C3 Framework (College, Career and Civic Life)	Migration; Argument and Advocacy
	World Language – Spanish	National Standards for Foreign Language Education	Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol
	World Language – Mandarin Chinese	National Standards for Foreign Language Education	Level 1: All about me, my family and me, what I do with my friends, what I do in school Level 2: More about me, more about family, home sweet home, how I get around Level 3: My school, let's eat, my community, travel Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors
Specials	Art	Variety	Ceramics, drawing, painting, sculpture, printmaking, textiles
	Music	Variety	Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan
	Physical Education (PE)	Variety	Individual/team activities, basketball, soccer, gymnastics, aquatics, fitness, floor hockey, rhythms/dance/movement, climbing, cooperative games, net skills
Supporting	Counseling	Variety	Anxiety and stress, managing anger, conflict resolution, bullying, digital citizenship: E-volve & Twakers, rational vs. irrational thinking, self-esteem, problem solving/critical thinking, friendship/rejection, global citizenship
	Technology	N/A	Integrated into curricular areas
	Library		Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas
	Service Learning	N/A	Fifth-grade students carry out elder care, teaching arts and crafts to the elderly.
	Field Trips		TBD

SUPPORT SERVICES

The learning support program is designed to provide individualized academic assistance for students who require additional support to be successful in the academic program. Frequently school staff collaborates with families to develop an individualized education support plan to track and monitor a student's progress in the area of need (reading, writing, math, or behavior). Supports for students are individualized and designed to meet their specific learning need and foster success throughout all their classes.

Students may be provided support in their current class context as well as targeted instruction for their learning deficits with the goal of increased independence in their learning. APS prefers the decision to enroll and/or exit students to be a collaborative determination between parents, students, and school personnel (teachers, school psychologist, divisional administrator, and/or other team members as appropriate). There are instances when the school may recommend learning support to ensure a student is able to make expected annual progress.

Our elementary learning support team includes teachers, counselors, a behavior interventionist, and divisional administrators.

COUNSELING

Our elementary school has two counselors grade level in kindergarten through six. Our counselors focus on the social and emotional health of students (and families) in an effort to ensure their confidence and success in their classrooms. School counselors are an active part of each grade level team.



AFTER SCHOOL ACTIVITIES

Beginning in kindergarten, elementary students have access to after-school activities in recreation, performing arts, music, arts and crafts, computers and technology, and instructional and competitive athletics. All after-school classes are taught by dedicated and professional teachers.

The programs run for three different terms during the school year and activities vary from term to term. All classes are on weekdays from 3:15 to 4:15 p.m.

Sample list of courses:

Theatre
Dodge ball
Dance
Basketball
Junior scientists
CodeChangers
Orchestra
Chess
Art
Tutoring

In addition, Girl Scouts and Boy Scouts are active on campus. Although not school-sponsored, many troops and dens meet on campus after school.

HOMEWORK

We will continue to review the relevance and value of homework in terms of promoting high quality learning for elementary students. We believe ongoing reading continues to be an important component to producing well-rounded students. This, along with math and world language, will continue to be the main focus of the homework that is asked of our students. While general time frames below provide guidelines for what is recommended, we understand that the manner in which children attend to, or are monitored in their work, can affect the actual time they spend on daily homework.

Kindergarten	10 minutes of reading
grade 1	20 minutes (10 literacy, 10 math)
grade 2	20 minutes
grade 3	20-30 minutes
grade 4	30-40 minutes
grade 5	40-50 minutes

Most elementary classes have students write their daily homework in their homework diary provided by our school. This can be used as a tool for conversations about the day's activities and to ensure that students have completed their work.

PARENT CONNECTIONS

ROOM PARENTS AND VOLUNTEERING THROUGH THE PTL

The Parent Teacher Liaison (PTL) is a resource for new families settling into a new life at Aurora Preparatory School. We aim to provide information, assistance, and friendship for newcomers as they transition into our community. Other PTL services include processing Scholastic Book orders for preschool through grade eight students, and various social events such as the Open House Ice Cream Social, welcome donuts, and Staff Appreciation Day. Parents can connect and volunteer with a variety of PTL-sponsored activities within each division, including classroom and field trip assistance to teachers, parties, special events, room parent programs, class pictures, and more.

PARENT EDUCATION SEMINARS

Parenting workshops – Elementary school counselors offer well known parenting workshops, including Active Parenting (for parents of students in preschool to grade two) and Parenting the Love and Logic Way® (for parents of students in grades three to five).

Parent information breakfast – These monthly meetings are a great opportunity to connect with your child's principal or counselor to hear about the most important academic, social, and emotional topics relevant to your child's age. Topics include curriculum, grading, technology, parenting issues, and more.

TEACHER WEBSITES AND BLOGS

We believe that students and parents benefit most by engaging directly with classroom teachers through Google Classrooms. Each elementary teacher maintains Google Classrooms that keeps parents up to date with class news, academic highlights, photos, and important dates to note. Teachers communicate these platforms individually to parents of their students.

SCHOOL COMMUNICATIONS

APS eNews – Considered required reading for SAS parents, our weekly digital eNews is the prime go-to source for news about upcoming registrations, deadlines, conferences and report cards, events, and important news. Be sure to read the top school-wide section and each division that your children attend. Plus, the PTL and community organizations include news and updates in the bottom section. eNews is emailed to both parents on the last day of each month.

Website – The parent portal on the school website is a place of vital information for parents, with calendars, lunch menus, links to teacher websites, absence forms, the parent directory, eNews archives, and more. The portal has a school-wide section for general information, and a section for each division and can be accessed at the top right corner of the APS website; your username is your six-digit APSCard number. Click 'Forgot Your Username/Password' if necessary, and it will be emailed to the address we have on record for you. Support: communications@aurorapreparatoryschool.org

Social media – Connect with APS on your favorite social media platform to celebrate all things SAS, stay in the know for upcoming activities, and see photos of campus life. We will be on Facebook, YouTube, Instagram.

