



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Unbound Academy

Name of Applicant(s):

Unbound Academic Institute (UT), Inc.

Authorized Agent, if applicable:

Andrew Price

Main Point of Contact:

David Cavey

Point of Contact Phone Number:

(801) 505-0108

Point of Contact Email Address:

david.cavey@unbound.school

Proposed Charter School Location (city/area):

Virtual, State-Wide

Proposed Charter School Location’s School District(s):

State-Wide

Proposed Charter School’s Report Grade Configuration and Maximum Authorized Enrollment:

Grades 4-8, Maximum Authorized Enrollment of 2,000 students in Years 5+

Projected Number of Students to be Served in Each Grade for Annual Projection Counts:

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1					50	50	50	50	50					250
Year 2					80	105	105	105	105					500
Year 3					140	200	200	220	220					1000
Year 4					240	300	300	320	320					1500
Year 5 +					340	400	420	420	420					2000

Does the proposed grade configuration match the district of residence grade configuration? Explain.



Applying for a virtual school, state-wide, so this does not apply.

Are you proposing waiver(s), special treatment, or priority consideration allowable by statute or rule? Explain?

No.

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 applicants and governing body of the proposed charter school.

Name of Authorized Agent: **Andrew Price**

Signature of Authorized Agent: 
Name of Charter School Board Chair (if different than Authorized Agent): Mackenzie Price
Signature of Charter School Board Chair (if different than Authorized Agent): 

Proposal of Charter School:

Provide a 1-2 page overview of the “big ideas” of your proposed charter school.

Mission Statement: Unbound Academy is built on the belief that every child deserves access to a personalized and engaging education. We harness the power of technology and innovative teaching methods to create an environment where students thrive. Our unique approach allows students to master academic concepts at an accelerated pace, freeing up time to explore their passions and develop crucial life skills, all within a supportive online community.

Vision and Purpose, Aligning with SCSB's Mission and Vision

Inefficiencies, a lack of personalization, and a decline in student engagement have long plagued the traditional education system - unchanged since the Industrial Revolution. Our philosophy is based on the 2hr Learning model, currently in use at private schools in Austin under the Alpha brand and is a transformative solution to these pervasive issues. By leveraging AI technology and personalized learning, this model enables students to master core academic subjects in just two hours of their typical school day, allocating the remainder of the school day for life skills development via workshops and pursuing personal interests. These life skill workshops mimic the collaborative, creative, interdisciplinary tasks that will be required for them later in life. The model aims to foster a love of learning, improve academic outcomes, and prepare students for success in the rapidly changing modern world.

Unbound Academy is proud to partner with 2hr Learning, Inc. to bring these capabilities, previously only available at high-price point private schools, to the public charter student in Utah. This aligns closely with the Utah State Charter School Board’s mission to provide all Utah students access to quality public education and the vision to cultivate a high-quality charter school system that improves student outcomes through innovation. By focusing on essential life skills beyond the traditional curriculum, we prepare students for real life in the 21st-century.

Method to Meet Utah's Charter Schools Purposes, Unique Characteristics, and Implementation

We will use of different and innovative teaching methods through the 2hr Learning platform. 2hr Learning’s innovative educational approach combines AI technology, personalized learning paths, and a focus on life skills development to revolutionize the learning experience. Data shows students at schools using 2hr Learning

experience 2.4 times the academic growth on average compared to traditional education, with even higher rates for top performers. This model is effective for students across the board: it proves beneficial for those who may be academically behind to improve their outcomes, while accelerating learning for gifted students, allowing them to advance without being held back by conventional grade levels. Each child moves forward at an optimal pace tailored to their individual needs and abilities.

Unbound Academy implements its personalized, mastery-based learning model by focusing on core academic subjects for two hours daily using AI-driven platforms that tailor lessons to each student's pace and needs. Instead of traditional teachers, "guides" provide personalized support through meaningful interactions, promoting both academic achievement and social and emotional growth. Afternoon sessions are dedicated to workshops that teach practical life skills such as public speaking, financial literacy, and teamwork, ensuring holistic development.

Expected Academic Outcomes

As educators, policymakers, and society as a whole, we have a responsibility to continually seek out and implement evidence-based approaches that prioritize student success and well-being. The 2hr Learning model provides a compelling case for the transformative power of personalized, mastery-based learning and the importance of developing the whole child, setting them up for a successful future. By investing in this innovative approach, we can unlock the limitless potential of every student and create an environment where they thrive.

Since 2hr Learning has been used under the Alpha brand, the evidence shows that low socioeconomic status (SES) students initially scoring in the 31st percentile in both Math and Reading jumped to the 84th and 71st percentiles, respectively (NWEA Map Testing Results) at Alpha's Brownsville location. At Alpha Austin, the top performers learned 6.5x faster. The 2hr Learning model represents a paradigm shift in education, offering a solution to long-standing challenges of the traditional system. By prioritizing personalized learning, life skills development, and student well-being, the model unlocks the full potential of every learner, preparing them for success in the dynamic and complex world of the 21st century. As the model expands to new schools and communities, it holds the promise of revolutionizing education on a global scale, fostering a generation of engaged, resilient, and purpose-driven learners.

While the 2hr Learning model is not a panacea for all educational challenges, it represents a significant step forward in creating a more equitable, efficient, and student-centered educational landscape. By embracing innovation, adaptability, and a commitment to holistic development, the 2hr Learning model sets a new standard for teaching and learning in the modern era.

Provide a 2-3 page overview of the educational program.

