

**Virtual Horizons Charter School
Proposal Submitted July 1, 2023**

Information Sheet

Charter School Information

Name of Proposed: Virtual Horizons Charter School

Name of Applicant: Kristin Child Elinkowski

Authorized Agent: Kristin Child Elinkowski

Mailing Address: 3261 Twin Peaks Dr., Layton, Utah, 84040

Phone Number: 801-941-1789

Email Address: kcelinkowski@gmail.com

New School Location and Location's School District(s): Virtual Horizons will be a state-wide, online charter school, with an administrative office in Salt Lake City.

Governance Structure			
Name	Position	Areas of Expertise	Charter School Affiliations
Kristin Child Elinkowski	Chair	Former Chairman of the Utah State Charter School Board, Certified Business Intermediary, Positive Psychology practitioner, Small Business Owner	None
Angela Hansen	Vice Chair	Small business owner; Governing roles in non-profits; Charter School Experience	Charter Board Secretary Lakeside Charter School (Charlotte, North Carolina)
Louis Alloro	Member	Community Well-being Expert, Leadership Coach and Facilitator, Cross-Sector Workplace and Community Consultant	None
Connor O'Brien	Treasurer	Small Business Owner, Affordable Housing Developer	None
Robert O'Brien	Member at Large	Former Precinct Captain for Mayor Daly in Chicago; Small Business Owner, Affordable Housing Developer	None

Enrollment

8: Year School will start: 2025-2026

9: Grades Served: K-12, progressively over the first 3 operational years. Virtual Horizons will begin with 4-12 grades. Proposed grade configuration does match the state of Utah grade configuration, as this is a state-wide online school.

10.	Grades and Estimated Number of Students Served by Grade													Max
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY 25-26	0	0	0	0	50	50	50	50	50	65	35	0	0	350
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 25-26	0	0	0	0	50	50	50	50	50	65	35	0	0	700
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 26-27	0	0	0	0	200	200	200	200	150	100	100	50	20	1150

Virtual Horizons Charter School will open 350 spots in year 1 (25-26) in grades 4-10, increasing to 700 spots in year 2 (25-26) in grades 4-10, and increasing to 1150 spots in year 3 (26-27) in grades 4-12. The chart above reflects a projected breakout. While Virtual Horizons Charter School will adhere to the total enrollment maximums, actual numbers in each grade level may vary.

Waivers

11-13. Virtual Horizons Charter School is not seeking a waiver.

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: Kristin Child Elinkowski, Board Chair

Signature of Authorized Agent:

Innovative Model

The following model has never been attempted. We are proposing a charter school classroom that will take place completely within Virtual Reality Headsets or newer model headsets yet developed. The curriculum is provided by the most innovative content creators in the metaverse space. We have coupled this innovative education delivery and curriculum model with affordable housing as the “school building.” We have an experienced team of affordable housing experts who, with the help of the Utah Housing Authority, will be securing municipal tax credits and bonds to construct the affordable housing project. Once the housing is completed, Virtual Horizons Charter School will offer families of enrolled students’ preference for affordable housing (according to their qualification) in conjunction with the school’s academic program and community.

Section 1: Key Elements

1a. Mission:

At Virtual Horizons Charter School, our mission is to empower students with limitless possibilities through immersive virtual reality education while ensuring access to affordable housing. We provide a transformative educational experience that leverages the power of virtual reality technology to ignite curiosity, enhance learning, and prepare our students for the ever-evolving digital world. Through our commitment to affordable housing, we strive to create a nurturing and inclusive community where every student can thrive academically, regardless of their socioeconomic background. By combining innovative virtual reality curriculum with accessible housing options, we aim to eliminate barriers and provide equal opportunities for all learners. Our dedicated educators and state-of-the-art virtual reality infrastructure create an engaging and interactive learning environment that expands horizons, encourages critical thinking, fosters creativity, and builds community. We equip our students with essential skills, preparing them to become future-ready individuals capable of adapting to the challenges and opportunities of the global landscape.

Vision:

At Virtual Horizons Charter School, our vision is to redefine education by seamlessly integrating virtual reality and affordable housing, creating a transformative learning experience that transcends traditional boundaries. We envision a future where students can unlock their full potential, regardless of their socioeconomic status, by accessing cutting-edge virtual reality technology and impactful curriculum within a supportive and inclusive community. Through our innovative approach, we strive to empower students to become fearless explorers and critical thinkers, equipped with the skills needed to navigate the digital landscape of the 21st century. We envision a generation of learners who embrace virtual reality as a tool for immersive, interactive, and individualized education, fostering a deep understanding and appreciation for diverse subjects. Our vision extends beyond the virtual realm, as we are committed to addressing the housing needs of our students and their families. By offering affordable housing options, we aim to eliminate the educational disparities associated with socioeconomic barriers, providing a stable and nurturing environment that supports holistic development. Virtual Horizons Charter School envisions a future where students from all backgrounds have equal access to exceptional education and a place they can call home. We aspire to be a catalyst for positive change, nurturing a community of lifelong learners, empathetic leaders, and compassionate citizens who are prepared to shape the world with their knowledge, skills, and ingenuity. Together, we embark on a visionary journey, redefining education, and empowering students to unlock their unlimited potential in a virtual reality-infused environment while embracing the stability of affordable housing. Our commitment to innovation, equity, and inclusivity propels us towards a future where education knows no boundaries, and every student has the opportunity to thrive and succeed.

Motto: "Unleashing Boundless Minds, Creating Affordable Futures"

This motto encapsulates the essence of a charter school that combines virtual reality with affordable housing. It highlights the liberation of students' minds and their limitless potential through the immersive virtual reality education provided. The phrase "Unleashing Boundless Minds" speaks to the idea of unlocking creativity, curiosity, and critical thinking in students. The second part of the motto, "Creating Affordable Futures," emphasizes the commitment to providing accessible housing options to ensure a stable foundation for students and their families. It

reflects the school's dedication to addressing socioeconomic barriers and enabling students to build a promising future.

Together, the motto expresses the mission of the charter school to empower students, break barriers, and create a supportive environment where affordability and innovation converge to shape bright futures.

1b. Virtual Horizons Charter School will specifically meet legislative purposes outlined in UCA-53G-5-104 through:

- (1) Continually improving student learning by utilizing Education Coordinators, licensed teachers who serve as liaisons between students, parents, and class teachers, building long-term trusting relationships with families, and guiding students throughout their individual learning paths. Education Coordinators professionally collaborate with class teachers and other staff, such as SPED teachers to ensure the academic and social emotional needs of each student are met. The role of ECs is described further in Section 2: Program of Instruction.
- (4) Increasing choice of learning opportunities for students throughout Utah, by connecting learners throughout the state with each other and with top teachers from throughout the state, through Virtual Reality classes and secure digital collaboration tools. Virtual Horizons Charter School provides equitable access with school-issued laptops, Wi-Fi throughout the housing unit, and Virtual Reality Headsets as needed, so that the same high-quality education and digital learning are available to all students regardless of economic status or location within Utah.

In addition to the specific legislative purposes described above, Virtual Horizons Charter School's model will meet all 7 legislative purposes, and details on how each are met will be addressed in our full application.

1c. Virtual Horizons Charter School will promote the State Charter School Board's mission and vision.

Virtual Horizons Charter School will provide an innovative and integrative choice in education that is currently unavailable. This includes Virtual Reality classes taught inside of Virtual Reality Headsets on the Engage platform. This immersive learning structure utilizes a unique learning platform that allows for students to engage in hands-on learning activities, peer collaborative projects, and asynchronous homework assignments that are taught daily. Students will learn from teachers who are specifically trained in virtual reality learning experiences, and in creating personalized projects that utilize immersive learning in closing achievement gaps. Virtual Horizons Charter School will allow students to explore personal areas of interest and engage in personalized projects, while mastering core standard skills and knowledge, including college and career readiness. This innovative education model, coupled with affordable housing for families of Virtual Horizons Charter School, will allow for basic needs to be met, while providing them with the latest technology for learning. For students facing a housing crisis, this will empower them to have their basic needs met, as well as providing them opportunities to close their own achievement gaps and increase their overall well-being.