Appendix D: Minutes from Governing Board meetings

Charter School Meeting Minutes

December 4, 2019

Attendees: Doug Pike, Justin Hsia, Crystal Huang, Nelson Hsia, Barbara Hong

Agenda

1. Charter School Application Pathways
 2. School Charter and Bylaws
1. Charter School Application Pathways
 - a. Alpine School District Pathway – Provide benefits for school district through chartering our school
 - i. Can offer Chinese teachers (teacher aid or substitute) to Alpine school district
 - ii. Funnel our charter school students into district secondary schools (MS/HS under K-6 charter, or HS under K-8 charter)
 - iii. Relieve district school overpopulation in elementary grades
 - iv. Offer a strong GTE (gifted and talented education) and SE (special education) under the direction of Barbara Foster (Hong)
 1. Potential to provide program training for district schools
 - v. Funnel our charter school Chinese teachers into district schools after receiving PR status
 - b. Higher Education Pathway – Provide benefits for institutions through chartering our school
 - i. Provide a continuous student teacher training program within our charter school for institution
 - ii. Scholarships for students at institution
 - iii. Financial support for institution
 - iv. Concurrent courses (only if K-12 charter)
 - v. Facilitate H1B applications for our Chinese teachers
 - vi. Some form of collaboration on curriculum for charter
 - vii. Singapore math + English
 - viii. Seats on charter management board to the approximation of 40%
 - c. State Charter School Board
 - i. Continue with timeline

Tasks

- Condense each pathway into a timeline, tasks and costs (**Deadline Dec. 3**)
- Begin filling out charter proposal and presentation (**Deadline: Dec. 3**)
- Begin drafting for charter
 - Professional parties to write parts of charter under our direction
- Create website to collect data and pre-marketing
- Each attendee to fill out proposal template
- Each attendee to begin filling out application template by bulleting each section
- Name of school (**Deadline: Dec. 3**)

August 2021 timeline

- Letter of intent from either institution or school district by **July 2020** or at minimum proactive agreement to push forward with charter
 - Allow time to finance land purchase
 - Allow time for phase 1 building construction
 - 6-9 months for phase 1 construction
- Vote on school board of Alpine school district or board of trustees for institution
- Hires
 - Key hires by end 2020
 - Teacher hires by late winter early spring 2021

Concerns

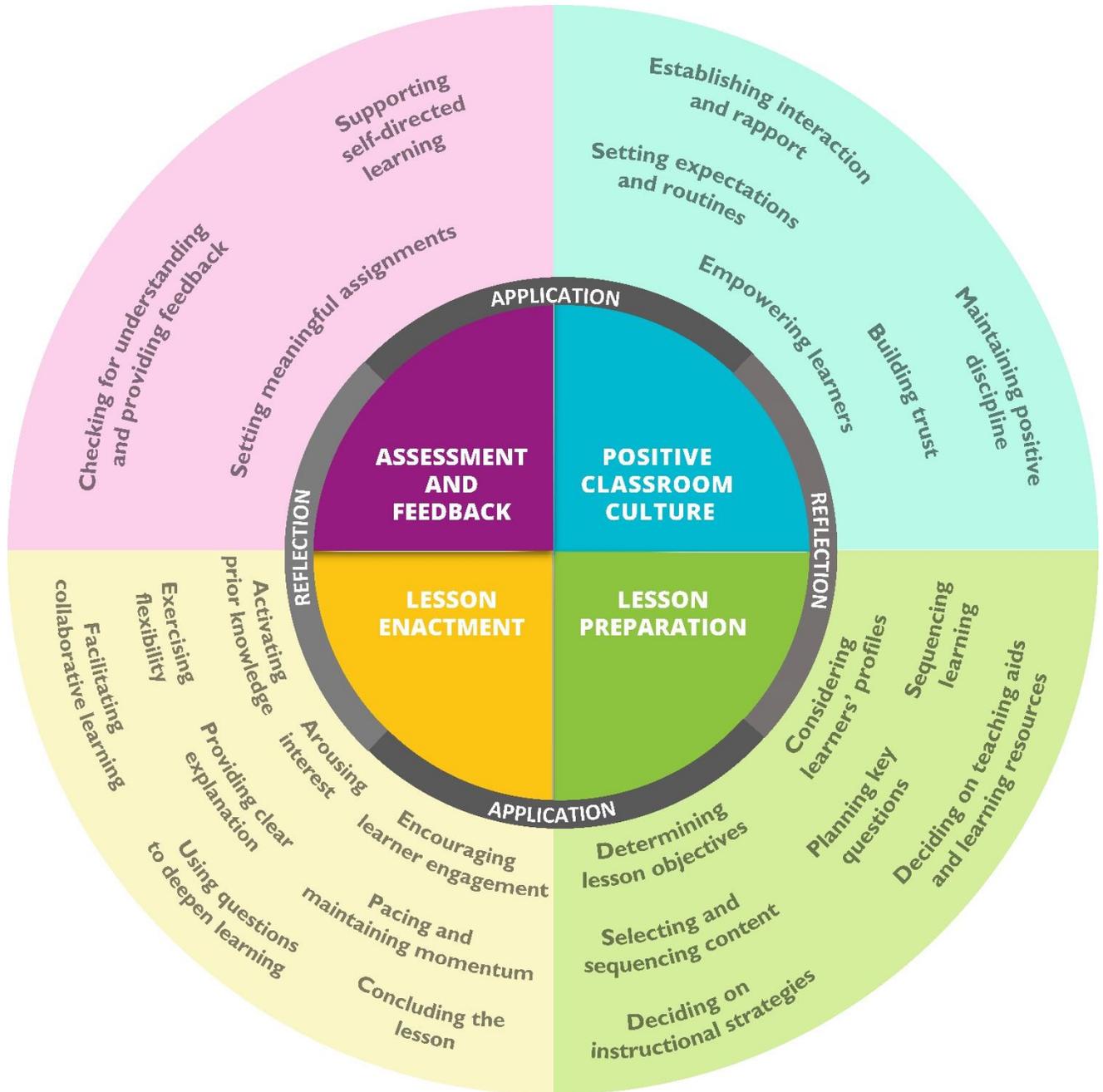
Difficulty in controlling management of charter

- Create well defined structure of organization and charter
- Safeguard
 - Set up long term contracts with management entities
 - Land lease
 - Provision of educational management
 - Operational needs

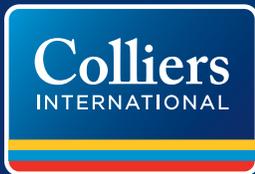
2. Charter and Bylaws

- i. Board voted to pass edited charter and bylaws, with a revisit in July, 2020 to further expand details of the charter.