Overarching Educational Philosophy

AI-driven adaptive learning technology: 2hr Learning leverages advanced AI algorithms to create personalized learning paths for each student. The system continually assesses a student's knowledge, skills, and progress,

adapting the content and pace of instruction to facilitate learning outcomes for that individual. We employ adaptive technology to tailor educational experiences through widely recognized platforms like IXL and Khan Academy, supplemented by custom content to address specific gaps. The AI rigorously analyzes comprehensive student data—response accuracy, engagement duration, and emotional feedback via webcam—to ensure lessons are appropriately challenging. Such meticulous adjustment fosters optimal learning zones, bolstered by the motivational synergy of our Guides and the exciting promise of diverse afternoon workshops.

Unbound Academy's afternoon sessions are the other core component of our educational philosophy and curriculum. They complete the experience we offer, ensuring that the required instructional minutes for full-time enrollment are met while adding immense value to students' lives via life skills. These workshops are designed to reinforce the morning's academic lessons with practical, hands-on experiences that are vital for a well-rounded education, making it clear that learning extends beyond traditional academics into real-world skills and personal development – an imperative for providing the most useful educational process.

Mastery-based progression: In the 2hr Learning model, students advance through the curriculum based on demonstrated mastery of concepts and skills rather than fixed time intervals. This approach ensures a solid foundation of knowledge before moving on to more advanced topics. Their progression is not measured against time spent but by a student's achievement on every specific standard, which is broken down into discrete skills, and mastery, which is assessed individually for each skill. Students must demonstrate comprehensive understanding, achieving full proficiency on assessments. This method guarantees solid foundational knowledge and the readiness to tackle more complex material, ensuring that learning is both deep and lasting.

Our focus is on growth over performance levels so as not to penalize students who come to us behind grade level. This growth focus enables us, in 2-3 years, to move these struggling students up to grade-level work and beyond. While online learning apps offer extensive educational resources, students often underutilize them due to lower perceived stakes compared to traditional settings. The effectiveness of online learning apps can be significantly enhanced by integrating guides or mentors who provide oversight and support. Studies have shown that mentoring and coaching can significantly boost student engagement and effectiveness in online learning settings. For example, guidance has been found to improve students' ability to stay focused and achieve their learning goals, thus maximizing their engagement and success in online courses (Gamage et al., 2021). Additionally, effective mentoring can guide students to utilize learning apps more comprehensively, thereby enhancing their learning outcomes and overall satisfaction with the educational experience.

Critical thinking skills: By integrating adaptive technologies that personalize academic challenges according to each student's abilities, our model fosters critical thinking. In addition to age and grade level as markers of progression, the 2Hr Learning model emphasizes mastery of skills. Our tiered system of levels – LL, L1, L2, and L3 – consists of specific benchmarks that signify mastery of skills beyond traditional grade markers. For instance, a student may be categorized at a fourth-grade age but working on fifth-grade level tasks (L3) if they demonstrate the requisite understanding and skill proficiency. This system ensures that students are continuously challenged at the right level of complexity, which fosters critical thinking and problem-solving skills. Students' progress is visually mapped, allowing them to see their advancement through levels, which aids

in planning and optimizing their study focus. This methodology encourages students to allocate their study time independently and effectively, focusing on areas requiring improvement.

Afternoon workshops for life skills development: In the afternoons, students engage in hands-on workshops designed to cultivate essential life skills such as financial literacy, public speaking, goal setting, and resilience.

Synchronous activities: Live sessions that allow students to engage in real-time projects like budgeting exercises or delivering speeches, utilizing digital tools to create an immersive learning experience.

Asynchronous activities: Self-paced projects in which students apply concepts independently, such as recording public speeches or developing digital portfolios, which are later submitted for feedback.

A blend of scheduled live interactions and self-managed projects ensures that each student not only meets educational standards but also develops the independence and skills necessary for lifelong learning.

These hands-on workshops ensure students apply skills in practical contexts, enhancing engagement and efficacy in an online setting, thereby making the most of both synchronous and asynchronous learning opportunities

Cited Research / Evidence

The 2hr Learning model is grounded in several well-established educational theories that support its effectiveness:

Bloom's 2 Sigma Problem (1984): This theory suggests that students who receive one-on-one tutoring outperform those in traditional classroom settings by two standard deviations. 2hr Learning's personalized approach mimics the benefits of individual tutoring at scale.

Vygotsky's Zone of Proximal Development (1978,2017): Vygotsky proposed that students learn best when challenged just beyond their current level of knowledge and skill, with appropriate support. 2hr Learning's adaptive technology ensures that students consistently operate within their optimal zone of learning.

Dweck's Growth Mindset (2006): Carol Dweck's research highlights the importance of fostering a growth mindset, where students believe that their abilities can be developed through effort and perseverance. 2hr Learning cultivates a growth mindset through its emphasis on mastery, personalized feedback, and celebrating progress.

Constructivism: This theory posits that learners construct knowledge through active participation rather than passive reception. Research supports that hands-on, problem-solving activities lead to deeper understanding and retention of material (Tprestianni, 2023).

Self-Determination Theory: According to researchers Deci and Ryan, environments that support students' needs for autonomy, competence, and relatedness increase motivation and engagement. When students feel a sense of ownership over their learning, they are more likely to pursue challenges and achieve higher academic success.

Hattie's Visible Learning (2008): Hattie's meta-analysis shows that teaching strategies that enable teachers to see learning through the eyes of students significantly enhance achievement. He quantifies the effect size of different teaching interventions, with many student-centered approaches showing high impacts.

By incorporating these theoretical foundations, the 2hr Learning model creates an optimal environment for student learning, engagement, and growth.