1d. Virtual Horizons Charter School's Key Elements

- Virtual Reality immersive learning, in which peers and teachers partner to achieve shared learning objectives.

- Virtual reality learning that is accessible to all students, regardless of location, economic means, and/or special needs.
- Teachers who are specifically trained in virtual reality learning and effectively monitoring progress and mastery to ensure fidelity to learning objectives.
- Teachers who focus on 1-2 subject areas to provide in depth learning, personalized and differentiated assignments, and highly engaging learning activities.
- Meeting the basic needs of students and their families as a conduit for effective learning. By providing stable housing and using our unique immersive learning platform, students are able to close achievement gaps and control the future of their own learning.

1e. Academic Goals

Immersive Learning Experiences: Create engaging and interactive virtual reality learning experiences that immerse students in realistic simulations, historical events, scientific phenomena, or virtual field trips. The goal is to enhance understanding and retention of complex concepts across various subjects by using the emergent virtual reality technology, which is only getting better.

Accessible Education: Ensure that all students in the affordable housing community have equitable access to virtual reality technology and learning opportunities. Develop strategies to provide necessary equipment, internet connectivity, and technical support to bridge the digital divide.

Multi-Sensory Learning: Capitalize on the multisensory nature of virtual reality to facilitate deeper learning. Set goals to design experiences that stimulate visual, auditory, and tactile senses, promoting a more comprehensive understanding of the curriculum.

Collaboration and Communication: Foster collaborative learning environments within virtual reality platforms. Set goals for students to collaborate on projects, engage in discussions, and share ideas virtually, promoting effective communication and teamwork skills.

Personalized Instruction: Leverage virtual reality's adaptive capabilities to tailor instruction to individual student needs. Set goals to develop personalized learning experiences that address students' strengths, weaknesses, and learning styles, allowing for differentiated instruction, and enhanced academic growth and well-being.

Global and Cultural Awareness: Utilize virtual reality to expose students to diverse cultures, perspectives, and global issues. Set goals to develop virtual international exchange programs, cultural immersion experiences, or virtual visits to museums and historical landmarks around the world.

STEM Education and Experiments: Enhance STEM education through virtual reality experiences. Set goals to provide virtual laboratories, simulations, and experiments that enable students to explore scientific concepts, conduct virtual experiments, and develop problem-solving skills.

Career Exploration: Use virtual reality to expose students to various career paths and professional environments. Set goals to offer virtual job shadowing experiences, career simulations, and interactions with professionals from different industries to help students make informed career choices.

Data-driven Progress Monitoring: Utilize virtual reality platforms to collect and analyze data on student progress and engagement. Set goals to leverage analytics and insights to personalize instruction, identify areas for improvement, and provide targeted support to students.

Teacher Professional Development: Support teacher professional development in virtual reality integration and instructional strategies. Set goals to provide ongoing training and resources to help educators continue to develop their capacity to effectively incorporate virtual reality into their teaching practices.

Section 2: Program of Instruction

2a. Virtual Horizons Charter School will offer statewide online instruction, through virtual reality immersive learning, daily monitored synchronous and asynchronous assignments, online intervention, and SPED support.

2b. Virtual Horizons Charter School will provide virtual reality classes that include immersive and hands-on learning activities and academic support to students throughout Utah, regardless of location or economic means, by providing (1) Virtual Reality headsets and (2) laptop computers or tablet with internet access support, through Wi-Fi provided throughout the housing complex or satellite routers as needed. Virtual Reality classes will be taught by subject matter expert teachers. Virtual Horizons teachers will also implement highly engaging and closely monitored asynchronous assignments to provide practice and reinforcement of content and skills learned during class meetings.

2c. **Virtual Horizons Charter School's overarching educational philosophy:**

- **Virtual Horizons teachers:**
 - foster lifelong learning
 - build learner confidence and growth mindset
 - build metacognitive skills that empower students to gradually take ownership of their education
 - promote positive relationships between teachers, students, parents, peers, and residents in the housing facility.
- **Metacognitive Learning:** Virtual reality's benefits can be directly measured via forms of empirical evidence, like brain scans. Researchers from Saga University in Japan conducted a study in which they used EEGs to measure brain activity in students while learning with VR headsets and compared them with the brain activity of students while learning traditionally. When engaged with learning in a traditional classroom environment, students' brain activity showed a mere 3.0 increase from their resting state. However, when instead engaged with learning in an immersive VR environment, students' brain activity increased by a remarkable 15.5 points. Researchers theorized that this significant increase in brain activity among students in virtual reality learning could be attributed to the emotional sensory connection created between students and the learning material, as well as the lack of external distractions while immersed in the virtual environment. Learning in virtual reality therefore alleviates common issues of boredom and distraction among students, allowing them to fully concentrate on their studies. (Saga University, Japan VR Study)
- **Focused Learning:** Virtual Horizons Charter School values immersive learning to close achievement gaps. Virtual Reality allows for focused learning through immersion. Findings from a VR employee training program developed by PwC in 2020 empirically support the efficacy of learning in virtual reality. Due to the COVID-19 pandemic, PwC

implemented virtual reality soft skills training for some of its employees, replacing traditional, in-classroom forms of instruction. When compared with employees who participated in in-person training and online training, VR-trained employees were four times more focused and felt 275 percent more confident to apply the skills they learned after the training ended. Additionally, PwC found that learning in virtual reality enabled training to occur four times faster than training in-person or online, saving companies valuable time and money. Clearly, the benefits of learning in virtual reality are not limited to traditional school subjects but can be seen across all areas of learning. (PwC Study Results 2020)

- **Learning through Immersion:** Throughout all classes, an overarching objective is to immerse students in the learning experience. This elevates students beyond checking boxes and to empowerment for lifelong learning. Meta-analyses have proven virtual reality's efficacy among older students, those enrolled in medical school. A meta-analysis published in the medical journal *Annals of Translational Medicine* in 2021 evaluated six studies that looked at the performance of VR-educated students as compared to non-VR-educated students. The students involved were at various stages of their medical education, ranging from first-year students up to hospital residents. Medical students are required to learn a vast breadth of difficult information, and traditional methods of learning like lectures and memorization can often be dull and repetitive. In order to overcome this problem, researchers looked at virtual reality as an alternative learning strategy that could enable medical students to actively engage with the material through simulated, hands-on training.

The meta-analysis found that “[Virtual reality] students ... express a greater level of confidence in completing the tasks they had been trained to do” and that a statistically significant difference existed in exam pass rates between VR students and non-VR students, with VR students earning higher scores. As demonstrated through this meta-analyses, virtual reality produces real, quantifiable learning gains across all levels of education, from kindergarten to medical school.

- **Assessments in Virtual Reality:** Virtual Horizons Charter School approaches all assessments and testing as a learning environment and will guide students through self-assessments regularly. To foster a growth mindset, teachers will provide specific learning goals and rubrics at the introduction of learning activities, so that students have a clear vision of the expectations and measurements of successful learning. In one 2016 study conducted jointly by two Chinese research institutions, researchers taught difficult astrophysics concepts from a typical Chinese high school textbook to two randomly chosen groups of students. One group learned using immersive VR, and the other group learned using traditional teaching methods. After concluding the lessons, researchers administered a test to both test groups to determine how well they retained the learning material. The VR group's pass rate was an astonishing 90 percent, significantly outperforming the non-VR group, which had a mere 40 percent pass rate. These results show that virtual reality demonstrably can influence students' learning retention significantly. Likewise, a study conducted by researchers from East Carolina University in 2018 illustrated that students benefit from VR technology when learning STEM concepts. These students learned about biology in two separate conditions. One group of students entered a virtual environment in which they could manipulate strands of DNA, while another group studied DNA through lectures and “serious” educational games. Much like the Chinese study, this study's results showed that the VR students scored higher than the traditional students on subsequent content tests, revealing the technology's positive impact. The results from both

studies clearly demonstrate the concrete performance increases that applying VR technology as a tool in K-12 education can produce.