Appendix E: Four Core Teaching Processes



Appendix F: Market Research



SITE FEASIBILITY ANALYSIS

PRESENTED BY

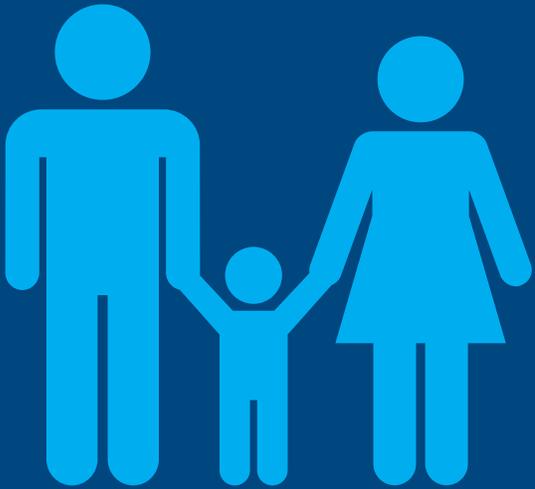
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DEMOGRAPHICS





Pioneer Springs & Jordan River - Saratoga Springs, Utah

DEMOS



2019 POPULATION 5-14 %

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



AVERAGE HOUSEHOLD INCOME

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



2019 TO 2024 POPULATION CHANGE %

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



2019 POPULATION 5-14 #

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



COLLEGE ATTAINMENT %

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



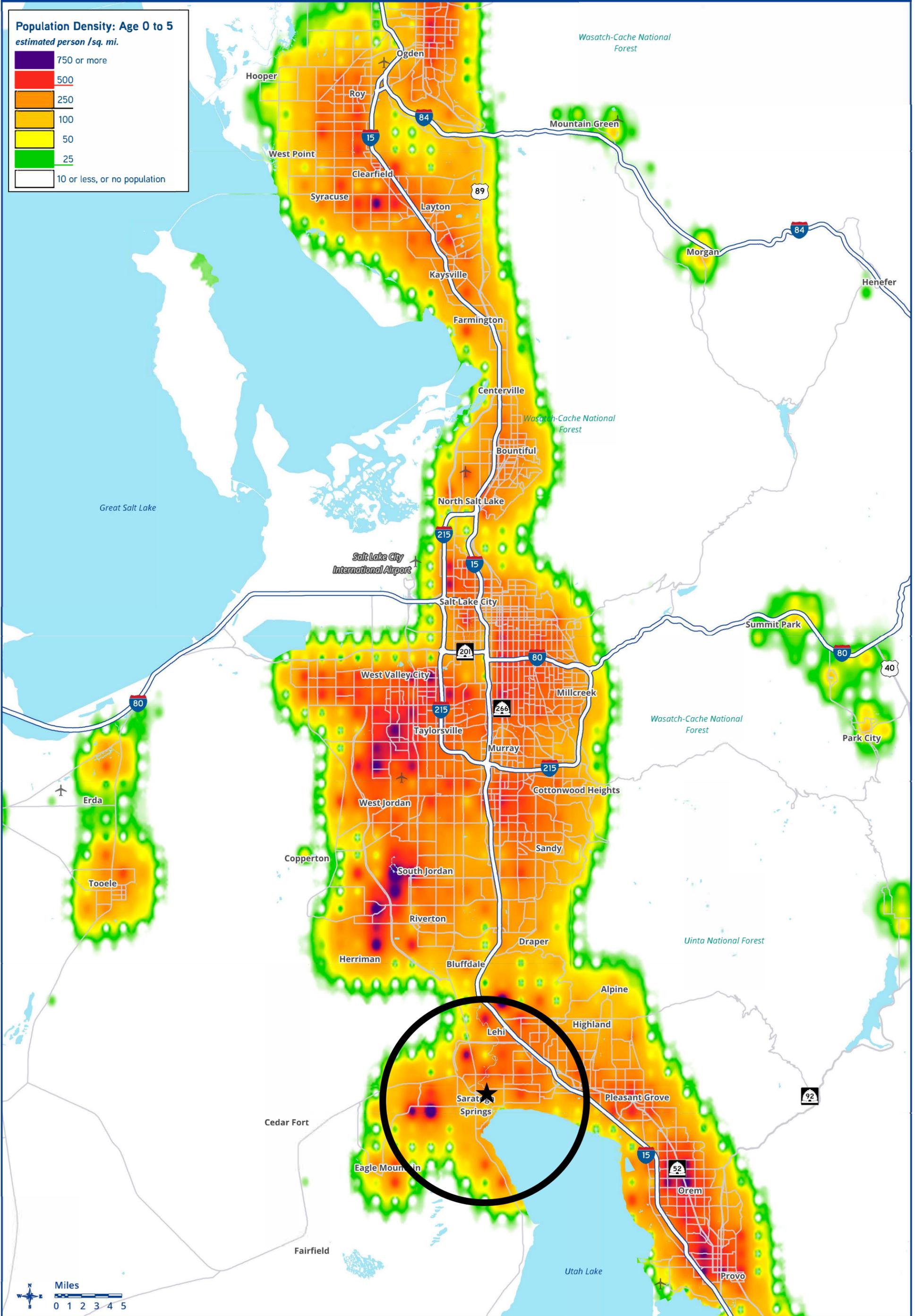
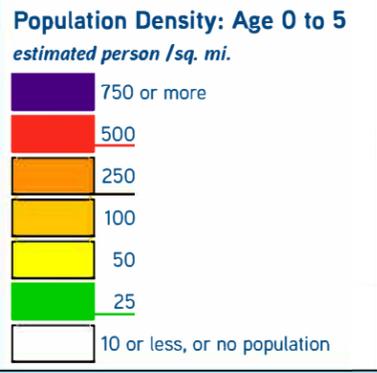
2019 to 2024 POPULATION CHANGE #