Utah Core Standards and Graduation Requirements

Unbound Academy will deliver a high-quality education aligned with the Utah Core Standards through our innovative online model. While Unbound Academy will only serve grades 4-8 and therefore does not have traditional graduation requirements, our academic program ensures that students are prepared to meet and exceed the state of Utah's educational benchmarks at each grade level and the Utah Core Standards are met or exceeded. To effectively teach and adapt the Utah Core Standards in a virtual environment, we employ advanced AI-based technologies to create personalized learning paths for each student, based on the Core Standards in each subject area. Our curriculum uses multimedia resources, virtual labs, and collaborative projects, which bring the Utah Core Standards to life. We craft lessons to be both educational and engaging, ensuring that students not only meet academic benchmarks but also develop a genuine love for learning. Through this rigorous academic preparation and life skills development, students are well-equipped for future academic and personal success.

Special Programs

As a virtual charter school, Unbound Academy delivers personalized, high-quality instruction that mimics one-on-one tutoring experiences. This technology makes individualized learning accessible to all. Our school will also actively foster partnerships with local organizations and businesses to enhance students' learning experiences beyond the virtual classroom. These collaborations provide students with real-world experiences and opportunities, enriching their education and helping them develop diverse skills.

Provide a 2-3 page detailed description of the research-based or evidence-based cited instruction for special populations that will be provided to students as required by federal law.

Unbound Academy is committed to providing a welcoming and personalized learning environment for all students, including those with disabilities, multilingual learners, economically disadvantaged students, and homeless students. Our instructional framework is built on evidence-based practices designed to meet the diverse needs of our student body. A key aspect of our approach is differentiated instruction, which allows us to tailor learning experiences to individual student needs, ensuring that all students receive the appropriate support they need to succeed.

In compliance with the Individuals with Disabilities Education Act (IDEA), we follow a systematic process to identify and support students who may need special education services, ensuring that we meet the "Child Find" requirement. This process begins with early identification, where we review new students' previous school

records, observe them in the virtual classroom, and gather insights from their parents within the first 45 days of enrollment. This initial screening helps us identify students who may require additional support early on.

Once a potential need for special education services is identified, we conduct a thorough evaluation. This involves academic performance reviews, behavioral assessments, and input from parents and the student. With parental consent, we conduct formal evaluations carried out by qualified professionals to accurately understand the student's needs. If a student is found eligible for special education services, we develop an Individualized Education Program (IEP).

The IEP is a comprehensive document that outlines the student's specific educational needs, the services to be provided, and how progress will be measured. Our flexible learning model seamlessly integrates these supports into the student's daily educational experience. We aim to educate students in the least restrictive environment, allowing them to remain in the general education setting alongside their peers as much as possible.

To support students with disabilities, we offer a range of accommodations and modifications. These may include assistive technologies, adapted assignments, additional instructional time with the special education guide, and behavior support plans. We also recognize that some services, such as certain therapies, are best delivered in person. For these, we utilize a network of external counselors and therapists, ensuring that students can receive necessary services in a convenient location, such as their home, a public library, or the therapist's office. Our Special Education Guide coordinates these services to ensure they align with the student's IEP and overall educational plan.

Communication with families is a crucial part of our process. We maintain regular contact with parents, updating them on their child's progress and making adjustments to the IEP as needed. Our IEP team, which includes guides, a special education guide, parents, and often the student, meets regularly to review and modify the plan based on the student's evolving needs.

To ensure our staff is equipped to support all students, we provide ongoing professional development on inclusive practices and the use of adaptive technologies provided by our curriculum partner, 2hr Learning. This training helps our guides stay current with best practices in special education, enabling them to support students effectively.

For multilingual learners, we start with a Home Language Survey to identify students who may need English Language Learner (ELL) services. Those identified are assessed using an English language proficiency test, and based on the results, we develop personalized learning plans that include specific language development goals and resources. Our self-paced, mastery-based curriculum is designed to accommodate the diverse needs of multilingual learners, allowing them to progress at their own pace. We integrate adaptive online programs like Duolingo to help them improve their language skills while keeping up with core academic content.

Our instructional staff receives training in sheltered instruction and culturally responsive teaching, which includes strategies for scaffolding lessons and providing targeted support for multilingual learners. We use visual supports, simplified language, and vocabulary-building activities to ensure that these students can access the curriculum effectively.

Unbound Academy ensures that economically disadvantaged students have equal access to education by providing all students with laptops at no cost. This ensures that every student has the necessary tools to participate fully in our online school, leveling the playing field and allowing equitable access to educational resources. Our commitment to supporting students from low socioeconomic status (SES) backgrounds is demonstrated by the success of a similar educational model in Brownsville, where students from economically disadvantaged families have achieved notable academic growth.

We also comply with the McKinney-Vento Homeless Assistance Act, ensuring that homeless students receive the support they need. As an online school, Unbound Academy provides a stable educational environment that homeless students can continue to access regardless of their living situation. This continuity is crucial for students who may be transitioning between homes or shelters, as it provides them with a consistent and supportive learning experience.

Unbound Academy's commitment to providing a Free Appropriate Public Education (FAPE) ensures that all students, regardless of their abilities or backgrounds, receive the education they need in a supportive and inclusive environment. Our approach combines early identification, comprehensive evaluations, personalized support plans, and ongoing communication with families to meet the diverse needs of our student population.

Provide a 2-3 page market analysis. A market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school.

Unbound Academy is a pioneering virtual charter school designed for grades 4-8, leveraging advanced AI technologies to offer a personalized, mastery-based learning experience. The following market analysis provides detailed insights into the necessity of Unbound Academy, examines the competitive landscape, and presents a forecast of expected enrollment trends based on supporting data and statistics.

Need for a Virtual School

The demand for online learning options has skyrocketed, driven by the need for more flexible, adaptable, and tailored education systems. Virtual schools such as Unbound Academy provide significant academic advantages, with various studies demonstrating that students in virtual learning environments often outperform their peers in traditional settings. By implementing personalized and mastery-based instruction, Unbound Academy efficiently meets the diverse educational needs of today's students.