2d. Virtual Horizons Charter School's educational program, including methods of instruction, curriculum adoption and development criteria:

Methods of Instruction

- **Synchronous Online Classes:** As described above, in 2b and 2c, Virtual Horizons Charter School will provide virtual reality classes in core academic and elective subjects. Virtual Horizons teachers are specifically trained in best methods of virtual reality, as well as in highly engaging learning activities for a virtual classroom. Virtual Reality classes will be focused on immersive learning activities and problem-solving with teachers and peers. Class activities include whole class and breakout room discussions, engaging students in immersive instruction, peer collaborative editing of authentic pieces of student writing, skits, science experiments, and exponential learning environments. Virtual Horizons Charter School will provide paraprofessionals at the housing facility to aid students who need extra help with assignments. The paraprofessionals will be available at all housing facilities during school hours. For students not within the housing facility, virtual office hours with teachers will be made available to all students.
- **Asynchronous Assignments (Homework):** When students are not attending virtual reality classes, their school day will be filled with asynchronous assignments, which will be monitored daily and weekly based on the assignment. These homework assignments reinforce content and skills introduced in virtual reality classes and come with detailed instructions to guide students. Teachers will be available in daily office hours to respond to any questions regarding asynchronous assignments. Engaging and easily monitored asynchronous learning activities include: Blooket games, Kahoot! secure digital discussion boards, FlipGrid videos, continuation of projects started during class, and daily and weekly skills practice assignments. Asynchronous assignments are closely monitored by class teachers and are due on the student management system platform.
- **Digital, 21st-Century Collaboration:** Virtual Horizons Charter School will take online learning to the next level by creating immersive virtual reality classes that facilitate collaboration among students and teachers. Students will engage together in hands-on activities, while participating in immersive classes, and then follow up with collaborative projects and secure discussion boards outside of class meetings. Teachers will guide and monitor students in using technology to collaborate and share learning goals. Paraprofessionals will guide parents and students in selecting appropriate classes. Students who may transition into their district school will be advised to choose topics that align with their current grade level. Each student will be individually graded and assessed based on his/her grade level standards, with progress monitored by class teachers, paraprofessionals, and SPED teachers as appropriate, through a secure student management system.
- **Subject Matter Expert Teachers:** All Virtual Horizons teachers will focus on teaching virtual reality subject areas, which will be applied at all grade levels. This allows teachers to focus planning and instruction on engaging learning activities. Students can dive deeper and ask investigative questions and teachers will have the time and ability to respond to those questions. Teachers are not required to be licensed in a specific subject area for grades 4-6 but allowing them to focus their energy into a subject area in which they have expertise from their own education or personal interest creates a more interesting working environment. Teachers

in grades 7-12, and for math and science in grade 6, will need to hold a current license to teach that subject for the upper grades.

- **Paraprofessionals:** In addition to class teachers, each housing unit will have a paraprofessional and a licensed teacher who meets with students and parents regularly to review academic progress, provide resources for academic support, create early intervention plans when needed, and provide enrichment resources for advanced students. The same paraprofessional is assigned to all students within the same housing unit/household and follows students from grade to grade, to build a bond of trust and connection with the students and family. Class teachers communicate weekly with paraprofessionals, reporting current progress in each class. Paraprofessionals help facilitate virtual experiences for each family, explaining school policies and procedures, and are available for tutoring daily. Paraprofessionals also facilitate standardized school and state testing, so that time is not taken away from class meetings.

Curriculum

- **Standardized Texts:** For the first operational year, Virtual Horizons Charter School will use Victory XR curriculum, aligned to Utah Core Standards, as a primary resource, alongside teacher-created learning activities, projects, lessons, and various assessments based on the learning needs of students. Victory XR curriculum includes a variety of assessments, including Standardized Test Practice, open-ended questions, and multi-step real-world problems to build critical thinking in students. Victory XR each includes project-based assignments, which aligns with our model. Virtual Horizons teachers can use Victory XR projects and/or substitute one of their own that meets the same learning objectives.
- **Virtual Horizons Curriculum:** In January of the first operational year, teachers and administrators will meet to evaluate current curriculum and plan for future school years. Virtual Horizons teachers will work together with Victory XR to develop a Virtual Horizons curriculum that integrates core academic skills and content with relevant, real-life applications. The goal is to develop a Virtual Horizons curriculum for all core subjects and grade levels, at a pace that ensures quality and a smooth transition from outside curriculum.
- **Curriculum Adoption & Development:** Adoption of curriculum and/or curriculum developed by Virtual Horizons staff must meet the following criteria:
 - Aligns to Utah Core Standards
 - Closes achievement gaps for students at least one grade behind their peers
 - Includes student-friendly rubrics with clear expectations described for all key assignments and end unit learning objectives
 - Enables students to use creativity and initiative through choice in learning activities and/or final project, through a good variety of assignment options
 - Enables critical thinking through inquiry-based assignments
 - Includes a balance of standardized, inquiry-based, and project-based assessments
 - Includes both formative and summative assessments

2e. Utah Core Standards will be taught and assessed in the school:

Utah Core Standards will be integrated into all subject areas, at each grade level, using standards-aligned curriculum and teacher created curriculum that aligns to Utah Core Standards and meets the criteria detailed above. Virtual Horizons students will participate in a variety of assessments, including formative and summative assessments, localized school-

based testing, and State Standardized tests. Curriculum and instruction will be driven by data collected through all forms of assessment, ensuring each student masters the skills and content of the Utah Core Standards to transition smoothly into the next level of learning.

2f. Virtual Horizons Charter School will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, etc:

This model is especially suited to meet the individual needs of each student, with flexibility in class choice and scheduling, and the ability to individualize assignments, working in collaboration with students and parents.

When needed, SPED teachers and other professionals will be engaged to provide support for students' specific needs. SPED teachers will collaborate with class teachers and Education Coordinators to provide a cohesive learning experience for each student. Students with an IEP or 504 designations will be given modified or adapted assignments, based on their IEP or 504. Students who qualify for additional services, such as speech or occupational therapy, will receive services either virtually or in person from SPED providers.

Teachers have the flexibility to individualize assignments for advanced students, providing in-depth integrated assignments to keep them challenged and engaged. Students of all academic levels will benefit from the collaborative and flexible nature of this model.

2g. Grades 9-12 graduation requirements:

Virtual Horizons Charter School's high school graduation requirements align with [Utah's State Board of Education graduation requirements](#). Students planning to attend a university directly from high school will be advised to complete additional courses, which will be planned out closely with a Guidance Counselor. Each student will have an Individual Graduation Plan, beginning either (1) when a student takes his/her first high school level course, such as Algebra 1 in grade 8, (2) as preparation for entering grade 9, or (3) upon enrollment after grade 9. Graduation plans will be reviewed at the beginning and end of each school year to ensure alignment with graduation requirements and post high school goals.

2h. Distance and/or online education will be offered:

As described above, Virtual Horizons Charter School will offer virtual reality classes, taught by licensed teachers who are specifically trained in virtual reality teaching, engaging students in a virtual learning environment, and using the most recent tools in education technology. Virtual Horizons teachers will also utilize asynchronous online tools to maintain student engagement outside of virtual reality classes.

Section 3: Market Analysis

3a. Virtual Horizons Charter School location(s)

Virtual Horizons Charter School will be available to students throughout the state of Utah, accessible to all socio-economic levels and students in all regions of Utah, using a virtual platform to deliver virtual reality classes, taught by licensed teachers.