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

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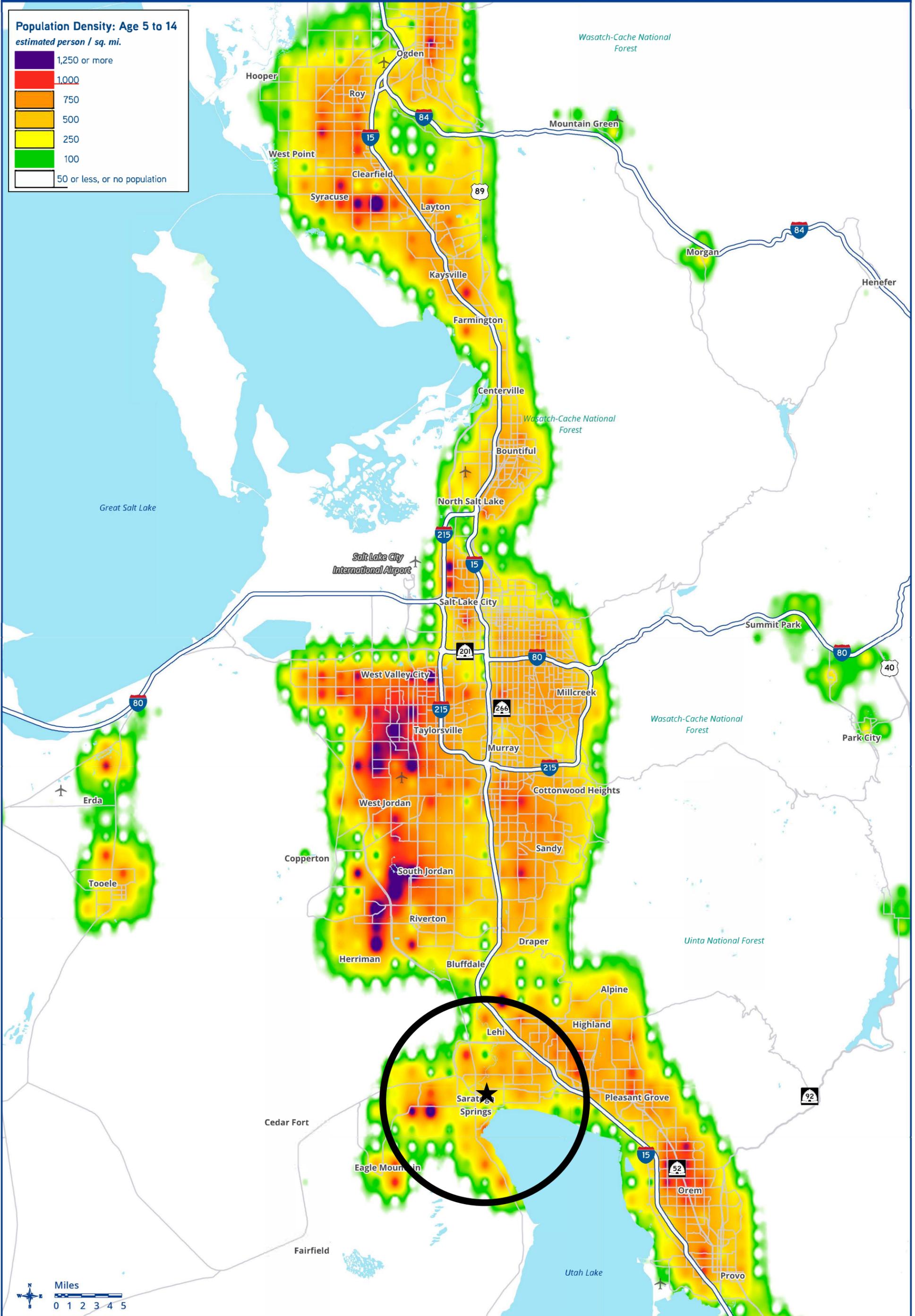
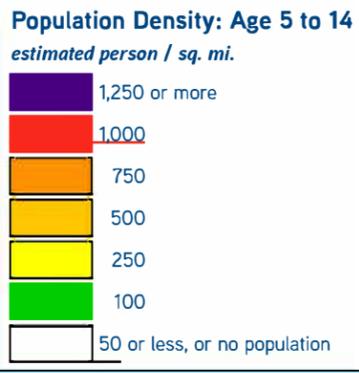
POPULATION DENSITY: AGE 0 TO 5

Greater Salt Lake City, UT



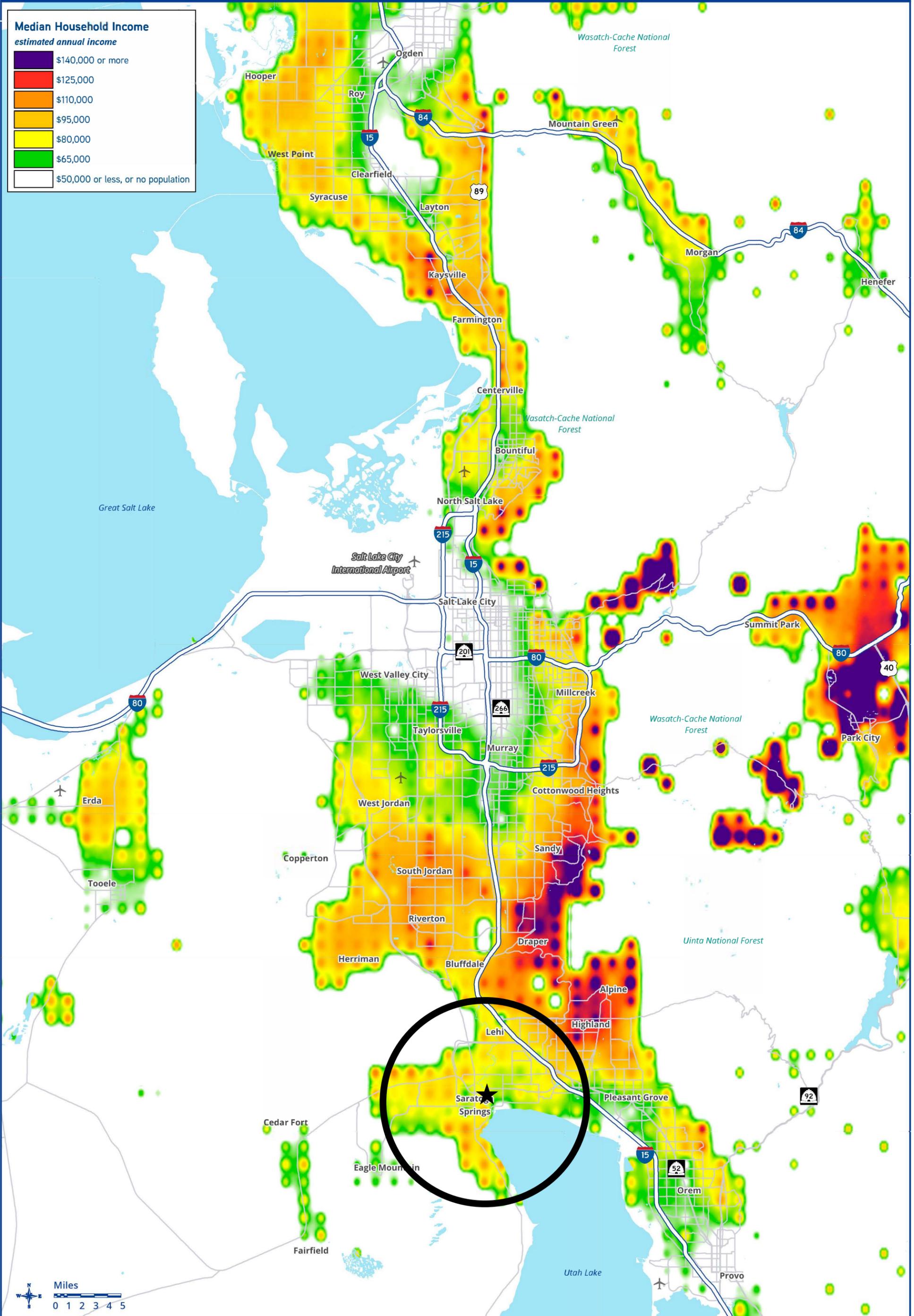
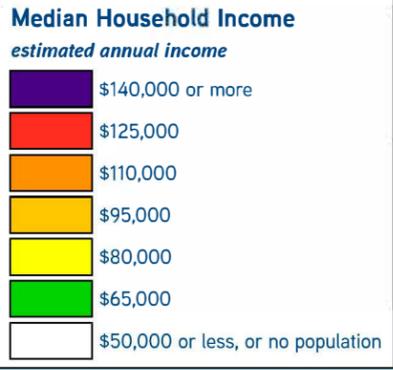
POPULATION DENSITY: AGE 5 TO 14