Traditional educational institutions often lack the flexibility and individualized attention required by many students, especially those with special needs or those living in remote areas. Unbound Academy bridges this

gap through its mastery-based progression and AI-driven personalized learning paths, which ensure academic excellence while fostering essential life skills through various workshops. Surveys indicate a 20% annual increase in the adoption of online learning options, further underscoring the growing demand for virtual schooling. This demand is reflected in the enrollment numbers of virtual charter schools in Utah, which serve a diverse population of students, including a notable percentage from low-income households (>28% in virtual charter schools) and those requiring special education services.

Target Demographics

Unbound Academy targets a diverse and growing population that seeks flexible learning schedules. Key demographics include families looking for adaptable educational options, students with special needs, and those residing in remote or rural areas. Population data forecasts an annual growth rate of 3% in these regions, supporting the need for diversified learning modalities such as those offered by Unbound Academy.

Specific Groups Benefiting from Unbound Academy

1. Families needing flexible schedules to manage various activities and commitments.
2. Students with special needs who require tailored learning environments.
3. Students in remote or underserved areas with limited access to quality education.

By emphasizing personalized learning and life skills development, Unbound Academy appeals to families seeking a holistic educational approach that balances academic excellence with practical skills.

Competing Schools Analysis

Nearby public district and charter schools predominantly follow traditional educational models. While these schools may perform adequately, they can lack the flexibility and individualized focus required by many students. Additionally, our data from other fully virtual schools in Utah, such as the Mountain Heights Academy and Utah Connections Academy, show varying levels of achievement and growth, emphasizing the need for high-quality alternatives like Unbound Academy.

Unbound Academy sets itself apart with its two-hour focused academic sessions, mastery-based learning, and emphasis on life skills through workshops and mentorship programs. These elements provide significant advantages over traditional schools in fostering academic growth and nurturing well-rounded individuals.

Risks, Barriers, and Regulations

Establishing Unbound Academy as an online charter school will involve navigating several risks, barriers, and regulations that may impact its success. Understanding and addressing these potential obstacles is crucial for developing a comprehensive strategy to ensure the academy's success and sustainability. Regulatory compliance with Utah's educational standards for online charter schools will be a primary consideration. Technological barriers will represent another potential risk, particularly concerning internet accessibility and

the digital divide. Despite Utah's technological advancements there remain areas within the state, particularly in rural and underserved regions, where reliable internet access can be limited, impeding those students' ability to participate effectively in the online format offered by Unbound Academy. We are committed to providing technical support and resources to help families overcome these hurdles. Legal risks, particularly those surrounding data privacy and cybersecurity are also present. Adhering to the Family Educational Rights and Privacy Act (FERPA) is required to protect student information and ensure the confidentiality of educational records. With strict data protection protocols and cybersecurity measures to safeguard against breaches and unauthorized access, Unbound Academy is aware of the risks and conducts regular audits, compliance reviews, and staff training on data privacy laws and cybersecurity best practices.

Unique Selling Proposition

Unbound Academy differentiates itself by integrating advanced AI technologies to personalize learning experiences, making high-quality education accessible for all. The school's model maximizes academic growth and frees up time for students to pursue interests and life skills through afternoon workshops, contributing to their long-term success in the real world.

Distinct Features and Innovations of Unbound Academy

- **Personalized Mastery-Based Learning:** Allows students to progress at their own pace, ensuring deep understanding before moving on to more advanced concepts.
- **AI-Driven Adaptive Learning:** Generates customized learning paths tailored to each student's unique needs and progress.
- **Life Skills Development:** Offers afternoon workshops focusing on practical skills such as teamwork, public speaking, financial literacy, and leadership.

This combination creates an educational experience similar to one-on-one tutoring, recognized as one of the most effective forms of instruction.

Market Justification

The rising interest in online education is well-supported by recent surveys and population studies. Trends indicate a 20% annual increase in the adoption of online educational models. The 2hr Learning method used by Unbound Academy has shown remarkable outcomes, with students achieving high academic standards at a faster rate.

This growing demand highlights the shortcomings of traditional schools and emphasizes the value of innovative virtual schooling. Responses from parents and students also show substantial interest in personalized learning models, further corroborating the necessity of Unbound Academy.

Enrollment Forecasts

Based on current trends and strong interest levels, enrollment numbers for Unbound Academy are projected to be highly promising. In its first year, the school anticipates enrolling 250 students, with enrollment expected to

double each subsequent year, reaching up to 1000 students by the third year, then leveling off to reach 1500 students in year four and 2000 students in year five. These forecasts align with observed trends in the increased acceptance and effectiveness of online educational models.

Conclusion

The market analysis underscores the significant need and potential success of Unbound Academy as a virtual charter school in Utah, state-wide. By addressing current gaps in traditional schooling and offering flexible, personalized learning with a focus on life skills, Unbound Academy is well-positioned to meet the evolving educational demands of Utah's students and families. Supported by strong data-driven evidence, the academy promises to deliver quality education that meets the needs of the diverse student population.

Governing Board:

Members of Governing Body:

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
MacKenzie Price	Chair	Community Engagement	N/A
Stefanie Baduria	Vice Chair	Academics	N/A
Andrew Price	Treasurer	Finance	N/A
McKell Anderson	Secretary	Operations	N/A
Tricia Johnson	Director	Educational Compliance	N/A

By the end of 2024, a majority of voting members of the board will be Utah residents.

The board of directors is committed to maintaining transparency and integrity. Currently, three of our directors, Stefanie Baduria, Andrew Price, and MacKenzie Price, are affiliated with 2hr Learning, Inc. To ensure independence, we plan to transition to a majority of unaffiliated voting directors by the end of 2024. If necessary, one or more of the affiliated directors will resign or become non-voting members of the board.