Virtual Horizons Charter School will utilize tax credits and municipal bonds to create affordable housing in select locations around the State of Utah. In so doing, priority in housing units will be given to Virtual Horizons students and their families. The idea of meeting basic needs for students in a housing crisis is a unique approach for a school, but we feel it is necessary for learning at the highest level to take place. Each housing facility will incorporate a community room that students and families can utilize for added instruction as well as food delivery. Based on the affordable housing structure, it is anticipated Virtual Horizons will be a Title I school and therefore will provide free and reduced lunch. The community room will be the area that incorporates the food drop for students.

Virtual Horizons Charter School will have an administrative office in Salt Lake City, where school supplies and equipment, as well as student records can be securely stored. Additional administrative offices may be added to each affordable housing structure based on geographic concentration of enrollment. These offices will not be used for student meetings or instruction, and so are exempt from e-occupancy requirements.

3b. Virtual Horizons Charter School's educational program is needed for 4-12 students throughout the state of Utah

“The number of Utah students who transferred to homeschool more than tripled at the beginning of [the 19-20] school year compared with the previous year, especially among elementary and middle school grades. ... According to an analysis by the Utah State Board of Education, this data equates to a single-year increase of 80% in online and virtual school enrollment from last year to this year.” ([KSLTV, November 2020](#)) In response to this increase new programs emerged, but many of these lacked educators who were specifically trained in online teaching. Some schools lacked the tools or infrastructure to adequately monitor the daily, weekly, and long-term progress of students toward mastery of learning objectives.

Virtual Horizons Charter School has been intentional in the grades in which we will begin. Based on our research, immersing students in immersive learning will close achievement gaps, but it can only be done if basic needs are being met. Through our strategic partnership with affordable housing experts, Virtual Horizons will use the most advanced form of technology to educate students, while also providing housing to those students and their families who are the most vulnerable.

Virtual Horizons Charter School will provide a quality and long-term school option to meet these growing demands, allowing families flexibility, while having the full support of credentialed teachers, paraprofessionals, and directors who have developed skills in this unique learning platform. Designed from the start for virtual reality learning, every aspect of Virtual Horizons Charter School has been created to optimize the learning experience at home.

3c. Demographic information

Virtual Horizons Charter School will be available to all students in the state of Utah from Fourth grade through high school. This option works well for all socio-economic levels, and for students throughout the state of Utah, whether in large cities or remote regions. Target students include: (1) students currently in a housing crisis who desire the support of a charter school with licensed teachers and accredited courses, (2) students who are currently participating in asynchronous video-based online learning, who desire high levels of virtual reality teacher interaction, (3) students currently enrolled with local site-based public schools

who would be better served in a virtual reality platform with academic options partnered with the support of professional educators.

3d. Virtual Horizons Charter School's mission, vision, and program of instruction align with the educational needs of our demographic

Virtual Horizons teachers and paraprofessionals will closely partner with students and parents in meeting standardized learning objectives. Assignments can be personalized and adapted to learning needs and interests while maintaining collaborative learning. Working with the same families for multiple years enables paraprofessionals to build relationships of trust and to piece together all the resources each student needs to succeed academically and move forward into college and career.

Students who are currently in a housing crisis will benefit from Virtual Horizons Charter School. The school will ensure basic needs are met, as well as provide a curriculum that enables each student to master the skills and content standards at each grade level. This will allow Virtual Horizons students to complete accredited high school courses to meet college and career readiness.

Students who are currently participating in video-based online learning will be more engaged in a program that provides virtual reality immersive learning.

Students currently enrolled in a site-based, 5-day/week school programs, or attempting to complete independent study or distance programs implemented through district schools, will benefit from a more flexible learning schedule. Students will also benefit from greater personalization of learning in a program implemented by teachers and staff who are specifically trained in the best practices of virtual reality learning. Students who are currently in a housing crisis will especially benefit considering the physical or mental health challenges that impede learning and cause chronic absenteeism caused by housing insecurity.

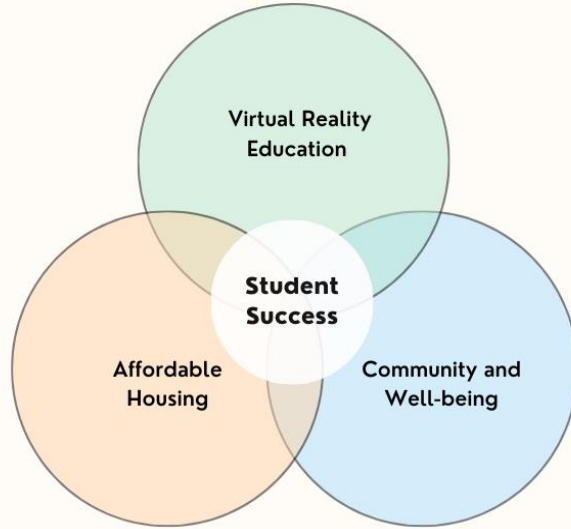
3e. Virtual Horizons Charter School is a unique option

As described above, Virtual Horizons Charter School differs from current options in several ways. Our full application will provide detailed information of the Virtual Horizons model. Currently there is no school offering the combination of elements that make up the Virtual Horizons model: (1) virtual reality classes, (2) class teachers who are specifically trained and certified in virtual reality immersive learning and using the most current technology tools, (3) affordable housing as a learning tool, (4) teachers and paraprofessionals who guide families through teaching and tutoring in virtual reality.

Community support plays a pivotal role in the success and well-being of students attending Virtual Horizons Charter School. Along with the availability of affordable housing, we will include initiatives like the Utah Food Bank providing nutritious meals, so students can focus on their studies without the burden of hunger. Moreover, the inclusion of well-being courses for both students and parents ensures that mental health remains a priority, equipping them with valuable tools to navigate challenges. Financial literacy courses further empower students and parents, fostering financial independence and stability. English as a second language courses cater to the diverse community, enabling students and parents to effectively communicate and engage in the learning process. Beyond academics, this community hub offers a space where students and their families can gather, feel safe, and develop a strong sense of belonging. By fostering an environment that supports well-being, inclusivity, and personal growth, the community support system will greatly enhance the overall educational experience at the

Virtual Horizons Charter School.

VIRTUAL HORIZONS CHARTER SCHOOL



Appendix A: Background Information Sheets

Kristin Child Elinkowski

Layton, Utah, 84040

Cell Number: 801-941-1789

Email: kcelinkowski@gmail.com

KEY QUALIFICATIONS

- University of Pennsylvania, Masters of Applied Positive Psychology
- Virtual Reality Education Company, Founder and CEO
- Certified Business Intermediary, Alpine Business Brokers
- Former Chairman, Utah State Charter School Board
- Former Member, Governor's Education Excellence Commission
- Former Utah State Board of Education member, representing the Utah State Charter School Board
- Researcher on friendship and connections
- Founder/Co-Chair of the Utah Positive Psychology Association
- Former Member, Digital Wellness, Citizenship, and Safe Technology Commission (Utah State Legislature)
- Consultant for Wharton Women's Circles (University of Pennsylvania)
- E-Commerce business, Founder and Owner
- Former Honorary Commander, Hill Air Force Base
- Member of the Falcons, Hill Air Force Base
- Former President of North Davis Preparatory Academy
- Former Vice Chair of the Layton City Planning Commission
- Congressional Assistant for US House of Representatives
- Former Campaign Manager for City Council and Mayoral Campaigns

PROFESSIONAL EXPERIENCE

OASIS XRE, CEO/FOUNDER

July 2021 – Present

- Virtual Reality Education Company, focused on improving learning for students through virtual reality experiences
- Technology-based approach to teaching and learning
- Conducted VR pilot program in LA county charter school
- Credit Recovery for high school students

ALPINE BUSINESS BROKERS, CERTIFIED BUSINESS INTERMEDIARY

August 2017 – Present

- Conduct all aspects of successful mergers and acquisitions.
- Assist buyers and sellers of privately held businesses in the buying and selling process. Obtained over \$13 million in listings in first year.
- Analyze Tax Returns and Profit and Loss Statements to perform business valuations to estimate the value of businesses, as well as future business projections.
- Perform Business Owner interviews, discussions, and negotiations, as well as assist with prospective buyers.
- Facilitate the progress of the [due diligence](#) investigation and generally assist with all aspects of the business sale.