Greater Salt Lake City, UT



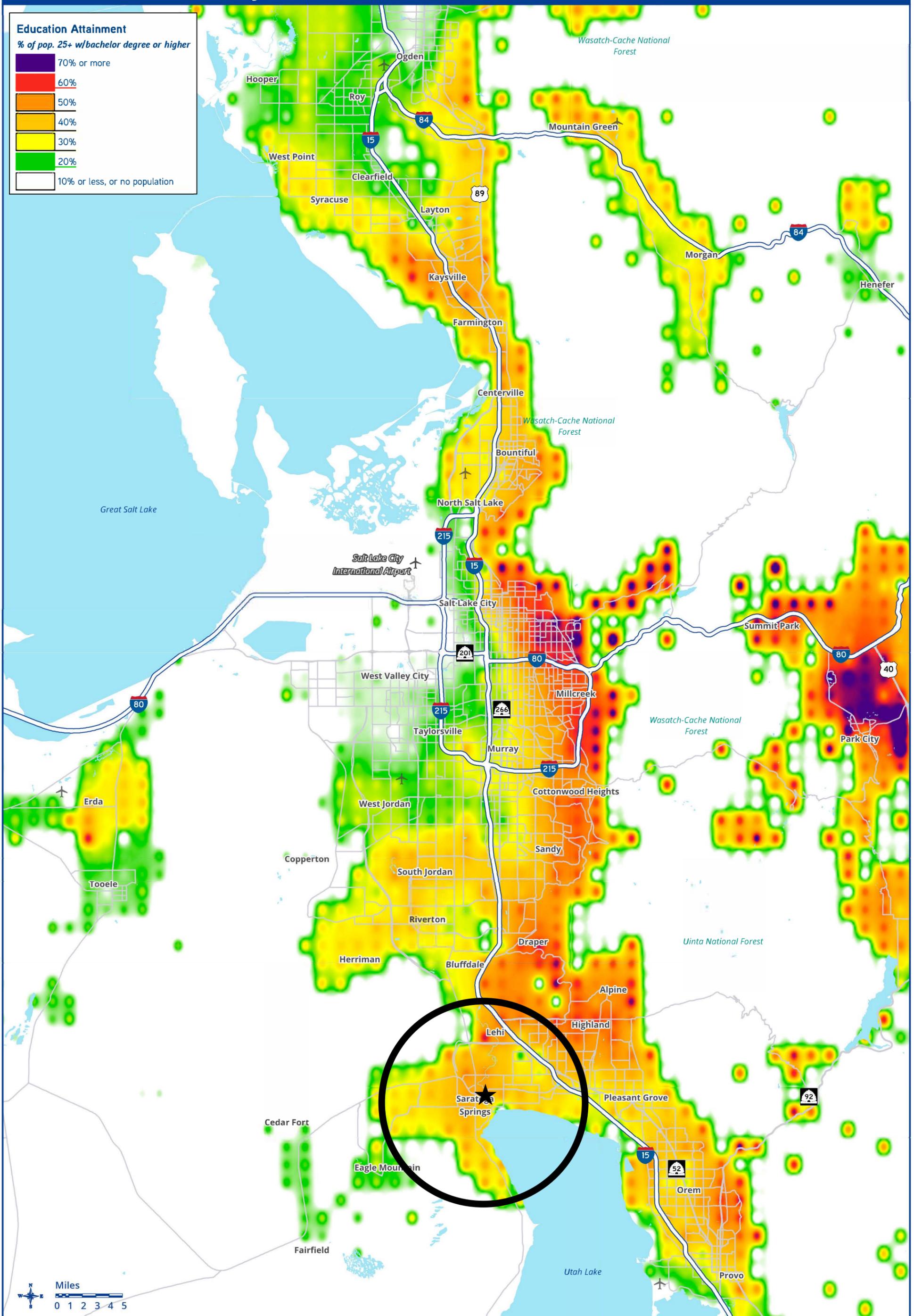
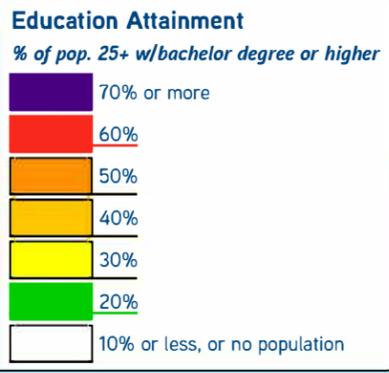
MEDIAN HOUSEHOLD INCOME