Appendix A: Background Information Sheet

Name:

MacKenzie Price

Position on Board:

Chair

Area of Expertise:

Community Relations

Statement of Intent Regarding Role on the Board:

I am thrilled to join the board of Unbound Academic Institute (UT), Inc. as the Chair, bringing my extensive experience in educational innovation and leadership. As the Co-Founder of 2hr Learning, I am deeply committed to expanding our reach to Utah, ensuring that every student has access to quality education, regardless of their financial background. My background has equipped me with a unique perspective on student needs and learning strategies. Together, we will create an inclusive and dynamic learning environment that fosters growth and excellence. I am excited to collaborate with this dedicated team to make a lasting impact on the lives of Utah’s students.

Not-for-Profit History Relevant to Board Role:

Employment History Relevant to Board Role:

Co-Founder of 2hr Learning (August 2023-Present); Co-Founder of Alpha School (August 2014-Present); Co-Founder of eSports Academy (October 2023-Present)

Education History Relevant to Board Role:

BA in Psychology, Stanford University (1994-1998)

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Applicant's Signature:



Date:

1 July 2024

Appendix A: Background Information Sheet

Name:

Stefanie Baduria

Position on Board:

Vice Chair

Area of Expertise:

Academics

Statement of Intent Regarding Role on the Board:

I am honored to join the board of Unbound Academic Institute (UT), Inc. as the Vice-Chair, bringing my extensive experience in educational leadership to this new role. With a Doctor of Education in Educational Leadership from the University of Southern California and my role as Director of K-8 at Alpha School, I have dedicated my career to fostering academic excellence and innovation. My tenure as Director of Education for LA Galaxy and my position on the LA Galaxy Foundation Board have equipped me with a unique perspective on educational initiatives and community engagement. I am deeply committed to leveraging my expertise to enhance the success of Unbound Academy and to provide outstanding educational opportunities for its students. Together, we hope to build a vibrant and inclusive learning environment that sets the standard for educational excellence in Utah.

Not-for-Profit History Relevant to Board Role:

Chair of Education Committee, LA Galaxy Foundation Board (November 2017-July 2021)

Employment History Relevant to Board Role:

Director of K-8, Alpha School (June 2021-Present); Director of Education, LA Galaxy (July 2015-July 2021);

Education History Relevant to Board Role:

Doctor of Education in Educational Leadership, University of Southern California (2013-2018); MA in Child and Adolescent Literacy, Loyola Marymount University (2008-2010); BA in Liberal Studies, Loyola Marymount University (2004-2008); MBA, Southern New Hampshire University (2020-Present)

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Applicant's Signature:



Date:

1 July 2024

Appendix A: Background Information Sheet

Name:

Andrew Price

Position on Board:

Treasurer

Area of Expertise:

Finance

Statement of Intent Regarding Role on the Board:

I am excited to join the board of Unbound Academic Institute (UT), Inc. as the Treasurer, bringing my extensive experience as a Chief Financial Officer to this vital role. With my background, I have developed strong expertise in financial planning and operational efficiency. With my role as a Director of Ride Share Austin and my tenure as an external director with technology company boards, I am equipped with a broad perspective on financial governance and innovation. With an educational foundation in Electrical Engineering and Computer Science, I am committed to ensuring the financial health and sustainability of Unbound Academy. I look forward to collaborating with the board to enhance educational outcomes and create a thriving learning environment for all students.

Not-for-Profit History Relevant to Board Role:

Director of Ride Share Austin (2016-2023)

Employment History Relevant to Board Role:

Chief Financial Officer, Trilogy Enterprises, Inc. (May 1996-Present); Past External Director of the Board in various technology companies.

Education History Relevant to Board Role:

BS/BA in Electrical Engineering & Computer Science, Rice University (1992-1996)

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Applicant's Signature:



Date:

1 July 2024

Appendix A: Background Information Sheet

Name:

McKell Anderson

Position on Board:

Secretary

Area of Expertise:

Operations

Statement of Intent Regarding Role on the Board:

I intend to join the Board to help support and grow alternative education models for my kids and other kids across Utah. Being a business owner, I hire people every day and see such value in employees who have learned valuable life/work skills, alongside their standard education. I support Utah's growth to expand education options and see Unbound Academy as a school that Utah needs. With being able to provide the virtual ability to have academics online and bridge the gap between schools and homeschooling.

Not-for-Profit History Relevant to Board Role:

I have volunteered to work with children and youth for most of my life. I support them in gaining new skills, expanding their knowledge and the ability for them to excel in the world. I have held the role of advisor, mentor and director for various activities and camps. I have also served as the student vice president of the Hunstman School of Business at Utah State University for 2 years supporting educational opportunities for students.

Employment History Relevant to Board Role:

Operations Manager, Profitable Product (January 2018-Present); Senior Functional Consultant, Journeyteam (May 2019-July 2023); Senior Systems Analyst, Hexcel (December 2015-December 2017)

Education History Relevant to Board Role:

B.S. in Accounting, Utah State University (Graduation December 2011)

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Applicant's Signature:


McKell Anderson (Jun 30, 2024 19:52 MDT)

Date:

June 30th, 2024

Appendix A: Background Information Sheet

Name:

Tricia Johnson

Position on Board:

Director

Area of Expertise:

Educational Compliance

Statement of Intent Regarding Role on the Board:

I intend to offer my input and recommendations to best support Unbound Academy and its mission to create an environment where students thrive. My recommendations from from the perspective of a Utah resident, mother, and higher education educator, and I look forward to bringing this opportunity to Utah residents.