THRIVING FRIENDSHIPS, LLC

OWNER/FOUNDER November 2022 – Present

- Presenter/Speaker on Friendship in the Workplace
- Friendship Writer/Researcher
- Workshop Facilitator, Well-being, and Friendship

LIFE ENGINEERING, SENIOR RESEARCHER, RESEARCH AND DEVELOPMENT August 2020 – July 2021

- ❑ Assessment creation, validation, and implementation
- ❑ Conducted research for Curriculum development, Online learning, Leadership Development, and Management Consulting
- ❑ Researched friendship at work, thriving social communities, and successful teams
- ❑ Implemented Positive Psychology for app and curriculum development

OWNER, BLAZING INNOVATIONS, E-COMMERCE FOUNDER/OWNER

October 2009- August 2020

- ❑ Developed a “direct to consumer” website and business plan.
- ❑ Generated over \$2.5 million in online sales.
- ❑ Oversaw a national radio and print campaign.
- ❑ Appeared on a local news program for lead generation and branding.
- ❑ Oversaw all marketing, accounting, management, and operations.

STAFF ASSISTANT, CONGRESSMAN JAMES V. HANSEN, U.S. HOUSE OF REPRESENTATIVES

May 1992- April 1998

BOARD AND COMMUNITY SERVICE EXPERIENCE

UTAH POSITIVE PSYCHOLOGY ASSOCIATION, FOUNDER/CO-CHAIR

(August 2020 – present)

CHAIRMAN, UTAH STATE CHARTER SCHOOL BOARD (September 2016 – June 2020)

UTAH STATE CHARTER SCHOOL BOARD MEMBER (June 2012 – June 2020)

MEMBER, GOVERNOR GARY HERBERT’S EDUCATION EXCELLENCE COMMISSION (INVITED BY GOVERNOR TO SERVE, Jan. 2018 – June 2020)

**UTAH STATE BOARD OF EDUCATION,
CHARTER SCHOOL REPRESENTATIVE (January 2014 – May 2015)**

**FALCON, 388th FIGHTER WING
(FORMER HONORARY COMMANDER’S ADVOCACY GROUP)
HILL AIR FORCE BASE (October 2017- present)**

**HONORARY COMMANDER, 388th FIGHTER WING
(COMMUNITY ADVOCACY GROUP, NOMINATED BY US CONGRESSMAN)
HILL AIR FORCE BASE (January 2014 – October 2017)**

**NORTH DAVIS PREPARATORY ACADEMY
PRESIDENT, BOARD OF DIRECTORS (June 2011 – June 2013)
Vice President: (June 2008 – June 2011)**

LAYTON CITY PLANNING COMMISSION, VICE CHAIR (2006 – 2011)

ADDITIONAL QUALIFICATIONS

- ❑ Former Board Member/Speaker Coach, TEDX BYU
- ❑ Board Member, Wolf Creek Foundation
- ❑ Former Board Member, Digital Wellness, Citizenship, and Safe Technology Commission (Governor Appointee, May 2021 – December 2023)
- ❑ Co-Chair Envision Layton Committee, and other Layton City Committees
- ❑ Selected to participate with the National Alliance for Public Charter Schools
- ❑ Successfully managed two City Council Campaigns and two Mayoral Campaigns; US House of Representatives Election Committee 1992-1996
- ❑ Certified Real Estate Agent
- ❑ Nominated and selected to participate in the National Security Forum, Air War College, Maxwell Air Force Base.

EDUCATION

MASTERS OF APPLIED POSITIVE PSYCHOLOGY, UNIVERSITY OF PENNSYLVANIA – May, 2020

- ❑ Conducted research on Maintaining and Strengthening Adult Friendship
- ❑ https://repository.upenn.edu/mapp_capstone/183/

B.S. POLITICAL SCIENCE/BUSINESS - WEBER STATE UNIVERSITY – Cum Laude, Phi Kappa Phi Honor Society, Internship: Utah State Senate

Connor M. O'Brien

Email: connor.m.obrien@gmail.com Phone: +1 (574) 210-2335 (United States Mobile Phone)

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Education and Qualifications

2006-2010	United States Military Academy West Point, New York, USA	Bachelor of Science
2016-2019 – Finance	Kellogg School of Management Chicago, Illinois, USA	Masters of Business Administration

Work Experience

Oct-15 – Present – Vice President – Links Mortgage Corporation South Haven, MI, USA

- Responsible for originating HUD-insured mortgage debt for multifamily apartments and senior housing, maintaining client relationships, and performing quality assurance/quality control for all deals prior to closing
- Have underwritten deals totaling over \$100,000,000 and advised clients how to allocate their capital stack and optimize their financial expenditures in a HUD-compliant manner resulting in significant cost savings for clients

May-10 – Sep-15 – Infantry Officer, United States Army
Multiple Locations

Apr-15 – Oct-15 – Brigade Assistant Operations Officer Anchorage, AK, USA

- Served as the operations manager during multiple, high-risk training operations involving over 1,000 personnel resulting in no serious injuries and 100% accountability of equipment

Oct-14 – Apr-15 – Joint Special Operations Task Force (Forward) Officer-in-Charge Republic of the Philippines

- Managed a department of 6 employees during a combat deployment to the Republic of the Philippines
- Coordinated with the U.S. State Department and the Philippine Interior Ministry resulting in continuous support for civil and military operations throughout the country

Nov-13 – Apr-14 – Special Assistant to the Chief Executive Officer Anchorage, AK, USA

- Handpicked by the CEO (Brigade Commander) to serve as his operations assistant
- Managed a department of 5 employees to coordinate the CEO's daily schedule, security, transportation, communication with senior staff, and maintain confidential counseling records for senior leaders in the organization. This resulted in all confidential documents being secure and up-to-date, and the CEO always having maximum time and flexibility to make command decisions

Feb-13 – Nov-13 – Infantry Company Executive Officer Anchorage, AK, USA

- Second in command of a department of 130 employees

- Managed the department's logistical, maintenance, and day-to-day operations. This resulted in our department being chosen to lead the first Army Contingency Response Force for U.S. Pacific Command

May-12 – Jan-13 – Logistics Planner

Multiple Locations

- Managed the transportation of over 200 pieces of cargo worth more than \$30,000,000 from 8 locations in Afghanistan to Anchorage, AK resulting on no lost or damaged equipment
- Planned and implemented post-deployment maintenance of military equipment worth more than \$50,000,000 resulting in a deficiency-free reset of all mission-critical items

May-11 – Apr-12 – Infantry Platoon Leader

Multiple Locations

- Managed a department of 41 employees before and during an 11-month combat deployment to Afghanistan
- Advised and partnered with Afghan security forces and government officials to combat Violent Extremist Organizations along the Afghanistan-Pakistan border. This resulted in the successful completion of over 60 combat missions and the capture of multiple, High Value Individuals
- Maintained 100% accountability of over \$5,000,000 worth of equipment
- Served as the Substance Abuse Prevention Officer for our parent organization resulting in our department having the highest level of military readiness in the entire organization

May-10 – Apr-11 – Infantry Officer Trainee

Fort

Benning, GA, USA

- Successfully completed the Infantry Basic Officer Leadership Course and U.S. Army Ranger School

ROBERT M. O'BRIEN

JANUARY, 2010 TO PRESENT

Chief Executive Officer, Links Mortgage Corporation. Provide quality control review for all applications submitted to HUD. Relationship manager for all borrowers. Evaluate new projects for suitability to finance under all HUD multifamily and healthcare programs. Arrange for the funding of all insured project loans.