Greater Salt Lake City, UT



EDUCATIONAL ATTAINMENT

Greater Salt Lake City, UT

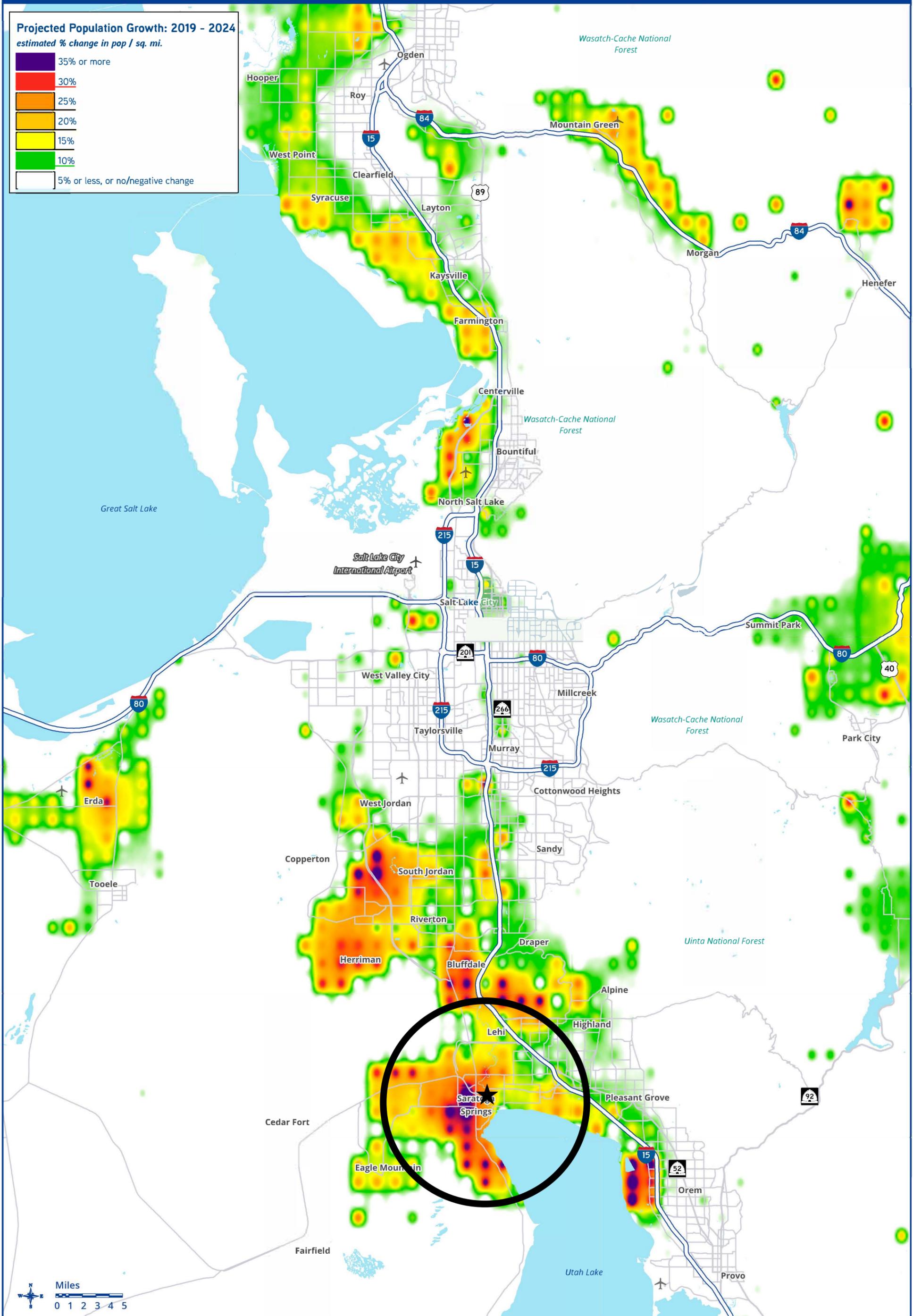
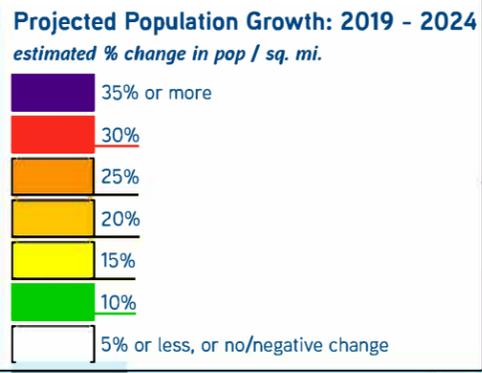


PROJECTED POPULATION GROWTH: 2019 - 2024

Aurora Preparatory School



Greater Salt Lake City, UT



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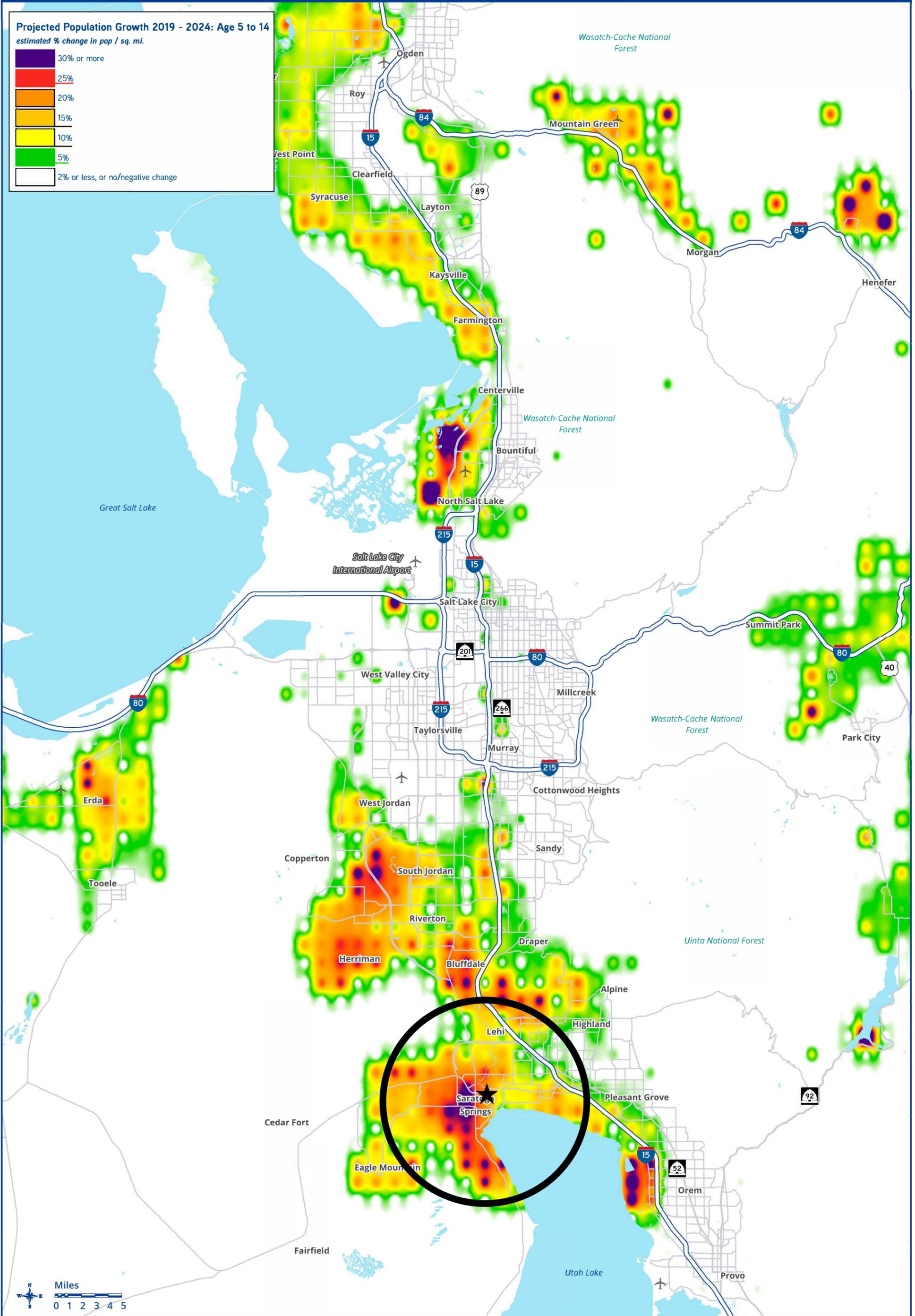
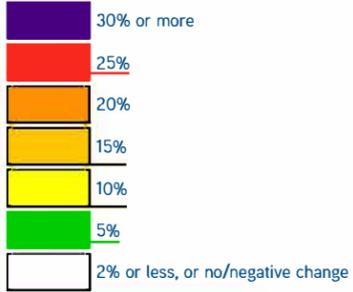
PROJECTED POP. GROWTH 2019 - 2024: AGE 5 TO 14