Not-for-Profit History Relevant to Board Role:

Technician Committee Lead, Co-Chair - Utah Society of Health Systems Pharmacists (USHP) (2019-2023); Pharmacy Technician Educators Council (PTEC)

Employment History Relevant to Board Role:

Associate Vice President for Instruction, Bridgerland Technical College (2023-Present); Pharmacy Technician Director, Bridgerland Technical College (2014-2023)

Education History Relevant to Board Role:

Master of Education in Higher Education Leadership, Weber State University (est. Aug 2025); Bachelor of Science in Healthcare Management, Weber State University (Graduated August 2023); Associate of Science, Utah State University (Graduated January 2019)

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Applicant's Signature:



Date:

June 30th, 2024

Appendix B: Articles of Incorporation

DocuSign Envelope ID: 74FCA1C9-8DF8-4C18-A4E4-839CD202142E



Department of Commerce
Division of Corporations & Commercial Code
Articles of Incorporation (Nonprofit)

be hand written

EXPEDITE

Date: 05/21/2024

Receipt Number: 10685032

Amount Paid: \$1,715.90

Important: Read instructions before completing form

Non-Refundable Processing Fee: \$30.00

1. Name of Corporation:	Unbound Academic Institute (UT), Inc.		
2. Purpose:	to engage in any lawful act or activity for which corporations may be organized under the Utah Revised Business Corporation Act		
3. Who/What is the name of the Registered Agent (Individual or Business Entity or Commercial Registered Agent)?:	Capitol Corporate Services, Inc.		
The address must be listed if you have a non-commercial registered agent. What is a commercial registered agent?			
Address of the Registered Agent: 2005 East 2700 South, Suite 200			
Utah Street Address Required, PO Boxes can be listed after the Street Address			
City: Salt Lake City	State UT	Zip: 84109	
4. Name, Signature and Address of Incorporator (attach additional page if there is more than 1 incorporator)	Robyn A. Siers Name 1605 Lakecliff Hills Lane, Suite 100, Austin, TX 78732 Address Signature: City State Zip Date: June 14, 2024		
5. Voting Members:	The nonprofit corporation <input type="radio"/> will <input checked="" type="radio"/> will not have voting members.		
6. Shares:	The nonprofit corporation <input type="radio"/> will <input checked="" type="radio"/> will not issue shares evidencing membership or interests in water or other property rights. The aggregate number of shares that the nonprofit corporation has authority to issue shall be <input type="text"/> The shares <input type="checkbox"/> will <input type="checkbox"/> will not be divided up in to classes. Type 1: <input type="text"/> Number of Shares: <input type="text"/> Statement: <input type="text"/> Type 2: <input type="text"/> Number of Shares: <input type="text"/> Statement: <input type="text"/>		
7. Assets:	Upon dissolution assets of the corporation will be distributed in a manner consistent with law.		
8. Principal Address:	Address City State Zip		
9. Name and Address of Directors: (attach an additional page if there are more than 3 directors)	1. Name Position Address City State Zip 2. Name Position Address City State Zip 3. Name Position Address City State Zip		

Under GRAMA {63G-2-201}, all registration information maintained by the Division is classified as public record.

State of Utah
Department of Commerce
Division of Corporations and Commercial Code
I hereby certify that the foregoing has been filed
and approved on this 24 day of Jun 20 24
In this office of this Division and hereby issued
This Certificate thereof.

Examiner

TN Date 6/24/24



Adam Watson
Adam Watson
Division Director

08/23

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Appendix C: Governing Board Bylaws

**BYLAWS OF
UNBOUND ACADEMIC INSTITUTE (UT), INC.,
A UTAH NONPROFIT CORPORATION**

ARTICLE 1: NAME AND LOCATION

1.1 NAME: The name of this corporation is Unbound Academic Institute (UT), Inc. (hereinafter referred to as the “Corporation”).

1.2 PRINCIPAL OFFICES: The principal office of the Corporation shall be located at:

2943 Parkway Blvd #281

Salt Lake City, UT 84119

The Corporation may also maintain offices at such other locations as the Board of Directors (as defined in Section 5.3) may from time to time determine.

ARTICLE 2: DURATION

The duration of the Corporation shall be perpetual unless otherwise provided for in the Articles of Incorporation.

ARTICLE 3: NONPROFIT PURPOSES

3.1 NONPROFIT PURPOSES: The Corporation shall not be organized or operated for profit and no part of the net earnings of the Corporation shall inure to the benefit of any person or entity. Specifically, the Corporation’s purpose is to advance educational purposes including but not limited to (a) operating one or more private or charter schools (each, a “School” and collectively, the “Schools”) and (b) all activities to advance the same and educational purposes.

3.2 EXCLUSIVE CORPORATE PURPOSES: The purposes of the Corporation shall be subject to 3.1 above and subject to the express provisions of the Articles of Incorporation.

ARTICLE 4: MEMBERS

The Corporation shall have no “members.”

ARTICLE 5: BOARD OF DIRECTORS

5.1 QUALIFICATIONS OF DIRECTORS. After December 31st, 2024, a majority of Voting Directors (as defined in Section 5.3) must maintain a primary residence in Utah.

5.2 INITIAL BOARD: The initial Voting Directors (as defined in Section 5.3), subject to removal, death, incapacity, or resignation, shall serve until the earlier of (a) the end of their term, as specified in Section 5.8, and (b) the election and qualification of their respective successors as is provided by the applicable state law.

5.3 NUMBER OF DIRECTORS AND BOARD COMPOSITION:

(a) The Corporation shall have at least three (3) but no more than seven (7) members of the board of directors who are entitled to vote on all matters brought before the board of directors (the “Voting Directors”). The Voting Directors may appoint an unlimited number of individuals who are not entitled to vote on matters brought before the board of directors (the “Non-Voting Directors” and, together with the Voting Directors, the “Board of Directors”; Voting Directors and Non-Voting Directors may also be referred to individually as a “Director”).