DECEMBER, 2002 TO DECEMBER, 2009

President and Chief Underwriter, Links Mortgage Corporation. The company is approved by the U.S. Department of Housing and Urban Development to originate, purchase, hold, service and sells insured multifamily project loans under MAP and TAP programs. I am responsible for underwriting, funding, closing, and servicing project loans insured by the Department under Sections 221, 223(f), 232 and 241 of the National Housing Act. The principal business functions of Links are a) origination of insured project loans; b) preparing, filing, and processing applications for project mortgage insurance; c) arranging for funding of insured project loans; d) preparing initial and final closing documentation and completing initial and final loan closings. e) servicing construction and permanent project loans; f) participation in the Department's mark-to-market program; and g) participation with other FHA approved multifamily lenders concerning the origination, processing, closing, and servicing of insured project loans.

APRIL, 1997 TO DECEMBER, 2002

President and Chief Underwriter, New Trier Mortgage Corporation. The company is approved by the U.S. Department of Housing and Urban Development to originate, purchase, hold, service and sells insured multifamily project loans under MAP and TAP programs. I am responsible for underwriting, funding, closing, and servicing project loans insured by the Department under Sections 221, 223(f), 232 and 241 of the National Housing Act. The principal business functions of New Trier are a) origination of insured project loans; b) preparing, filing, and processing applications for project mortgage insurance; c) arranging for funding of insured project loans; d) preparing initial and final closing documentation and completing initial and final loan closings; e) servicing construction and permanent project loans; f) participation in the Department's mark-to-market program; and g) participation with other FHA approved multifamily lenders concerning the origination, processing, closing, and servicing of insured project loans. During my tenure with New Trier, the company has individually, or in conjunction with other FHA approved multifamily lenders, originated, and serviced 32 insured project loans under Sections 221(d)(4), 223(a)(7), 232, 232/223(f), and 232/241.

JUNE, 1989 TO APRIL, 1997

President, Mid-East Financial Services, Inc., (association ended January 1, 1997). The company was approved by the U.S. Department of Housing and Urban Development to originate, purchase, hold and sell insured multifamily project loans. I was responsible for the origination, funding, closing, and servicing project loans insured by the Department under Sections 221, 223, 232 and 241 of the National Housing Act. The principal business functions of Mid-East were:

a) origination of insured project loans; b) preparing, filing, and processing applications for project mortgage insurance; c) arranging for funding of insured project loans; d) preparing initial and final closing documentation and completing initial and final loan closings; e) servicing construction and permanent project loans; and f) participation with other FHA approved multifamily lenders concerning the origination, processing, closing, and servicing of insured project loans. During my tenure with Mid East, the company individually, or in conjunction with other FHA approved multifamily lenders, originated, and serviced 15 insured project loans. Approximately 8 of these project loans have involved new construction or substantial rehabilitation.

FHA legal counsel to Renaissance Mortgage and Financial Services, Inc., 25109 Detroit Road, Westlake, Ohio 44145. Renaissance Mortgage has been approved by the U.S. Department of Housing and Urban Development to originate, purchase, hold and sell HUD-FHA insured mortgages. As FHA counsel for this company, I undertook and successfully discharged the following duties concerning mortgages insured under Sections 223(f), 221(d)(4) and 232 of the National Housing Act: 1) originated approximately thirty-five insured loans; 2) prepared, filed and processed twenty-five applications for project mortgage insurance; 3) arranged funding for fifteen insured loans; 4) prepared all initial and final closing documentation and represented the company at all initial and final closings; 5) coordinated the processing of all initial and final construction draws; and 6) supervised servicing of all insured mortgage loans.

Special FHA legal counsel to the Altercare Nursing Home Group of Companies, Navarre, Ohio and the Sterling Nursing Home Group of Companies, Ashland, Kentucky (association ended in January, 1996, when the company was sold). As Special FHA counsel I represented these companies concerning the following matters: 1) the acquisition, refinancing and rehabilitation of nursing home properties under Section 232 of the National Housing Act; 2) preparation, filing and processing of applications for project mortgage insurance; 3) the initial and final closing of all insured loans; 4) coordinated the servicing of all insured loans with mortgagees during construction and thereafter; 5) negotiated and supervised all contracts with architects and general contractors; and 6) supervised all real estate development.

JUNE, 1989 TO JANUARY, 1996

Special FHA legal counsel to Armstrong Mortgage Company, 1225 Dublin Road, Columbus, Ohio 43215 and PNC Bank, Ohio, NA, 201 East 5th Street, Cincinnati, Ohio 45202. Both companies were approved by the U.S. Department of Housing and Urban Development to originate, purchase, hold or sell HUD-FHA insured mortgages. As special FHA counsel for these companies, I undertook and successfully discharged the following duties concerning mortgages insured under Section 232 of the National Housing Act: 1) originated sixteen insured loans; 2) prepared, filed and processed sixteen applications for project mortgage insurance; 3) arranged funding for eight insured loans; 4) prepared all initial and final closing documentation and represented each company at all initial and final closings; and 5) coordinated the processing of all initial construction draws.

As special FHA counsel to PNC Bank, Ohio, NA. I also represented the Company in the following matters: 1) assisted the Vice President in charge of FHA activities for the bank, with the servicing of approximately thirty loans insured under Sections 223(f), 221(d)(4), 232 and 241 of the National Housing Act; 2) negotiated the funding of insured mortgage loans; 3) represented the company at initial and final closings of insured loans; and 4) assisted the Vice President in charge of FHA activities with the preparation of a business plan for the origination of loans insured under Section 232 of the National Housing Act.

APRIL, 1986 TO JUNE, 1989

President, Centennial Mortgage, Inc., South Bend, Indiana. This company has been approved to originate, purchase, hold and sell HUD-FHA insured mortgages. The company was also approved as a co-insurer under Sections 223(f), 221(d) (4) and 232 of the National Housing Act. As President I was responsible for supervising the origination, servicing and funding of mortgage loans insured under Sections 223(f), 221(d)(4) and 232 of the National Housing Act. During my tenure as President, the company serviced approximately twenty insured loans and originated approximately fifteen insured loans.

SEPTEMBER, 1980 TO APRIL, 1986

Vice President and General Counsel of Health Quest Corporation, South Bend, Indiana. During my tenure with Health Quest, the company developed, owned, and operated approximately three thousand nursing home beds and retirement housing projects located in Indiana, Illinois, and Florida. I supervised the company's legal department. This department consisted of four attorneys and represented the company in all legal matters. I personally represented the company concerning the development and financing of nursing home properties under Section 232 of the National Housing Act, which representation consisted of the following activities: 1) general real estate development; 2) preparation, filing and processing of applications for project mortgage insurance; 3) funding all insured mortgage loans; 4) all initial and final closings of insured loans; 5) coordinated servicing of insured loans with mortgagees during construction and thereafter; and 6) supervised all general and real estate borrowing with commercial lenders.

JUNE, 1974 TO SEPTEMBER, 1980

Partner with the law firm of O'Brien & Klink, Chicago, Illinois. During my tenure with the firm I represented Glenview Guarantee Savings, Glenview, Illinois and Skokie Federal Savings and Loan Association. Glenview Guarantee and Skokie Federal were savings and loan associations servicing the northern suburbs of Chicago, Illinois. I represented these associations concerning the origination, approval, closing and servicing of approximately twenty commercial real estate loans. These commercial real estate loans consisted of construction and permanent financing for the acquisition and development of raw land, and the construction of single-family housing, apartment and condominium projects and hotel and shopping center properties.

I also represented five mid-sized real estate developers in the Chicago area. My work consisted of representing each developer concerning all general real estate development matters and all real estate financing for raw land acquisition and development, apartment and condominium development, and shopping center development.

JANUARY, 1971 TO JUNE, 1974

U.S. Army; Captain - Infantry.

JANUARY, 1971 TO JANUARY, 1974

I was an associate with the securities firm of Paine, Webber, Jackson & Curtis. My duties were representing the company concerning the private placement and public offering of debt and equity securities and venture capital financing. My primary client responsibility was the McDonald's Corporation.