Greater Salt Lake City, UT

Aurora Preparatory School



Projected Population Growth 2019 - 2024: Age 5 to 14
estimated % change in pop / sq. mi.



CUSTOM SCORE

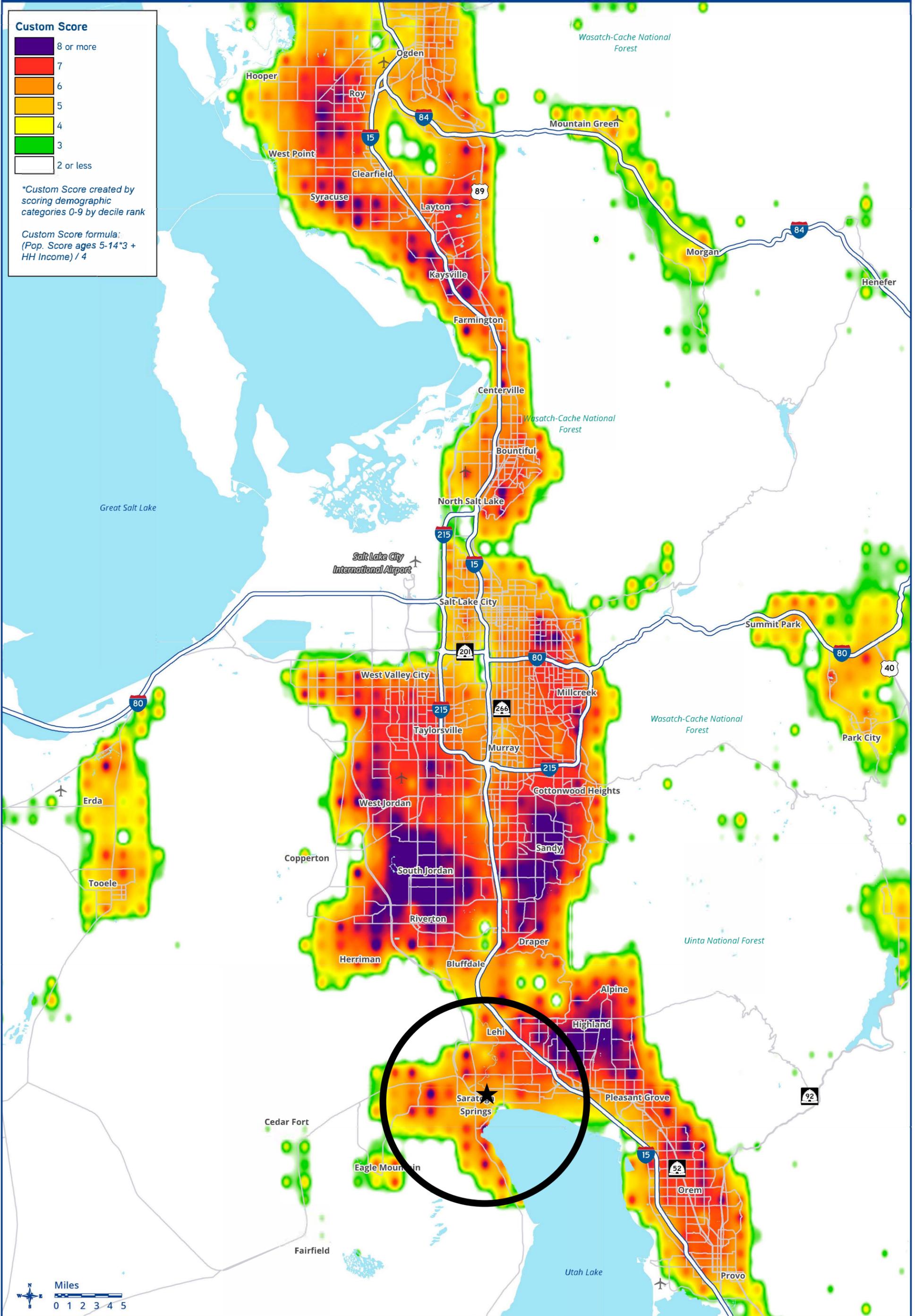
Greater Salt Lake City, UT

Custom Score

8 or more
7
6
5
4
3
2 or less

**Custom Score created by scoring demographic categories 0-9 by decile rank*

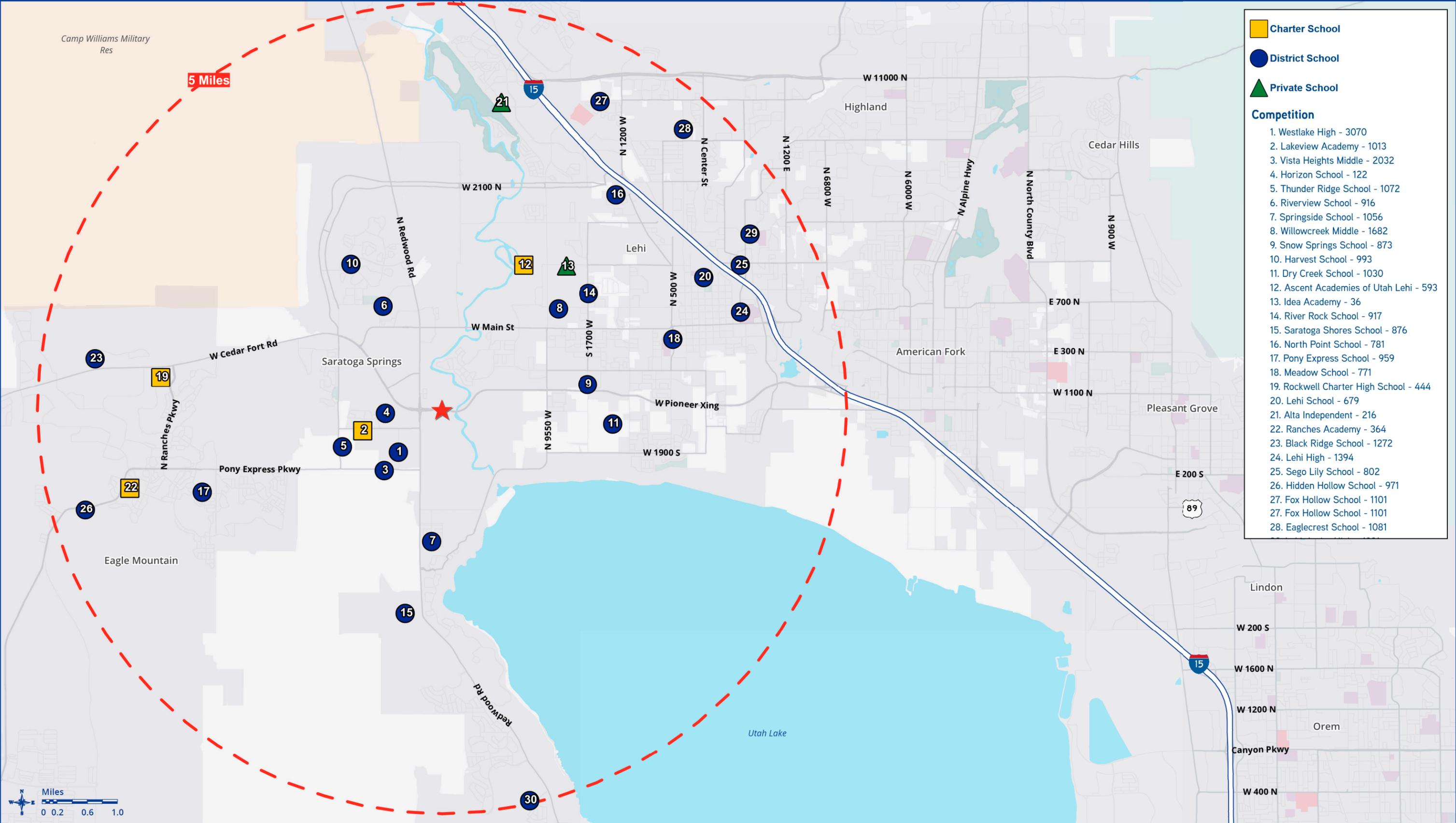
*Custom Score formula:
(Pop. Score ages 5-14*3 + HH Income) / 4*



NEARBY COMPETITION



NEARBY COMPETITION - 5 MILE

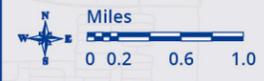


Legend

- Charter School
- District School
- ▲ Private School

Competition

1. Westlake High - 3070
2. Lakeview Academy - 1013
3. Vista Heights Middle - 2032
4. Horizon School - 122
5. Thunder Ridge School - 1072
6. Riverview School - 916
7. Springside School - 1056
8. Willowcreek Middle - 1682
9. Snow Springs School - 873
10. Harvest School - 993
11. Dry Creek School - 1030
12. Ascent Academies of Utah Lehi - 593
13. Idea Academy - 36
14. River Rock School - 917
15. Saratoga Shores School - 876
16. North Point School - 781
17. Pony Express School - 959
18. Meadow School - 771
19. Rockwell Charter High School - 444
20. Lehi School - 679
21. Alta Independent - 216
22. Ranches Academy - 364
23. Black Ridge School - 1272
24. Lehi High - 1394
25. Sego Lily School - 802
26. Hidden Hollow School - 971