(b) A Non-Voting Director shall have no right to vote on any matters brought before the Board of Directors.

5.4 RESIGNATION: Any Director may resign at any time upon written notice to the Corporation as provided by applicable law.

5.5 DUTIES, POWERS, AND COMMITTEES:

(a) The Board of Directors shall be responsible for the control and management of the affairs, property, and interests of the Corporation, including but not limited to, planning and supporting programs and activities consistent with the Corporation’s purposes. The Board of Directors is legally responsible for all transactions of any School.

(b) All Schools shall at all times be operated by the Board of Directors in accordance with Utah Code Title 53G, Chapter 5 and all other applicable laws and regulations.

(c) The Corporation shall have ultimate responsibility for employment, management, dismissal, and discipline of its employees.

(d) The Corporation shall not enter any agreement that enables a third party to assume control over or replace any Directors of the Corporation under any circumstances.

(e) The Board of Directors shall have the power to appoint officers and appoint committees to assist the Directors in the conduct of the Corporation’s affairs.

5.6 MEETINGS:

(a) Meetings shall be held at regular or irregular intervals of time and at such places as the Board of Directors shall fix in advance or as may be called by the president (“President”) or one-third (1/3) of the Board of Directors on at least 48 hours advance notice.

(b) Whenever notice is required to be given under any provision of the Utah Code, the Articles of Incorporation or these Bylaws, a written waiver, signed by the person entitled to notice, or a waiver by electronic transmission by the person entitled to notice, whether before or after the time of the event for which notice is to be given, shall be deemed equivalent to notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any written waiver of notice or any waiver by electronic transmission unless so required by the Articles of Incorporation or these Bylaws.

(c) The Board of Directors may permit any or all Directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Directors participating may simultaneously hear and be heard by each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

(d) Upon the final approval of the Corporation's charter application, the Corporation shall be subject to the Open and Public Meeting requirements of Utah Code Title 52, Chapter 4 and the Government Records Access and Management requirements of Utah Code Title 63G, Chapter 2.

5.7 QUORUM: A majority of the Voting Directors shall constitute a quorum for the transaction of business, and all actions of the Board of Directors shall be determined by a majority of the quorum present, unless otherwise required by applicable law.

5.8 TERM: Each Director shall serve a term of three (3) years (unless earlier removed as provided for in Section 5.10), beginning after his or her election or appointment.

5.9 VACANCIES: Any vacancy in the Board of Directors (whether created by resignation, removal, death, term limits, or incapacity or by increase in the number of members) may be filled by a majority vote of the remaining Voting Directors, at any meeting of the Board of Directors.

5.10 REMOVAL OF DIRECTORS:

(a) The Board of Directors shall establish written policies and procedures for handling conflict, working with any Director who is no longer productive or is struggling to keep their commitment, and is being removed for Cause. These policies and procedures shall be set forth in Board of Directors' agreements and reaffirmed by all active Directors on an annual basis. "Cause" for removal shall include, but not be limited to, a director's failure to attend three (3) consecutive regular meetings without a valid excuse, engaging in conduct that is detrimental to the Corporation, or violating the Corporation's policies or bylaws. The Director in question shall be given an opportunity to address the Board of Directors before a vote is taken on their removal.

(b) Any Director may be removed from office by a majority vote of the remaining Voting Directors at any meeting at which notice of removal has been given as hereinafter provided, with or without cause. Any Director proposed to be removed shall be entitled to at least ten (10) days advance written notice, with confirmation of receipt thereof, of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

5.11 PRESIDENT: At all meetings of the Board of Directors, the President or vice president ("Vice President") chosen by the Voting Directors present shall preside.

5.12 COMPENSATION: No Director or officer shall receive compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a Director or officer.

5.13 ADOPTION OF CONFLICT OF INTEREST POLICY: The Corporation's Board of Directors shall adopt and ensure compliance with a conflict of interest and anti-nepotism policy (the "Policy").

ARTICLE 6: OFFICERS

6.1 POSITIONS, ELECTION AND TERM OF OFFICE:

(a) The officers of the Corporation shall consist of a President, secretary ("Secretary"), treasurer ("Treasurer") and such other officers with such powers and duties not inconsistent with these Bylaws as may be determined by the Voting Directors.

(b) Officers of the Corporation shall be elected by the Voting Directors.

(c) Each officer shall, subject to removal, resignation, death, or incapacity, serve for such term, if any, as is specified by the Board of Directors and until his or her successor shall have been elected and qualified.

6.2 VACANCIES: A vacancy in any office shall be filled for the remainder of the term by the Voting Directors at any meeting of the Board of Directors.

6.3 PRESIDENT: Subject to any supervisory power as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control over the activities and officers of the Corporation. The President shall have the general powers and duties of management usually vested in the office of a president of the Corporation. The President shall have such other powers and duties as may be prescribed by the Board of Directors or these Bylaws.

6.4 SECRETARY: The Secretary shall:

(a) Keep or cause to be kept a book of minutes of all the meetings of members and of the Board of Directors and of the Executive Committee, if any;

(b) Cause all notices to be duly given in accordance with the law and the provisions of the Bylaws;

(c) In general, perform all duties incident to the office of the Secretary.

6.5 TREASURER: The Treasurer shall:

(a) Have charge of and supervision over and be responsible for the funds, securities, negotiable instruments, receipts and disbursements of the Corporation;

(b) Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation in accordance with generally accepted accounting principles;

(c) Render to the President, or the Board of Directors, and to the members, whenever requested, a statement of the financial condition of the Corporation (including the financial interests of its activities) and of all his or her transactions as Treasurer.

(d) In general, perform all duties incident to the office of the Treasurer.