I have been admitted to practice law in the States of Illinois and Indiana; and I was awarded a Juris Doctor degree from DePaul University, College of Law, in June, 1971.

Angela Hansen
3676 West Hwy 138, Grantsville, UT 84029 540-660-4060

Experience

June 2014-Present Mana 7 Charities Provo/Salt Lake City, UT

Board Chairman

Extensive Recruiting specifically for charter schools around the United States; average number of students recruited between 175 to 250 students per school
Fundraised for the charter school which holds a commitment of \$1 million dollars from different Non-profit organizations, raised \$675,000 for the funding of the acquisition of a Cole Holland College
Implemented new fundraising ideas for charter schools by involving corporations such as Goldman Sachs, Merrill Lynch, Gates Foundation and Kellogg Foundation for various charter schools
Assisted in the creation and project managed the opening of Painted Desert Montessori Academy; by assisting in the writing of the complete charter which includes overseeing all budget and business contracts for the school; managing all incoming state money of \$2.5 million; writing curriculum, research-based assessments, special education curriculum, distance education implementation, counseling techniques, and implementing or managing all other aspects to get the school started
Tasked with closing achievement gaps among students who are 2 grades behind; initial assessments showed 89% of grades K-6 are 1 to 2 grades behind; developed curriculum that infused cultural curriculum and started to see closing of achievement gaps by 20% in first 3 months of school
Trained new staff about charter school development including writing and passing state standards for a new charter school; implementing distance education
Wrote and was awarded a grant for \$300,000 from the Utah State Office of Education
Produced and created Harmony Non-Profit Organization and Mana 7 Charities which helps new charter schools with start-up operational costs and business techniques
Oversaw School Counselors at Merit Academy by directing a staff of 3 and maintaining all counseling services
Advise K-12 students on academic and career choices by helping them with class selection, ACT/SAT test preparation, college advising, class scheduling, and career counseling
Work closely with School Psychologists in developing techniques to help students cope with life choices such as drug rehab, grief counseling, group counseling, bullying, etc.
Charged with state testing to make sure students are in compliance with No Child Left Behind

December 2019 – June 2021 Painted Desert Montessori Academy Buckeye, AZ
Chairman of the Board

Operated Painted Desert which was a Montessori Charter School in Buckeye, AZ
Oversaw all operations of Painted Desert with 375 students K-8
Implemented Virtual Reality inside the school when it shut down for the pandemic
Fiscal responsible for a budget of over \$3.3 million dollars

August 2008 – May 2018 Salt Lake Community College Salt Lake City, UT
Adjunct Professor

Manage a classroom of 25 students in Writing 0900
Work on curriculum to help developmental education students become more proficient at their writing; work on distance education with college students in Writing 0900
Train students in Writing 0900 to reach the next level of Writing 0990
Try to push students to move from Writing 0900 to English 1010 by implementing challenging course work that will get them College ready

January 2008-April 2010 Salt Lake Community College Salt Lake City, UT
Director of Orientation

Managed and maintained an annual budget of \$55,000

Oversaw all orientation programs for incoming freshman and transfer students on 14 campuses
 Implemented new online orientation program that helped with advising and orientation as well as maintained in-person orientation with a staff of 2
 Provided orientation to new students which included 34,000 students in Fall of 2009
 Worked directly with Enrollment Services concerning recruiting of new students and academic advising in helping students understand what classes they needed to transfer to another school or to graduate from Salt Lake Community College
 Worked directly with the Vice President of institutional marketing to preserve the marketing focus for orientation and the college

Education

2014-2015 University of Phoenix Salt Lake City, UT
 Principal Licensure Program
 Internship at Pleasant Green Elementary
 Internship with Granger High School

2001-2003 University of Phoenix Salt Lake City, UT
 Masters of Education/Educational Counseling
 Member of Utah School Counselors Association
 Counselor for MESA (Math Engineering Science Achievement) for minorities and women

1992-1998 Utah State University Logan, UT
 ▪ Bachelors of Science Political Science Minor
 ▪ Member of the Utah State Polynesian Club
 ▪ Member of Utah State Women's Basketball Club Team

Professional Memberships and Licenses

Utah State Educator License-School Guidance Counseling Level 2
 Utah State Counselors Association
 Member of National Association of College Admission Counselors (NACAC)
 Virginia Counselors Association
 Member of AACRAO and UAACRAO

Proficient in Microsoft Office, Internet, Microsoft Outlook, iCloud, Moodle, email and Banner
 Traveled to China, New Zealand, Australia, American Samoa, Bahamas, France, Spain and England as well as 49 U.S. States

Louis J. Alloro
 Los Angeles, CA
 917.331.0785 • louis@louisalloro.com

LEADERSHIP & WELLBEING CONSULTANT WORKPLACE & COMMUNITY DEVELOPMENT

Organizational and leadership development coach/consultant with 15 years of experience of using wellbeing science as a foundation for solving complex challenges. Leveraging evidenced-based positive psychology best principles and practices to bring out the best in people and places in win-win ways. Driven to identify areas of

strengths and gaps in learning and growth, and partner with diverse teams to implement interventions equitably and measure impact of the work to amplify people, teams, companies, and communities.

Areas of Strength and Expertise

- Strengths-Based
- Development-Oriented
- Growth Coaching
- Change Interventions
- Appreciative Inquiry
- Learning & Wellbeing Cultures
- Psychological Safety
- Employee Engagement
- Innovation Facilitation

Professional Experience

Consultant, Facilitator & Coach

2007 – Present

Louis Alloro and Associates DBA The Wellbeing Lab, The Change Lab

Design and facilitate learning and strategy sessions on developing learning and wellbeing cultures for companies (Boston Consulting Group, Siemens Healthineers, American Greetings) and NGOs (National Education Association, Utah Department of Transportation; City of Palmdale), national foundations, universities, and tech startups.

- Provide pragmatic, solutions-focused expertise to social behavior change efforts by bringing teams the best, most impactful and actionable know-how from behavioral science/economics, social change marketing, public health, personal and leadership development, experience design and the science of personal and team wellbeing.
- Utilize strengths-based leadership, positive psychology, appreciative inquiry, asset-based organizational development, adult and systems development, cognitive neuroscience, and coaching to aid clients in shifting to more engaged and effective organizations good for people and profit.
- Coordinate teams of change agents for strategic partnering and collaboration on positive change culture initiatives that require diverse and equitable participation across companies and intersectoral communities for collective impact
- Plan and facilitate experiential learning: **Moving From Functioning To Flourishing; Relational Resilience; Finding The Upside Of Stress; Strengths Based Teaming and Planning**

Co-Founder and Director

2012 – 2017

Certificate in Applied Positive Psychology (CAPP) Program

Design curriculum for and lead world's first certification program in applied positive psychology, working with 800+ graduates around the world.

- Advise participants on specific, professional applications of their learning in various domains including global business organizations, educational institutions, startups, government, and community.
- Consistently receive superior teaching ratings on participant evaluations
- Collaborate with participants and their organizations to facilitate impactful, hyper local change interventions with multiple layers of application.

Senior Fellow

2011 – Present

George Mason University, Center for the Advancement of Wellbeing

Work with administration to develop and implement university-wide wellbeing interventions.

- Develop train-the-trainer model for campus-wide resilience initiative.
- Create / facilitate inaugural advanced coaching certification programs on Leadership and Wellbeing for university partners and external clients, many from federal government and Fortune 500.

Founder, Strategist, and Chief Facilitator

2008 – 2014

SOMO Leadership Labs

Envisioned, planned, and executed a city-wide positive change initiative in Cleveland, Ohio.

- Engaged entire city system simultaneously—business, education, and community leaders in building human capital and capacity using research- and strengths-based tools and frameworks reaching thousands of participants.
- Collaborated with Dr. David Cooperrider and the Center for Sustainable Value at Case Western Reserve University on the Sustainable Cleveland 2019 initiative, a change-approach to engage multi-group stakeholders.