27. Fox Hollow School - 1101
28. Eaglecrest School - 1081



NICHE REPORTS



NICHE REPORTS

Lakeview Academy

Saratoga Springs, UT | K-9 | Charter

C+

Overall Niche Grade

B- Teachers

C- Academics

B- Diversity

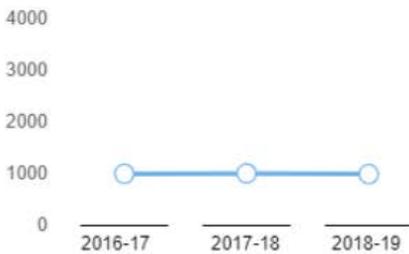
Address

527 W 400 N Saratoga
Springs, UT

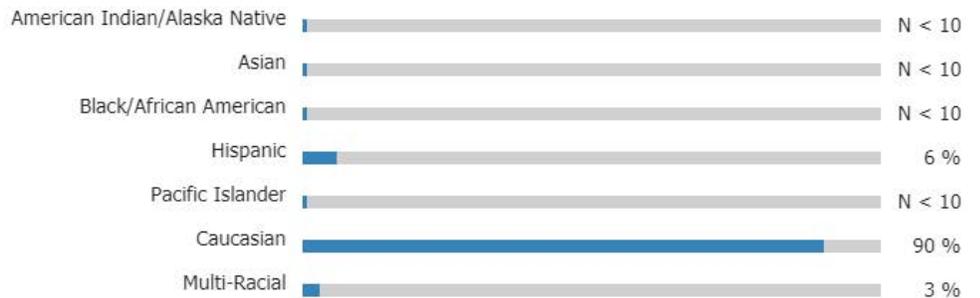
Telephone (801) 331-6788

STUDENT ENROLLMENT

STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS





NICHE REPORTS

Lakeview Academy

Saratoga Springs, UT | K-9 | Charter

STUDENTS

Diversity



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

Students

1,013




ACHIEVEMENT

English Language Arts	46.4%
Mathematics	41.4%
Science	56.5%

[View Details](#)




GROWTH

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

[View Details](#)



ENGLISH LEARNER PROGRESS

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



EARLY LITERACY

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

[View Details](#)



NICHE REPORTS

Lakeview Academy

Saratoga Springs, UT | K-9 | Charter

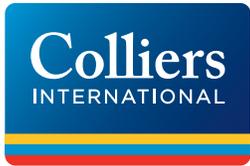
POINTS WEIGHTED TO OVERALL SCORE



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

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

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



SITE FEASIBILITY ANALYSIS

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