6.6 REMOVAL OF OFFICERS: Any officer may be removed from office by a majority vote of the Voting Directors, at any meeting which notice of removal has been given as hereinafter provided, with or without cause. Any such officer proposed to be removed shall be entitled to at least ten (10) days advance written notice with confirmation of receipt of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting, but even if a Director, shall not be entitled to vote.

6.7 LIMITATION OF OFFICERS: No officer of the Corporation shall incur any obligation or withdraw any funds or transfer any asset except in the ordinary course of his or her duties and subject to the limitations thereon as may be imposed thereon by the Board of Directors. In any event, unless the Board of Directors expressly authorizes no obligation shall be incurred or withdrawal made, or asset transferred except on the signature of the President or Vice President and the signature of the Secretary. At the discretion of the Board of Directors, any officer may be required to post a bond for the faithful discharge of his or her duties in such sum and with surety as the Board of Directors determine, the expense of such bonding to be paid by the Corporation.

ARTICLE 7: COMMITTEES

7.1 APPOINTMENT: The Board of Directors may appoint any committees, for any purposes and duration that it deems necessary subject to applicable law.

ARTICLE 8: AMENDMENTS

The Board of Directors shall have the power to amend or alter the Bylaws by an affirmative vote of a majority of the Voting Directors, at any regular or special meeting called for that purpose.

ARTICLE 9: INDEMNIFICATION

The Corporation shall indemnify to the fullest extent permitted by law its officers, Directors, employees, agents and other representatives against any loss, liability, cost, or expense including attorney's fees in any way arising out of any act or omission taken or omitted in good faith belief that such act or omission was lawful and furtherance of the Corporation's purposes.

ARTICLE 10: DISSOLUTION

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the 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.

ARTICLE 11: MISCELLANEOUS

11.1 BANK ACCOUNT: The funds of the Corporation shall be deposited or kept with a bank or trust company selected by the Board of Directors.

11.2 ACCOUNTING YEAR: The ending date of the accounting year of the Corporation shall be the 30th of June, or such other date as the Board of Directors shall determine.

11.3 USE OF CORPORATION NAME: No Director of this Corporation shall use the name of the organization for the endorsement or sponsorship of any individual or any issue, event, or organization without the express approval of the Board of Directors.

11.4 PREEMPTION CLAUSE: In the event there is any contradiction between these Bylaws and the applicable laws of any state or the applicable laws of the federal government, the applicable laws of that state or of the federal government shall preempt these Bylaws.

11.5 LIABILITIES: Neither the charter school authorizer nor the State of Utah, nor any agency of the State, is liable for debts or financial obligations of the Schools, of the Corporation, or of any other persons or entities that operate the Schools.

Appendix D: Board Minutes

**Minutes of the Board of Governors Meeting of
Unbound Academic Institute (UT), Inc**

Date: Thursday, June 27th, 2024

Location: Virtual Meeting (Zoom)

Time: 1pm to 1:30pm MT

Attendees:

1. MacKenzie Price – Chair
2. Stefanie Baduria – Vice-Chair
3. Andrew Price – Treasurer
4. McKell Anderson - Secretary
5. Tricia Johnson - Director

Agenda:

1. Opening Remarks
2. Approval of the Bylaws
3. Approval of the Articles of Incorporation
4. Discussion of the Proposal to Open an Online Virtual Charter School in Utah
5. Acknowledgment of New Business Venture and Compliance Requirements
6. Closing Remarks and Next Steps

Minutes:

1. Opening Remarks:

The meeting commenced with MacKenzie Price welcoming the attendees and outlining the agenda, which focused on the approval of the nonprofit entity's Bylaws and Articles of Incorporation.

MacKenzie Price also discussed the charter school proposal for Unbound Academy due at the end of the month.

2. Approval of the Bylaws:

The attendees reviewed the proposed bylaws, which outline the governance structure, operational procedures, and responsibilities of the board of directors of Unbound Academic Institute (UT), Inc.

Andrew Price highlighted the importance of having a robust governance framework to ensure accountability and transparency.

After thorough discussion, the bylaws were unanimously approved by the Board.

3. Approval of the Articles of Incorporation:

Andrew Price presented the Articles of Incorporation, which are necessary for legally establishing the nonprofit entity in the state of Utah. He explained the key elements, including the organization's purpose and initial board members.

The Articles of Incorporation were unanimously approved by the Board.

4. Discussion of the Proposal to Open an Online Virtual Charter School in Utah:

The attendees reviewed the high-quality online curriculum developed by 2hr Learning, expressing a unanimous desire to make it accessible to a broader demographic without regard to families' financial circumstances.

MacKenzie Price emphasized the vision behind 2hr Learning's founding and the strategic alignment of opening a charter school to further this mission.

Stefanie Baduria provided insights into the educational landscape, highlighting the opportunity to expand the reach of their educational programs beyond existing private school campuses.

The attendees unanimously approved submitting the proposal application to the Utah State Charter School Board for June 30th, 2024.

5. Acknowledgment of New Business Venture and Compliance Requirements:

The group acknowledged that venturing into the charter school sector represents a new strategic direction, necessitating thorough research and compliance with Utah's educational regulations and requirements.

There was a consensus on the strategic fit of this initiative with the mission to democratize quality education.

6. Closing Remarks and Next Steps:

MacKenzie Price concluded the meeting by summarizing the decisions made and emphasizing the commitment to opening a charter school in Utah as a means to expand educational access.

The meeting was adjourned with an action plan to begin the preliminary steps required for opening the charter school, including engaging with Utah state education officials and community stakeholders.

Action Items:

1. Initiate discussions with Utah state education officials and local communities.
2. Submit the Unbound Academy proposal to the Utah State Charter School Board for the June 30th, 2024 deadline.

Minutes Approved By



Andrew Price, Treasurer & Director