Additional roles as VP of Operations & Sales in technical start-up ventures in New York, NY from 2000-2005.

Education

Doctorate of Philosophy, Leadership & Change, Antioch University, Claremont, CA (*in process*)

Master of Applied Positive Psychology, University of Pennsylvania, Philadelphia, PA (*2008*)

Master of Foundations of Education, Montclair State University, Montclair, NJ (*2006*)

Bachelor of English, Muhlenberg College, Allentown, PA (*2000*)

Certifications & Distinctions

Positive Business Intervention Award, International Positive Psychology Association

Penn Resilience Program Ambassador, University of Pennsylvania

Systems Thinking Certificate, Massachusetts Institute of Technology

Polarity Management Certificate, Polarity Partners

Results Coaching Certificate, Neuro-Leadership Institute

Positive 360 Review Feedback Process Certificate, Shift 360

Appendix B: Articles of Incorporation

File Number: 13477167

Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
Virtual Horizons Charter School

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for such Corporation:

Article I
Name

The name of the corporation is Virtual Horizons Charter School

Article II
Purpose

Charter School

To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

Article III
Name and Address of Registered Agent

The address of the corporation's initial registered office shall be:

3676 West Hwy 138
Grantsville, UT 84029

The corporation's initial registered agent at such address shall be:

Angela Hansen



Article IV
Names and Addresses of Incorporators

The name(s) and address(es) of the incorporators are:

Incorporator #1
Angela Hansen
3676 West Hwy 138
Grantsville, UT 84029
Angela Hansen
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 29 June, 2023 and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

Article V
Members

The nonprofit corporation will have voting members

Article VI
Shares

The nonprofit corporation will not issue shares evidencing membership or interests in water or other property rights.

Article VII
Directors/Trustees/Officers

The name(s), address(es) and signature(s) of the director(s)/trustee(s)/officer(s) are:

Director #1
Angela Hansen
3676 West Hwy 138
Grantsville, UT 84029
Angela Hansen
Signature

Trustee #2
Angela Hansen
3676 West Hwy 138
Grantsville, UT 84029

Angela Hansen
Signature

Director #3
Kristin Elinkowski
3261 Twin Peaks Drive
Layton, UT 84040
Signature

Trustee #4
Kristin Elinkowski
3261 Twin Peaks Drive
Layton, UT 84040
Signature

President #5
Kristin Elinkowski
3261 Twin Peaks Drive
Layton, UT 84040
Signature

Vice President #6
Connor O'Brien
158 Dunnemann
Charelston, SC 29403
Signature

Director #7
Robert O'Brien
2506 Lake Vista Drive
Shorham, MI 49085
Signature

Article VIII

The period of duration of this corporation is perpetual

Article IX

Principal Place of Business

The street address of the principal place of the business is:

3676 West Hwy 138
Grantsville, UT, 84029

Under GRAMA (63-2-201), all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.

Appendix C: Governing Board BylawsVirtual Horizons Charter School
Bylaws

ARTICLE I: NAME

1.01 NAME

The name of this corporation shall be Virtual Horizons Charter School. The business of the corporation may be conducted as Virtual Horizons Academy.

ARTICLE II: PURPOSES AND POWERS

2.01 PURPOSE

Virtual Horizons Charter School is a C-Corporation, also registered in the state of Utah as a non-profit entity. It will be converted to a nonprofit with the Internal Revenue Service upon charter approval. Virtual Horizons Charter School shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Virtual Horizons Charter School provides publicly-funded education for students from Kindergarten through completion of high school, using virtual instruction, by Utah-licensed teachers.

2.02 POWERS

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

2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS

Virtual Horizons Charter School is registered as a Utah nonprofit corporation, and will be converted to a nonprofit with the Internal Revenue Service upon charter approval, and thus recognized as a tax exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

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

member, or other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

Distribution Upon Dissolution. Upon termination or dissolution of Virtual Horizons Charter School,. any assets lawfully available for distribution shall be distributed to one or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code, which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to Virtual Horizons Charter School.

ARTICLE III: MEMBERSHIP

3.01 MEMBERS

The corporation shall have voting members within the meaning of the Nonprofit Corporation Law.

3.02 AFFILIATES

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The Board, a designated committee of the Board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights, and are not officers of the corporation.

3.03 ASSOCIATES

Nothing in Article V shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Utah Nonprofit Corporation Law. Such individuals may originate and take part in the discussion on any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Utah Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Board Members or Officers of the

corporation, on a disposition of substantially all the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a Board Member. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups, as it deems appropriate to advise and support the corporation.

ARTICLE IV: MEETINGS OF MEMBERS

SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least once each 12 months, the Board meeting shall include: (1) review and/or election of Board Members and specific positions; (2) review and/or appointment of Officers of the corporation; (3) review and approval of annual budget.

SECTION 4.02 SPECIAL MEETINGS

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

ARTICLE V: BOARD OF DIRECTORS

5.01 GENERAL POWERS

Subject to limitations of the Utah Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS

The authorized number of Board Members shall be no fewer than three (3) and no more than seven (7), unless changed by amendment of these Bylaws. If a charter authorizer appoints a representative to serve on the Board of Directors, then the Board of Directors may appoint an additional Member to ensure an odd number of Board members.

The Members from the community at large are to be elected by the current Board of Directors and may be elected for up to three (3) four-year terms; provided that a Member who has served three (3) four-year terms may be elected to additional terms if the Board determines that such additional terms are essential to the continuity of Board management and affairs.

SECTION 5.03 FEES AND COMPENSATION

Board Members shall not receive any compensation for their services: however, the Board may approve the reimbursement of a Member's actual and necessary expenses incurred in the conduct of the corporation's business.

SECTION 5.04 RESTRICTION OF INTERESTED DIRECTORS

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part time employee, independent contractor or otherwise and (b) any immediate relative of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

SECTION 5.05 CHAIR

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

SECTION 5.06 SECRETARY

The Secretary shall keep or cause to be kept a record of minutes of all meetings, proceedings, and actions of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof, and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep, or cause to be kept the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody, shall see that all reports, statements and other

documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

SECTION 5.08 TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board Member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and of the financial condition of the corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be determined from time to time by the Board.

ARTICLE VI: OFFICERS

SECTION 6.01 OFFICERS

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the President of the corporation, with approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation, unless other individuals are appointed by the Board. The corporation may also have, at the discretion of the Board, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as deemed necessary by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the corporation or as the Chair of the Board.

SECTION 6.02 REMOVAL

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

SECTION 6.03 RESIGNATION

Any Officer may resign at any time by giving written notice to the Board. Such resignation may not prejudice any contract to which the Officer is a party. Any such resignation shall take

effect at the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall not be necessary to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 6.04 VACANCIES

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

ARTICLE VII. COMMITTEES

SECTION 7.01 BOARD COMMITTEES

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

ARTICLE VIII: AMENDMENTS AND CORPORATE CHANGES

SECTION 8.01 BYLAWS

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

SECTION 8.02 ARTICLES OF INCORPORATION

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

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Board Chair of Virtual Horizons Charter School; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on 6/28/2023; and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name on 6/28/2023, UTAH.

Kristin Elinkowski

Kristin Elinkowski, Board Chair

Appendix D: Minutes from Government Board Meetings

Board Meeting Minutes

Date & Time: June 28, 2023 3:00pm (MDT)

Location: In Person and via Zoom

Attendance: Kristin Elinkowski, Angela Hansen, Robert O'Brien, Connor O'Brien, Louis Alloro

Call to order:

- Called to order by: Kristin Elinkowski
- Time: 3:07 pm

For Review, Discussion, & Voting

- Approval of Articles of Incorporation in compliance with State of Utah and HUD regulations
- Approval of Bylaws in compliance with State of Utah and HUD regulations
- Review Proposal 2023

Meeting Adjourned

- Adjourned by: Angela Hansen
- Time: 3:23 pm